ual: awarding body

Certificate in
Applied Drawing

**Level 2
–
Specification**

Applied Drawing

Contents

Cover image: Joy Williams, BA (Hons) Spatial Design - Copyright Ivan Jones

1.1
Qualification at a glance

Qualification title:	UAL Level 2 Certificate in Applied Drawing
Qualification number:	603/0256/2
Qualification level:	2
Qualification start date:	1 September 2016
Offered in:	England Northern Ireland
Guided learning hours:	120
Total qualification time (hours):	150
Age range:	14-16, 16-18, 19+
Funding available:	EFA (16-18) SFA (19+)
Assessment model:	This qualification contains one internally assessed unit, which is subject to external moderation by UAL Awarding Body, and one externally set and marked assignment.
Grading:	The overall qualification is graded as Pass, High Pass, Merit, High Merit or Distinction. The qualification grade is awarded on the basis of the aggregation of unit grades achieved.

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on 'the Hub' Learning Aims search facility.

2.1
Qualification purpose

The UAL Level 2 Certificate in Applied Drawing is suitable for students aged 14-16. It may also be suitable for other students studying appropriate Level 2 or 3 qualifications.

The UAL Level 2 Certificate in Applied Drawing will provide students with the knowledge and skills required in the use and application of drawing across a range of subjects.

As part of the qualification, students will gain an understanding of the value of drawing as a tool for creative activity, as well as understanding the different contexts, approaches and disciplines within which drawing operates, such as fine art, design, mathematics, medicine, science and game design.

This qualification will also provide students with a firm foundation to progress into a range of career pathways in which drawing is a requirement. These pathways include:
• Animation
• Design – games, ceramics, graphics, product, textiles, set design
• Fashion
• Fine art
• Engineering
• Architecture

Students may also find this qualification of interest if they wish to continue their education through applied learning and hands-on experience and/ or if they have an interest in researching and working with different tools, techniques and materials.

As part of this qualification, students will develop an understanding of how to:
• Use drawing to explain ideas and convey personal messages
• Accurately record the animate and inanimate world
• Confidently use different materials in combination with drawing techniques
• Identify and use contextual references to extend the quality of drawing ideas and responses
• Reflect critically on success to develop the quality of drawing responses.

This qualification is not time constrained, but will normally be completed over a 12-month period.

2.2
Entry requirements

There are no specific recommended prior learning requirements for this qualification.

UAL Awarding Body expects centres to recruit with integrity and on the basis of the student's anticipated ability to successfully complete the requirements of the qualification.

2.3
Induction

Centres should provide the student with an induction, which ensures that:
• A course handbook is provided, along with any other supporting material to facilitate effective learning
• 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 for internal assessment, external assessment and external moderation
• Health and safety regulations and procedures are explained.

2.4
Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and learning outcomes.

The qualification has been written to support a range of delivery options. Delivery should be coherent and integrated, and progressively focused on the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning, observing and practical experience, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their learning.

Centres planning to deliver the qualification should:

- Before designing a course programme, familiarise themselves with the unit specification and support material, including qualification structure, content, learning outcomes, assessment and quality assurance arrangements
- Have credible experience of teaching and/or providing training
- Undertake activities that contribute to their continuing professional development
- Have access to the physical resources needed to support programme delivery and the assessment of knowledge and skills. Where specific resources are required, these have been indicated in the unit specification.

Not every centre delivering the qualification will be expected to provide an identical programme, but they will be required to cover the same learning outcomes and ensure coherent sequencing (patterns of teaching, learning and assessment that are continuous, interactive and integrative), rather than a fragmented approach across diverse disciplines.

2.5
Personal and professional development

The UAL Level 2 Certificate in Applied Drawing 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 a range of transferable skills that will benefit them in other subject areas. The transferable skills that will be developed through this qualification will include:
- Initiative
- Independent inquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication
- Numeracy

2.6
Progression opportunities

The UAL Level 2 Certificate in Applied Drawing will support students in developing a portfolio of work to help them progress onto:

Further education
This qualification will help support the student to develop the knowledge and skills required to progress to further education courses, such as A Levels in Art and Design and other creative subjects.

Vocational courses
This qualification may also help students progress to a range of vocational courses, such as Level 2 and 3 qualifications in Art and Design, Performing Arts and Music, Fashion, Creative Digital Media, Engineering, Games Design and so on.

Apprenticeships
By completing this qualification, students may also progress directly to Level 2 or 3 apprenticeships.

2.7
Certification

Upon completion of this qualification, students will achieve the following qualification certificate:

UAL Level 2 Certificate in Applied Drawing

3.1
Assessment overview

Assessment is the process of measuring a student's skill, knowledge and understanding against the assessment criteria set in a qualification.

