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1.1 Definition and characteristics

The UAL Awarding Body Diploma in Art & Design - Foundation Studies is a pivotal qualification, which provides 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 expand their critical independence and enable them to demonstrate a full understanding of the relevant standards necessary to progress to Higher Education or to a career of their choice.

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 experiences. 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.

Staff 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 manual 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.

1.2 Aims

To enable the student to:

1. Have a critical and contextual awareness of different perspectives and approaches within art, design or related subjects of study or work
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions
3. Understand, adapt and safely use appropriate and practical methods and skills for creative production
4. Solve complex problems through the application of art, design or related practical, theoretical and technical understanding

5. Critically review the effectiveness and appropriateness of methods, actions and results
6. Use evaluative and reflective skills in order to take responsibility for own learning, development and decision making
7. Take responsibility for the research, planning, time management and actions to access progression opportunities
8. Effectively present themselves and their work to appropriate audiences.

1.3 Qualification structure

Guided Learning Hours (GLH): 680
Total Qualification Time (TQT): 1200

Part 1

Learning skills and context (40 Level 3 credits)	GLH	TQT
Unit 1 Art and design research methods	70	105
Unit 2 Art and design ideas development	70	105
Unit 3 Art and design materials and methods	70	105
Unit 4 Art and design evaluation and reflection	70	105

Part 2

Development and progression (40 Level 3 or Level 4 credits)	GLH	TQT
Unit 5 Integrated art and design research ideas and methods	160	240
Unit 6 Preparation for progression in art and design	60	90

Part 3

Proposal and realisation (40 Level 4 credits)	GLH	TQT
Unit 7 Project proposal and realisation in art and design	180	450

1.4 Admissions

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

Applicants to courses should provide suitable evidence of their learning and achievement in the form of a portfolio of work. Where possible, applicants should be invited to attend a personal interview to enable interviewer(s) to assess their aptitude and potential to benefit from the course.

UAL Awarding Body recommends that students have a minimum of 5 x GCSEs at grade C or above, including Maths and English, and one A level (or equivalent Level 3 qualification), preferably in a relevant creative subject.

If students show promise in art and design but lack GCSE Maths and/or English, centres are permitted to deliver these subjects alongside the FAD programme.

1.5 Induction

Centres should provide the student with an induction to ensure that:

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

1.6 Planning the programme

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

The programme can be delivered in a variety of ways but, where possible, should build on established good practice. Programme delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning and observing and practical experience in art and design, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

At all times students should be developing a skill 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.

Centres planning to deliver the qualification should familiarise themselves with the seven individual unit specifications and support material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources.

Not every centre delivering the Diploma in Art & Design - Foundation Studies will be expected to provide an identical programme, but they will be required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing (patterns of teaching, learning and assessment which are continuous, interactive and integrative), rather than a fragmented approach across diverse disciplines. It is anticipated that centres will resource learning within the areas of art, graphic design, 3D design, fashion and textiles and media. This list is not meant to be exhaustive but a guide to the general areas of activity which will meet the aims of the qualifications and ensure a genuine diagnostic experience.

1.7 Assessment

Units 1–6 units will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

Unit 7 will be internally assessed, internally and externally moderated against the assessment and grading criteria for the unit.

- To achieve a Pass in units 1–6, all assessment criteria must be met
- To achieve a Pass in Unit 7, all assessment criteria must be met
- Additionally, Unit 7 is graded Pass, Merit or Distinction
- To achieve a Merit or Distinction grade, all criteria in the respective categories must be met in full
- Failure to meet assessment criteria will lead to referral.

Students are allowed one opportunity to redeem a referral at Pass grade only.

1.8 Accreditation and funding

The UAL Diploma in Art & Design - Foundation Studies has been accredited by Ofqual and sits on the Regulated Qualifications Framework (RQF).

- The qualification accreditation number or QAN for the **Level 3 is 500/5316/4**
- The qualification accreditation number or QAN for the **Level 4 is 500/3360/8**.

The diplomas have been listed by the Skills Funding Agency as 'Full' Qualifications for adults. They are also listed on Section 96 of the Learning Skills Act.

As a result, centres can draw down public funding from their local authority or the Skills Funding Agency for both young people and adults.