Assessment requirements:
58% of the qualification's content is internally assessed. (Unit 1)

42% of the qualification's content is externally assessed. (Unit 2)

The associated contribution of each unit to the overall grade is weighted 58% (Unit 1) and 42% (Unit 2).

3.2
Internal assessment
Requirements for centres
UAL Awarding Body requires each centre to develop assessments 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 assessments, UAL Awarding Body has provided the following guidance:

Setting the assessment
Centres are encouraged to develop and set their own assessments for all internally assessed units. Where a centre is devising an assessment, they should ensure that:
• Assessments are valid, reliable, fair and fit for purpose
• The purpose of the assessment is explained to the student and they are given the opportunity to prepare for it
• Students are provided with clear guidance on the assessment requirements of each unit
• Independent working is encouraged.

All assignments and projects, whether devised by the centre or the student, must provide appropriate opportunities for the student to generate the evidence required to meet the assessment criteria for the unit(s) that the assignment or project relates to.

UAL Awarding Body will have quality oversight of all assessments to ensure that there is comparability and validity across centre-devised assessments.

For UAL Awarding Body qualifications that are graded Pass/Merit/Distinction, rather than Pass/Fail, assignments and projects must allow students to achieve each grade if they have attained the required level of knowledge, skills and understanding related to that grade.

Taking the assessment
UAL Awarding Body requires each centre to set controls for the time, resource, supervision and collaboration of all tasks it sets. Good practice should include:
• Setting a specific timeframe in which the assessment will take place
• Clear guidance on the assessment process
• Providing students with guidance on where and when direct supervision is permitted in the assessment
• Providing students with guidance on collaboration, including where and when collaboration is permitted in the assessment.

Centre-assessed work should be completed in the course of normal curriculum time and supervised and marked by the tutor/assessor. Some of the work, by its very nature, may be undertaken outside the centre, such as research, portfolio building, rehearsing and so on.

As with all centre-assessed work, the tutor/assessor must be satisfied that the work submitted for assessment is the student's own. Students are free to revise and redraft work without tutor/assessor involvement before submitting the work for assessment.

The advice provided prior to final submission should only enable the student to take the initiative in making amendments, rather than detailing what amendments should be made.

Adding, amending or removing any work after it has been submitted for final assessment will constitute malpractice.

On completion of each unit, students must declare that the work produced is their own by signing the Candidate Authentication Form.

Marking the assessment
The centre must mark the student's assessment evidence against the assessment criteria. Centre assessors must judge the quality of evidence against each assessment criteria and award a grade of Pass, Merit or Distinction based on the student's achievement of the assessment criteria to the standard defined in the grade descriptors.

Students who do not satisfy all the Pass assessment criteria will be referred and will have one opportunity to redeem their referral. Referrals that have been successfully redeemed will be capped at a Pass. Referrals should be resolved before external moderation.

Students who, after being referred, are still unable to satisfy all the Pass criteria will be given a Fail.

For information on grading an assignment, please see the Grading section of this specification (pg.10).

3.3
External assessment
Setting the assessment
Each student is required to undertake an external assessment. External assessments, which are set and marked by UAL Awarding Body, assess the student's skills, knowledge and understanding of Unit 2 of the qualification.

Conducting the assessment
The external assessment is administered under specified assessment conditions. The external assessment for this qualification consists of both a preparatory period as well as a timed period. There are different levels of control for each period:

- **40 hours' preparatory time**, which should be used by students to research, evaluate, investigate, discuss and refine their work and ideas. Work undertaken during this time must be supervised by the teacher and can be carried out in the normal classroom environment.

- **10 hours' invigilated timed assessment**, which should be used by students to present their development, produce their final outcome and evaluate their work. These tasks must be done under timed conditions and must be invigilated in accordance with UAL Awarding Body guidance.

The 10 hours' invigilated timed assessment is independent from the teaching of the unit and is administered under specified controlled assessment conditions.

Instructions on how to administer the external assessment and the conditions under which it must be sat will be sent out with the external assessment materials. Guidance on the external assessment will be made available prior to the assessment.

Good practice should involve centres ensuring that:
- Students have a clear understanding of the requirement of the unit
- There are appropriate assessment conditions during the timed assessments
- Any instances of plagiarism, malpractice or maladministration are reported in accordance with UAL Awarding Body policy
- Any requests for reasonable adjustments or special considerations are made in accordance with UAL Awarding Body policy.

Students are entitled to one resit opportunity. This means that learners can have a total of two attempts at the external assessment. Students who resit the external assessment will be provided with a different assignment paper from the one originally undertaken.

3.4
Internal verification
Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness.

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. The internal verifier provides the vital link between the assessors and the external moderator and acts as the centre's quality assurance agent.

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 units. However, all centres are required to ensure that their methodologies are suitably robust.

3.5
External moderation
External moderation is concerned solely with evaluating and judging the quality of centres' assessment decisions through the external moderation of internally assessed and verified work.

The process takes place at least once a year to ensure that assessments and grading decisions are in line with required standards.

External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body.

They are responsible for moderating a sample of the assessments and grading decisions in addition to confirming whether or not the internal assessment methodology is fit for purpose, ensuring the assessment decisions are valid, reliable and free from bias.

The external moderation visit will be carried out on a date agreed in advance with the centre. All details concerning the visit will be confirmed by the external moderator ahead of the visit taking place.

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

3.6
Synoptic assessment

The Department for Education defines synoptic assessment as *'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.'*

Unit 2 contains this mandatory synoptic assessment, in which students must apply learning from Unit 1 in their response to a brief. In Unit 2, students will respond to a brief and must demonstrate the skills, knowledge and understanding they have developed throughout the course. UAL Awarding Body has mapped the learning outcomes from Unit 2 to the assessment criteria in Unit 1 to evidence the link.

3.7
Synoptic mapping

Unit 2: Learning outcomes	Unit 1: Assessment criteria
LO1: Be able to prepare to meet the requirements of a drawing project	2.1
LO2: Be able to develop drawing ideas	1.1, 1.2, 1.3
LO3: Be able to use a variety of techniques to support drawing activity	2.2, 3.1
LO4: Be able to evaluate drawing ideas	3.1, 3.3

Image: Work by Daniel Dobson, Stockport College
L3 Certificate in Drawing
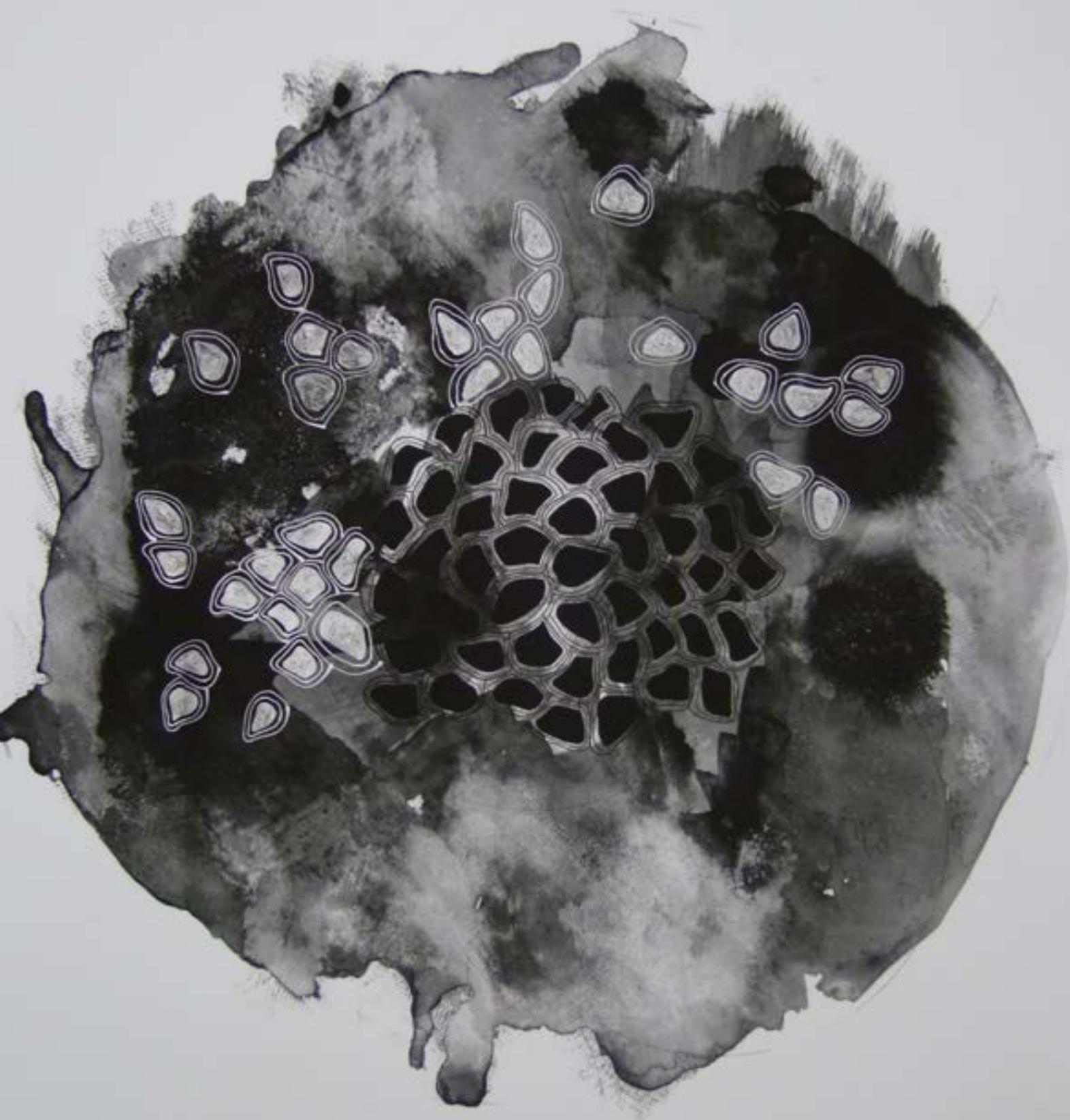
4.1
Grading