1.9 UCAS tariff from 2016/17

The UAL Level 3 Diploma in Art & Design - Foundation Studies is included in the UCAS tariff and attracts tariff points for each final grade as shown below:

Pass	80
Merit	96
Distinction	112

Please note that the UAL Level 4 Diploma in Art & Design - Foundation Studies does not attract UCAS tariff points.

For further information and support please contact:

UAL Awarding Body
ual.awardingbody@arts.ac.uk
0207 514 9850



Unit 1

Art and design research methods

Level: 3
Credit value: 10
GLH: 70 **TQT: 105**

Unit aim: Enable students to develop a research method which demonstrates contextual awareness, ability to interpret and evaluate information and can be applied effectively.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Have a contextual awareness of different perspectives and approaches within art and design subjects.	1.1 Explain different contextual perspectives within a range of art and design subjects. 1.2 Demonstrate approaches within a range of art and design subjects.
2. Research, interpret and evaluate information and ideas.	2.1 Locate research information from primary and secondary sources. 2.2 Interpret and evaluate information and ideas.
3. Solve problems through the application of art and design theoretical understanding.	3.1 Demonstrate an understanding of art and design theories. 3.2 Use theoretical understanding to support creative problem solving.
4. Use research skills and sources to develop self-reliant learning strategies.	4.1 Identify research sources. 4.2 Apply research skills to develop own learning.

Indicative content, teaching strategies and learning activities

This unit, linked with Units 2, 3 and 4, is designed to provide a coherent body of knowledge which will enable the student to develop research methods, contextual awareness and evaluative ability to support a broad range of art and design activities.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments. Students should be encouraged to be open-minded in exploring and developing research methods for art and design.

A range of activities might include: lectures, discussions, workshops, demonstrations, educational visits or other supporting events.

Students should understand:

- The concept of contextual perspective
- How to organise and undertake research activity to support their own learning and creative activity
- How to use a knowledge of art and design theory to support their own learning and creative activity
- How to use evaluation and interpretation to make effective use of research activity.

Research should be characterised by breadth and depth. Students should be encouraged to develop an awareness of the prime importance of a personal response to both familiar and unfamiliar contexts. 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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Units 2, 3 and 4 at the completion of Part 1.

Evidence is not prescribed. It **could** typically include:

- Investigations into research perspectives, recorded in: workbooks, note books, visual development sheets, digital material, personal reflective diaries

- Analysis of art and design theory, recorded in: workbooks, note books, visual development sheets, digital material, personal reflective diaries
- Use of art and design theory in support of creative activity, recorded in: workbooks, note books, visual development sheets, digital material, personal reflective diaries.

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

Additional information

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

Unit 2

Art and design ideas development

Level: 3
Credit value: 10
GLH: 70 **TQT: 105**

Unit aim: Enable students to develop ideas within the context of art and design using a broad range of approaches, appropriately and effectively.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Develop and interrogate, through observation, drawing and recording, a number of creative solutions to a given objective, proposal or subject.	1.1 Use drawing and recording of observations to develop ideas and solutions. 1.2 Use approaches to drawing to interrogate different ideas. 1.3 Develop creative ideas and solutions to a given objective, proposal or subject.
2. Identify, select and use appropriate media, materials and technologies for creative solutions.	2.1 Identify and select appropriate media, materials and technologies to explore ideas. 2.2 Apply media, materials and technologies to creative solutions.
3. Solve problems through the application of art and design practical understanding.	3.1 Explore and apply art and design practical skills. 3.2 Use practical understanding to solve creative problems.

Indicative content, teaching strategies and learning activities

This unit, linked with learning from Units 1, 3 and 4, is designed to provide a coherent body of knowledge which will enable the student to use a broad range of approaches to the development of ideas within the context of art and design.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments. Students should be encouraged to be open-minded in exploring and developing ideas in art and design.

A range of activities might include: lectures, discussions, workshops, demonstrations, educational visits and other supporting events.

Students should understand:

- How to effectively apply a broad range of art and design practical skills
- How to use observation and the processes of drawing and recording to explore a range of creative solutions to any given problem
- How to evaluate and identify the most appropriate media to explore and communicate ideas successfully
- How to evaluate the effectiveness of different ideas in solving any given problem
- How to identify working processes which will allow for the development of ideas and support future personal development.