The achievement of each unit is based on students' ability to meet the learning outcomes. To achieve the qualification, students must achieve a minimum of a Pass grade for each unit.

Both units 1 and 2 can be awarded a grade of Pass, Merit or Distinction.

The overall grade for the Level 2 Certificate in Applied Drawing is determined by aggregating the grades achieved in both units on a 58%/42% basis.

4.2
Unit grades
Referral

Centres must:
- Refer students who fail to meet the assessment criteria following assessment of internally assessed units within a qualification
- Inform the student of the assessment criteria that they have failed to meet, and ensure they are provided with opportunities to work towards meeting those assessment criteria within a suitable timeframe.

A student will only be allowed one opportunity to redeem a referral before receiving a Fail.

Fail (F)

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

Pass (P)

To achieve a Pass grade, students must achieve all the assessment criteria to the Pass standard defined in the grade descriptors.

Merit (M)

To achieve a Merit grade, students must achieve all the assessment criteria to the Merit standard defined in the grade descriptors.

Distinction (D)

To achieve a Distinction grade, students must achieve all the assessment criteria to the Distinction standard defined in the grade descriptors.

4.3
Using the grade descriptors

UAL Awarding Body have a set of differentiated descriptors that specify key features and general characteristics of the performance required by students to attain at each grade. The grade descriptors are designed to help markers/assessors make a judgement as to the student's level of attainment by identifying the different performance requirements at each grade.

The descriptors are interrelated and should not be interpreted as a series of mutually exclusive categories. Students' work may demonstrate a mix of characteristics of, for example, the Pass and Merit categories, and the final grade for the work should always be a matter of professional judgement.

The emphasis given to various aspects of the descriptors will vary depending on the nature of the assessment task and discipline area. UAL Awarding Body has specified which area of competence in the descriptors relates to which units and learning outcomes. This is indicated underneath each individual learning outcome in the 'Units and indicative content' section.

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes /assessment criteria (although it is possible that in some units, because of the way the learning outcomes and assessment criteria 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.

4.4
Awarding the final grade

The final qualification grade is derived from the aggregation of Unit 1 and Unit 2, weighted 58% and 42% respectively. This table shows how the overall qualification grade is awarded.

Failure in either unit results in the student receiving a Fail grade.

Unit 1 Grade (58% weighting) *Internally Assessed*	Unit 2 Grade (42% weighting) *Externally Assessed*	Qualification grade
Distinction	Distinction	**Distinction**
Merit	Distinction	**Merit**
Pass	Distinction	**High Pass**
Distinction	Merit	**High Merit**
Merit	Merit	**Merit**
Pass	Merit	**Pass**
Distinction	Pass	**Merit**
Merit	Pass	**High Pass**
Pass	Pass	**Pass**

Grade descriptors

Areas of competence	Failure descriptor **Work submitted fails to meet one or more of the assessment criteria and is of a poor standard**	Pass descriptor **Work submitted meets all of the assessment criteria and is of a satisfactory standard**
1. Research	Insufficient or irrelevant primary and/or secondary supporting research.	Uses sufficient and relevant primary and/or secondary research to effectively develop ideas through purposeful investigations.
	Inadequate demonstrations of recording ideas, observations and insights.	Records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.
	Insufficient experimentation with appropriate media, materials and techniques.	Effectively selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas.
2. Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstration few or no alternative ideas.	Competent demonstration of processes and application of skills and knowledge to develop ideas and present creative responses.
	Does not communicate sufficiently either the intention or meaning.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea.
	Work is disorganised and/or unfinished.	Work is organised and complete.
3. Evaluation and reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.
	Does not recognise accidental development opportunities to make improvements to the quality of the drawing work.	Uses accidental development opportunities to make improvements to the quality of the drawing work.
	Superficial evidence of judging the effectiveness of creating their work.	Sufficient evidence of judging the effectiveness of creating their work.

Merit descriptor Work submitted meets all assessment criteria and is of a high standard	**Distinction descriptor** Work submitted meets all assessment criteria and is of a very high standard
Uses a range of appropriate and relevant research sources to effectively develop ideas through purposeful investigations.	Uses an extensive range of appropriate and relevant research sources to effectively develop ideas through creative and purposeful investigations.
Consistently records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently and thoroughly records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.
Consistently selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas with good levels of accuracy and creativity.	Consistently applies logic to select and experiment with appropriate media, materials and techniques to further drawing ideas with excellent levels of accuracy, creativity and innovation.
Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative responses.	Skilful demonstration of processes, skills and knowledge to develop alternative ideas and present creative responses.
Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with very good levels of accuracy and creativity.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with excellent levels of accuracy, creativity and innovation.
Work is organised in a way that is logical and coherent.	Work is organised and presented with consideration of viewers and display requirements.
Consistent evaluation, which is clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Thorough evaluation and interpretation, demonstrating clarity in the thinking and the decision making used to inform and progress ideas.
Further explores and uses accidental development opportunities to make improvements to the quality of the drawing work.	Capitalises on accidental development opportunities to make improvements to the quality of the drawing work.
Thorough evidence of judging the effectiveness of creating their work, seeking and using feedback from others.	Thorough and extensive evidence of judging the effectiveness of creating their work, seeking and using feedback from others.

5.1
Qualification structure
Rules of combination
- Mandatory units to be achieved: 2
- Total Qualification Time (hours): 150

Unit title	Level	GLH	TQT (hours)
Unit 1: Developing skills in applied drawing	2	70	86
Unit 2: Applying drawing skills in response to a project brief	2	50	64
Total qualification	**2**	**120**	**150**

5.2
Qualification commentary
The Level 2 Certificate in Applied Drawing is made up of **two mandatory** units. Students must complete all units to achieve the full qualification. The final grade for this qualification is based on the grades achieved for Units 1 and 2.

It is anticipated that the Level 2 Certificate in Applied Drawing will be delivered within 120 Guided Learning Hours (GLH), with students expected to undertake at least 30 hours of independent study.

Level 2 Certificate

Units and indicative content

Unit 1

Level: 2
GLH: 70

Status: Mandatory
TQT: 86

Assessment: Internally assessed and externally moderated
Grade: Pass/Merit/Distinction

Developing skills in applied drawing

Learning outcomes

On successful completion of this unit, the student will:

LO1: Be able to use a variety of drawing materials and techniques to communicate meaning.
Practical skills and presentation

LO2: Be able to use drawing as a means of research.
Research

LO3: Be able to evaluate the results of using a variety of different techniques.
Evaluation and reflection

Unit introduction

In this unit, students will be encouraged to understand where art, craft and design references are formed in relation to their drawing ideas.

They will learn about how to communicate viewpoints and opinions, and will consider the function and purpose of drawings and their use in contributing to trends and popular culture. Students will understand the potential of different drawing materials and techniques to convey meaning, and to develop and extend their ideas.

They will learn how 3D designs can be changed and presented in a 2D format – a skill needed by international clients and businesses such as fashion designers, graphic designers, industrial/product designers, film production companies, architects, web designers, manufacturing engineers and many more.

Trying new ways of drawing will help students develop their confidence and increase their understanding of a visual 'language', which can be applied in the world of work. They will also develop the ability to stand back and consider what they have made and learn from the experience.

Delivery guidance

This unit concerns the knowledge and skill needed to employ drawing skills confidently to convey meaning when exploring and explaining personal ideas in relation to material, technical and contextual influences. Such knowledge and skill will contextualise both two and three-dimensional translation and interpretation. Teaching, learning and assessment should include a sufficient balance of technical demonstration by teachers with independent student-directed experimental testing of materials in conjunction with relevant and appropriate techniques.

Students will need adequate access to art rooms to practise the acquired skills to improve and gain confidence. Students should be given the opportunity to explore different observational drawing techniques used to translate 3D subjects into 2D drawings, such as measuring and scaling objects. This could be achieved through a number of possible drawing activities including still life, drawing from the clothed figure and landscape or architectural drawing.