Ideas development should be characterised by a willingness to be open-minded in the exploration of a wide range of creative solutions to any given problem.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Units 1, 3 and 4 at the completion of Part 1.

Evidence is not prescribed. It **could** typically include:

- Investigations into art and design materials, techniques and processes, recorded in workbooks, visual development sheets, digital material, constructions, samples, note books or personal reflective diaries

- Investigations into the relationship between ideas and visual communication recorded in workbooks, visual development sheets, digital material, constructions, samples, note books or personal reflective diaries.
- Investigations into the relationship between ideas and visual communication recorded in workbooks, visual development sheets, digital material, constructions, samples, note books or personal reflective diaries.

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

Additional information

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

Unit 3

Art and design materials and methods

Level: 3
Credit value: 10
GLH: 70 **TQT: 105**

Unit aim: Enable students to develop the application of materials and methods to safely and effectively explore and solve creative problems.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Explore the potential and relevance of various methods, materials and media in relation to creative solutions.	1.1 Demonstrate the possibilities of materials, tools and technologies. 1.2 Select appropriate methods and materials to develop ideas and solutions.
2. Manipulate materials, tools and technologies safely, effectively and appropriately.	2.1 Demonstrate the purpose of risk assessment. 2.2 Use materials, tools and technology in accordance with health and safety regulations.
3. Solve problems through the application of art and design technical understanding.	3.1 Apply art and design technical skills. 3.2 Use technical skills to resolve problems.

Indicative content, teaching strategies and learning activities

This unit, linked with Units 1, 2 and 4, is designed to provide a coherent body of knowledge which will develop the student's ability to manipulate, safely and effectively, a wide range of art and design materials and methods in support of ideas development and creative endeavour.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments. Students should be encouraged to be open minded in exploring art and design materials and methods.

A range of activities might include: lectures, discussions, workshops, demonstrations, educational visits or other supporting events.

Students should understand:

- How to effectively and safely use a wide range of art and design materials
- How to effectively and safely use a wide range of art and design techniques and methods
- How to evaluate their skills and technical facility
- How to develop their technical skills performance to support future development
- How to evaluate and identify the appropriate material and methods to explore and communicate ideas successfully.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Units 1, 3 and 4 at the completion of Part 1.

Evidence is not prescribed. It **could** typically include:

- Investigations into art and design materials, techniques and processes, recorded in workbooks, visual development sheets, digital material, constructions, samples, note books or personal reflective diaries
- Investigations into the relationship between ideas and visual communication recorded in workbooks, visual development sheets, digital material, constructions, samples, note books or personal reflective diaries.

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

Additional information

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

Unit 4

Art and design evaluation and reflection

Level: 3
Credit value: 10
GLH: 70 **TQT: 105**

Unit aim: Enable students to develop planning, recording, analytical, reflective and evaluative skills which support their own learning.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Analyse and reflect on own learning to inform on current progress and possible future study or work.	1.1 Analyse own progress and performance. 1.2 Identify relevant progression opportunities for future study or work.
2. Present themselves and their own work.	2.1 Effectively prepare and present themselves and their own work 2.2 Reflect on own communication skills
3. Record and evaluate advice and guidance from a range of appropriate sources including staff and peers.	3.1 Maintain records of advice and feedback from a range of sources. 3.2 Evaluate advice and guidance to improve own learning.
4. Use reflective skills in order to review how effective plans, methods and actions have been.	4.1 Maintain reflective records e.g. reflective journal or log. 4.2 Review how effective own learning, plans, methods and actions have been

Indicative content, teaching strategies and learning activities

This unit, linked with Units 1, 2 and 3, is designed to form a coherent body of knowledge which will enable the student to develop skills in planning, recording, analysis, reflection and evaluation to support student learning and creative endeavour.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments.

A range of activities might include: lectures, discussions, workshops, demonstrations, educational visits or other supporting events.

Students should understand:

- How to use reflective and analytical skills to review the effectiveness of their activities
- How to evaluate and use advice and guidance from a range of sources to support their own learning
- How to evaluate their own performance and identify opportunities for future development
- How to develop their communication skills to effectively present themselves and their work.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Units 1, 2 and 3 at the completion of Part 1.