Wherever possible, it is anticipated that students will be given opportunities to discuss and reflect on their research sources and practical activities, and to test their works to help them improve their learning and skill development. Teachers will be expected to define the purpose of critical reflection in relation to students' emerging skill and confidence.
It is preferable to deliver the practical aspects of the unit through specialist subject locations. This could include a number of external visits to art, design and craft galleries, practitioners, site locations and so on. Libraries and online resources including YouTube and specialist artist blogs will form much of the supporting references that teachers will need to include in their planning of the curriculum for this unit.

There is no set order for the delivery of the learning outcomes, and centres may choose to adopt different delivery strategies. It is expected that Unit 1 will align with Unit 2 (applying drawing skills in response to a drawing brief), although teachers should be clear that these are drawing-specific units and cannot be integrated with other mainstream art, design or craft specialist subjects.

Assessment and evidence requirements

This unit is internally assessed and verified and externally moderated through assessing a student's portfolio of evidence against the learning outcomes and assessment criteria.

Students are able to demonstrate that the learning outcomes and assessment criteria have been met in a variety of ways. The following types of evidence are likely to be generated:
- A portfolio of drawing work; an exhibition of mixed drawing work and alternative digital media presentations
- Journals, sketchbooks, notebooks and models
- Photographs of drawing work in progress including large and small-scale drawings; original prints; sketchbook drawings; technical, engineering and architectural drawings; drawings from the figure; drawings from photographs of animate and inanimate objects; scientific analytical drawings; OHP projected drawings; drawings in wire, in clay and on stone; drawings on paper, card, fabric, mixed media, plastics; digital drawings
- Explorations of material combinations, such as paper with plastic, cardboard with paper, tracing paper with cartridge paper, handmade papers with machine made papers, dry and wet drawing materials (including graphite, ink, wax pastel, chalk, gouache, water colour, acrylic paint, acrylic varnishes and emulsions in various conventional and unconventional combinations), use of different drawing-specific media in workbooks, sketchbooks on paper/board and so on
- Research for drawing work presented in reflective journals, notebooks or digital material, blogs, online forums, webinars, Moodle and so on/

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

Grading

This unit is graded Pass, Merit or Distinction and contributes 58% of the overall grade for this qualification.

Learning outcomes	Assessment criteria
On successful completion of this unit, the student will:	**On successful completion of this unit, the student can:**
LO1: Be able to use a variety of drawing materials and techniques to communicate meaning. *Practical skills and presentation*	1.1 Produce a variety of drawings showing how they explored the characteristics of a variety of drawing materials and techniques.
	1.2 Affect the appearance and meaning of drawing through the application of a variety of drawing materials and techniques.
	1.3 Produce drawings of 2D and 3D subjects using systems of measurement that are appropriate for representational and non-representational subjects.
LO2: Be able to use drawing as a means of research. *Research*	2.1 Find research sources and ideas that are relevant to the intention of the drawing work.
	2.2 Produce a variety of drawing work that demonstrates alternative ways in which drawing can be used to record and interpret information and develop ideas.
LO3: Be able to evaluate the results of using a variety of different techniques. *Evaluation and reflection*	3.1 Present annotated drawings explaining the factors that have informed the development of the work.
	3.2 Use feedback from others to extend the quality of drawing.
	3.3 Judge the effectiveness of the use of materials and techniques in relation to drawing.

Essential content

- Characteristics of drawing materials (dry/wet, soft/hard, opaque/transparent, black and white, colour, smooth/rough, friable/permanent, photo/digital)
- Characteristics of drawing techniques (line, tonal, additive, subtractive, projected, traced, collage, montage, measured and scaled, freestyle)
- Choice of materials and techniques to influence the appearance and meaning of drawings (such as dark tones advance, pale tones recede; colours: red advances, blue recedes).

- Drawing from observation (to explore an idea; to explain a functional process; to record and document; to express a feeling)
- The way in which light can influence the appearance and meaning of drawings (such as form, structure and dimension)
- Use of sketchbooks by artists, designers and craftspeople.

- From the imagination; from observation (primary and secondary)
- The value of accuracy to explain an idea or object
- Selection and use of systems of measurement (scale, proportion, symmetry/asymmetry, structure, composition)
- Exploring different techniques (continuous line, broken line, tonal, collage) to translate 3D subjects into 2D drawings (paper and card)
- Explaining the use of scale and proportion to translate objects into 2D scaled form (figurative and non-figurative) from observation; from imagination
- Challenge drawing conventions to advance technical skill
- Rough drawings to explain ideas and information
- Finished drawings to consolidate and resolve problems.

- Finding and choosing research sources (primary and secondary)
- Identifying and choosing a range of research techniques (from libraries, observation, testing and exploring)
- Exploring and testing ideas through drawing (surfaces, textures, collages, montages, rubbings, transfers, digital, observation)
- Criteria for judging the most effective solution.

- Criteria and techniques for evaluating ideas and information to convey meaning in relation to the intention
- Applying research skills and drawing methods to develop their own ideas and reflecting on their usefulness.

- The coherence between the intention and the outcome of the drawing
- Exploiting accidental opportunities to improve ideas.

- Asking for feedback from peers, teachers and others
- Using feedback to make changes to the process; the intention; the drawing
- Quality in relation to accuracy, visual aesthetics including symmetry and balance, composition, use of materials and techniques, commitment and diligence.

- Quality in relation to the suitability of materials and techniques
- Quality in relation to the accurate application of techniques
- Criteria and techniques for judging success in relation to the intention (what worked and why; what did not work and why; what might be done differently in future)
- How well information, ideas and meaning are conveyed or explained.

Image: Work by Jordan Hempstead
West Suffolk College
L3 Certificate in Drawing

Unit 2

Level: 2
GLH: 50

Status: Mandatory
TQT: 64

Assessment: External assessment
Grade: Pass/Merit/Distinction

Applying drawing skills in response to a project brief

On successful completion of this unit, the student will:

LO1: Be able to prepare to meet the requirements of a drawing project.
Research

LO2: Be able to develop drawing ideas.
Practical skills and presentation

LO3: Be able to use a variety of techniques to support drawing activity.
Practical skills and presentation

LO4: Be able to evaluate drawing ideas.
Evaluation and reflection

Unit introduction

From the initial generation of an idea through to exploring potential avenues of enquiry, students will be seeking clients' feedback in order to refine an idea and present their final work or response. They will generate their own ideas in response to a variety of drawing project briefs and will learn techniques to enable them to develop and explore their own visual 'language'.

They will learn how to be clear about what aspects of their response to a project brief are important and those that are not; for example, the schedule and sequence of development. They will develop the ability to reflect on and judge the strengths of their work and learn from others' feedback to develop their skills further.

Delivery guidance

This unit concerns the knowledge and skills needed to organise a drawing project to explore and explain a variety of personal viewpoints in relation to the subjective intentions, considerations, sequence of priorities and possible usefulness of specific ideas, coupled with alternative vocational approaches for students. Such knowledge and skill will contextualise both two and three-dimensional translation and interpretation.

Teaching, learning and assessment should include a sufficient balance of technical demonstration by teachers with independent student-directed ideas generation activity. Students will need adequate access to art rooms to practise the acquired skills to improve and gain confidence.

Wherever possible, it is anticipated that students will be given opportunities to discuss and reflect on the strength and efficacy of their analytical skill in relation to expanding on their drawing response. Teachers will be expected to define the purpose of critical reflection in relation to students' emerging confidence.

It is preferable to deliver the practical and analytical aspects of the unit through specialist subject locations and to consider group critiques as a substantive assessment tool. The critical analysis of the ideas, techniques and materials used should always aim to judge their usefulness and suitability as measured against the intention of the brief and students' personal responses: it should be analytical, not a description of the process or outcome.

External visits to art, design and craft galleries, practitioners and site locations are recognised sources of specialist knowledge in this context. Libraries and online resources, including YouTube and specialist artist blogs, will form much of the supporting references that teachers will need to include in their planning of the curriculum for this unit.

There is no set order for the delivery of the learning outcomes and centres may choose to adopt different delivery strategies. It is expected that Unit 2 will align with Unit 1 (developing skills in applied drawing), though teachers should be clear that these are drawing-specific units and cannot be integrated with other mainstream art, design or craft specialist subjects.

Assessment and evidence requirements

The assessment for this unit is externally set and marked by UAL Awarding Body.

For assessment criteria 4.2 and 4.3, it is important to note that the explanations given by students need not be verbal. Explanations may take the form of students' use of visual language, which demonstrates their skill and ability to describe the development of representational or non-representational subjects or ideas; for example, a series of mixed media drawings investigating a chosen topic.

Grading

This unit is graded Pass, Merit and Distinction and contributes 42% of the overall grade for this qualification.

Learning outcomes	Assessment criteria
On successful completion of this unit, the student will:	**On successful completion of this unit, the student can:**
LO1: Be able to prepare to meet the requirements of a drawing project. *Research*	1.1 Evaluate the requirements of a drawing project.
	1.2 Identify drawing priorities and purpose.
LO2: Be able to develop drawing ideas. *Practical skills and presentation*	2.1 Generate new ideas that respond to a drawing project brief.
	2.2 Refine the developing work through experimentation.
	2.3 Explain how experimental findings are used to develop ideas for new drawings.
LO3: Be able to use a variety of techniques to support drawing activity. *Practical skills and presentation*	3.1 Select techniques that are appropriate to meeting the drawing project brief.
	3.2 Justify how combinations of techniques and materials can be used to develop a drawing idea.
	3.3 Present work that responds to a drawing project brief.
LO4: Be able to evaluate drawing ideas. *Evaluation and reflection*	4.1 Judge the extent to which the final idea succeeds in meeting the drawing project brief.
	4.2 Explore alternative ways of developing the drawing project.
	4.3 Explain the reason for the choice and development of the drawing.