Evidence is not prescribed. It **could** typically include:

- Records of advice and guidance presented in: workbooks, digital material, note books or personal reflective diaries
- Records of analysis and reflection presented in: workbooks, digital material, note books or personal reflective diaries
- Records of presentations and communications presented in: workbooks, digital material, note books or personal reflective diaries.

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

Additional information

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

Unit 5

Integrated art and design research, ideas and methods (Level 3)

Level: 3
Credit value: 30
GLH: 160 **TQT: 240**

Unit aim: Enable students to fully integrate research, ideas and methods within the context of a chosen art or design subject effectively.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Identify, select and use appropriate practical skills and processes for creative production.	1.1 Identify appropriate methods and materials to develop ideas. 1.2 Demonstrate practical skills and processes for creative production.
2. Interpret different perspectives and approaches within a chosen art or design subject.	2.1 Interpret different contextual perspectives within a chosen art or design subject. 2.2 Demonstrate approaches within a chosen art or design subject.
3. Research and evaluate relevant information and ideas in order to develop creative solutions.	3.1 Integrate research, interpretation and evaluation of information and ideas. 3.2 Use relevant skills to develop creative solutions.
4. Solve problems through the application of art or design practical and theoretical understanding.	4.1 Integrate and apply practical and theoretical understanding. 4.2 Solve problems within a chosen art or design subject.
5. Use evaluative skills in order to take responsibility for own learning and development.	5.1 Maintain detailed evaluative records. 5.2 Evaluate how effective own learning, methods and actions have been.

Indicative content, teaching strategies and learning activities

This unit is designed to build on the knowledge, skills and practices developed in Units 1–4 of the qualification by encouraging a holistic approach to a range of activities, which will support creative endeavour within a chosen art or design pathway.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments.

A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting events.

Students should understand:

- ▶ How to use analysis and evaluation to assess the effectiveness of a range of approaches and theoretical perspectives within a chosen art or design pathway
- ▶ How to use analysis and evaluation of relevant research sources to explore ideas and develop creative solutions to given problems within a chosen art or design pathway
- ▶ How to apply knowledge and understanding of a range of art and design processes to develop solutions to complex problems within a chosen art or design pathway
- ▶ How to apply a range of art and design practical skills to solve complex problems within a chosen art or design pathway

- ▶ How to use reflection, analysis and evaluation to identify achievement and to recognise further opportunities for personal development.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Unit 6 at the completion of Part 2.

Evidence is not prescribed. It **could** typically include:

- ▶ Records of research, analysis and evaluation presented in: workbooks, digital material, note books or personal reflective diaries
- ▶ Records of the exploration and development of effective communication and presentational forms presented in: workbooks, digital format, visual development work, images, designs, media, artefacts, note books, personal reflective diaries.

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

Additional information

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

Unit 5

Integrated art and design research, ideas and methods (Level 4)

Level: 4
Credit value: 30
GLH: 160 **TQT: 240**

Unit aim: Enable students to fully integrate research, ideas and methods within the context of a chosen art or design subject effectively.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Identify, adapt and use appropriate practical methods and skills for creative production.	1.1 Identify and adapt appropriate methods and materials to develop ideas. 1.2 Demonstrate practical methods and skills for creative production.
2. Interpret, analyse and assess different perspectives and approaches within a chosen art or design subject.	2.1 Analyse different contextual perspectives within a chosen art or design subject. 2.2 Demonstrate approaches within a chosen art or design subject.
3. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions.	3.1 Integrate research, interpretation and evaluation of information and ideas. 3.2 Use analytical skills to develop creative solutions.
4. Solve complex problems through the application of art or design practical, theoretical and technical understanding.	4.1 Integrate and apply practical, theoretical and technical understanding. 4.2 Solve complex problems within a chosen art or design subject.
5. Use evaluative and reflective skills in order to take responsibility for own learning and development.	5.1 Maintain detailed, critically reflective records e.g. reflective journal or log. 5.2 Review and evaluate how effective own learning, plans, methods and actions have been.

Indicative content, teaching strategies and learning activities

This unit is designed to build on the knowledge, skills and practices developed in Units 1–4 of the qualification by encouraging a holistic approach to a range of activities which will support creative endeavour within a chosen art or design pathway.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments.

A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting events.