Essential content

- Preparation decisions: materials and techniques to be used, value of contextual research
- Consideration of how the drawing will be presented in a professional way (cleaned, trimmed, mounted, framed, portfolio-mounted, digitised)
- Demonstrating commitment and diligence by robust preparation, monitoring of work in progress and delivery within agreed timescales and access to studio resources.

- Order and sequence of activities to realise the project brief
- Distinguishing 'must-haves' from 'nice-to-haves'
- Constraints of access to resources and timescales, and their likely impact on the realisation of the project brief
- Using information creatively to best effect
- Time management techniques.

- Sources of inspiration for drawing ideas (such as contextual, observation, digital, own and others' ideas)
- Relevance of ideas to the project brief
- Consideration and choice of materials, techniques and resources in response to drawing priorities and purpose.

- Process of refinement of work (explore, experiment, reflect, select, amend, combine)
- Seeking and using feedback
- Personal reflection (what worked and why; what did not work and why; what might be done differently in future)
- Roughs, thumbnails, sketched ideas, maquettes, storyboards
- Challenging creative conventions to take ideas forward.

- Judging the impact of different results
- Finding opportunities for further research and new ideas.

- By critical reflection (what worked and why; what did not work and why; what might be done differently in future)
- Formatively, by peer and teacher review (informal discussion, tutorials).

- Mixing different techniques and materials to widen drawing opportunities
- Physical interactions of different materials when used in combination
- Criteria and techniques for judging success in relation to the intention (what worked and why; what did not work and why; what might be done differently to sustain improvements.

- Techniques for presenting work (cleaned, trimmed, mounted, framed, portfolio-mounted, digitised)
- Quality of the work presented (aesthetic standards, format, timing, reflective explanations)
- The extent to which the idea responds to the project brief.

- Comparison of the work presented with the intention of the project brief
- Opportunistic gaps, digressions, misinterpretations and 'serendipitously unintended outcomes'.

- Speculating to determine future drawing strategies
- Consideration of alternative techniques for responding to the project brief.

- How the idea was originated, developed and improved
- Use of contextual research, material exploration, technical dexterity
- The use and value of reflection and feedback
- Recognising potential material and technical opportunities for the future.

7.1
Documents
UAL Awarding Body provides a range of resources to help centres to prepare for and deliver our qualification, including:

Qualification specification
This specification (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

Assessment policy
This document is for centres, external moderators and students, and is designed to provide guidance on the internal assessment, internal verification and external moderation of UAL Awarding Body qualifications.

Centre handbook
This document is a reference tool that provides all UAL Awarding Body centres with information on our processes and practices, and how can you best work with us.

7.2
Forms
- Replacement certificate form
- Candidate authentication form
- Notification of centre details changes form
- Reasonable adjustments Request form
- Reasonable adjustments Approved by centre form
- Special consideration form

Forms can be downloaded from the UAL Awarding Body website:
www.arts.ac.uk/awarding

7.3
Training
UAL Awarding Body provides a range of training and development activities throughout the year to support you in delivering our qualifications. These include:

Subject-specific conferences
(spring term)
UAL Awarding Body holds an annual conference 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 groups
(end of each academic year)
These events are designed to support centres, which are newly approved, to commence delivery in the next academic year. Centres discuss delivery models and review assessment materials for the coming year.

Standardisation events
(summer and autumn terms)
Standardisation events allow centres to discuss and agree the national standards for Pass, Merit and Distinction grades across qualifications. Attendees are invited to look at previously graded, internally verified and externally moderated work from a centre.

Sharing best practice events
Centres are invited to share their best practice around delivery, assessment, portfolios and presentation with peers from other institutions.

7.4
Newsletter
Invitations to these events, as well as updates from UAL Awarding Body and the wider sector, are sent through the monthly newsletter.

Staff delivering the qualification can sign up for the newsletter by emailing:
comms.awarding@arts.ac.uk

Image: Work by Ellie May O'Neill
Sussex Downs College
L3 Diploma in Art & Design - Foundation studies

UAL Awarding Body believes 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 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 Diploma in Art & Design - Foundation Studies. 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 and Wimbledon College of Arts.

Want to find out more?

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