Students should understand:

- ▶ How to use analysis and evaluation to assess the effectiveness of a range of approaches and theoretical perspectives within a chosen art or design pathway
- ▶ How to use analysis and evaluation of relevant research sources to explore ideas and develop creative solutions to given problems within a chosen art or design pathway
- ▶ How to apply knowledge and understanding of a range of art and design processes to develop solutions to complex problems within a chosen art or design pathway
- ▶ How to apply a range of art and design practical skills to solve complex problems within a chosen art or design pathway

- ▶ How to use reflection, analysis and evaluation to identify achievement and to recognise further opportunities for personal development.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Unit 6 at the completion of Part 2.

Evidence is not prescribed. It **could** typically include:

- ▶ Records of research, analysis and evaluation presented in: workbooks, digital material, note books or personal reflective diaries
- ▶ Records of the exploration and development of effective communication and presentational forms presented in: workbooks, digital format, visual development work, images, designs, media, artefacts, note books, personal reflective diaries.

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

Additional information

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

Unit 6

Preparation for progression in art and design (Level 3)

Level: 3
Credit value: 10
GLH: 60 **TQT: 90**

Unit aim: Enable students to develop skills with which they can make best use of appropriate progression opportunities.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Identify progression ambitions and opportunities appropriate to current level and subject.	1.1 Identify progression opportunities within a chosen field and at an appropriate level.
2. Initiate and complete tasks to access progression opportunities for study or work.	2.1 Initiate actions to access progression opportunities. 2.2 Complete tasks to meet deadlines and targets.
3. Use relevant presentation skills to communicate to appropriate audiences.	3.1 Organise and effectively present themselves and their work to an appropriate audience. 3.2 Use relevant communication skills.

Indicative content, teaching strategies and learning activities

This unit is designed to encourage the student to gain a deeper understanding of the art or design discipline they are proposing to study and to develop a greater understanding of the progression opportunities available. It is also designed to encourage the development of more effective presentation and communication skills appropriate to their chosen art or design pathway.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments.

A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting activities.

Students should understand:

- The characteristics of the art or design discipline that they are proposing to study
- The range of progression opportunities available within that chosen art or design pathway
- How to organise themselves and their work to ensure effective communication to their chosen audience.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Unit 5 at the completion of Part 2.

Evidence is not prescribed. It **could** typically include:

- Records of research, analysis and evaluation presented in: workbooks, digital material, note books or personal reflective diaries
- Records of the exploration and development of effective communication and presentational forms presented in: workbooks, digital format, visual development work, images, designs, media, artefacts, note books, personal reflective diaries.

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

Additional information

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

Unit 6

Preparation for progression in art and design (Level 4)

Level: 4
Credit value: 10
GLH: 60 **TQT: 90**

Unit aim: Enable students to develop skills with which they can make best use of appropriate progression opportunities.

Learning outcomes	Assessment criteria
The student will:	The student can:
1. Identify and articulate progression ambitions and opportunities appropriate to current level and subject.	1.1 Articulate identified progression opportunities within a chosen field and at an appropriate level.
2. Take responsibility for the research, planning, time management and actions to access progression opportunities for study or work.	2.1 Plan time and actions to access progression opportunities. 2.2 Organise self and work to meet deadlines and targets.
3. Use presentation skills to effectively communicate to appropriate audiences.	3.1 Organise and effectively present themselves and their work to an appropriate audience. 3.2 Use communication skills effectively.

Indicative content, teaching strategies and learning activities

This unit is designed to encourage the student to gain a deeper understanding of the art or design discipline they are proposing to study and to develop a greater understanding of the progression opportunities available. It is also designed to encourage the development of more effective presentation and communication skills appropriate to their chosen art or design pathway.

The learning for this unit should be delivered through a range of appropriately structured activities and assignments.

A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting activities.

Students should understand:

- The characteristics of the art or design discipline that they are proposing to study
- The range of progression opportunities available within that chosen art or design pathway
- How to organise themselves and their work to ensure effective communication to their chosen audience.

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 needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and are subject to UAL Awarding Body's external quality assurance.

The assessment activities for this unit may be combined with those for Unit 5 at the completion of Part 2.

Evidence is not prescribed. It **could** typically include:

- Records of research, analysis and evaluation presented in: workbooks, digital material, note books or personal reflective diaries
- Records of the exploration and development of effective communication and presentational forms presented in: workbooks, digital format, visual development work, images, designs, media, artefacts, note books, personal reflective diaries.

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

Additional information

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

Unit 7

Project proposal and realisation in art and design

Level: 4
Credit value: 40
GLH: 180 **TQT: 450**

Unit aim: Enable students to take responsibility for their own learning by demonstrating their achievement in proposing and realising a project which integrates contextual perspective, research, problem solving, planning and organisation, evaluation and reflection, and practical, technical and presentational skills.

Learning outcomes

The student will:

1. Be able to initiate and develop an art and design project proposal.
2. Be able to use research, analysis and evaluation to develop solutions for an art and design project.

Assessment criteria

The student can:

- 1.1 Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal.
- 1.2 Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal.
- 2.1 Use wide ranging and in-depth research to support the development of a personal self-directed art and design project.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project.

Learning outcomes	Assessment criteria	Learning outcomes	Assessment criteria
The student will:	The student can:	The student will:	The student can:
3. Be able to solve practical, theoretical and technical problems in an art and design project.	3.1 Solve complex practical and technical problems within a personal self-directed art and design project. 3.2 Solve complex theoretical problems within a personal self-directed art and design project.	6. Be able to use evaluative and reflective skills in an art and design project.	6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project. 6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.
4. Be able to plan, organise and produce an art and design project.	4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame.	7. Be able to present an art and design project.	7.1 Explore a range of considered strategies to present a personal self-directed art and design project.
5. Be able to use practical methods and skills in an art and design project.	5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.		7.2 Present a personal self-directed art and design project skilfully and proficiently to a specified audience.

Unit 7

Project proposal and realisation in art and design

Indicative content, teaching strategies and learning activities

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

Students should understand:

- A range of critical and contextual perspectives and approaches which can be used in the development of a project proposal
- The need for research which has relevance and appropriate depth and breadth to support their project development and realisation
- How to analyse and evaluate research evidence to support ideas development
- How to integrate practical, theoretical and technical understanding to realise their project

- How to maintain and use records of critical analysis and evaluation to support the decision making progress
- How to articulate, in an appropriate form, an analysis and evaluation of the working processes which have led to the realisation of their project proposal
- How to use appropriate forms and techniques to present themselves and their work.

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

- A review of progress and achievement through Parts 1 and 2 of the course
- Project concept
- Evaluation.

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

A bibliography is also required detailing all research sources.

Further information is provided in the section overleaf - *Project proposal: guidance for students.*

Methods of assessment and evidence of achievement

This unit will be internally assessed, internally and externally moderated through a student's portfolio of evidence against the learning outcomes and assessment and grading criteria.

This unit is graded Pass, Merit and Distinction, and determines the final overall grade awarded for the Diploma in Art & Design - Foundation Studies. A student who submits evidence which fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It **could** typically include:

- ▶ Records of planning, research and ideas development presented in: workbooks, digital format, note books or personal reflective diaries
- ▶ Records of analysis and reflection presented in: workbooks, digital format, note books or personal reflective diaries

- ▶ Records of project development and realisation presented in: workbooks, digital format, visual development work, images, designs, media, artefacts, note books, personal reflective diaries
- ▶ Records of presentations and communications presented in: workbooks, digital format, note books or personal reflective diaries.

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

Additional information

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



Joannah Moon Phoenix
Diploma in Art & Design -
Foundation Studies
London College of
Communication 2009

Project proposal: template

- ✔ **Centre name and number**
- ✔ **Candidate name and number**
- ✔ **Project proposal title and date**
- ✔ **Main area of activity/ pathway, e.g. art, fashion, illustration etc.**

Section 1

(Approximately 150 words)

A **review** of progress and achievement through Parts 1 and 2 of the course: provides an opportunity for you to reflect on, review and summarise your progress and achievements through the first six units of the programme, expressed in terms of the knowledge, skills and understanding acquired. What you now know, and what it means to you, compared with what you knew and could do before you started the course.

This section also provides an opportunity for you to explain your reasons for choosing a particular pathway and to outline your longer term aspirations. You should reflect upon how your choice of a particular pathway has informed your project proposal, how it is situated within a broader context and what immediate aspirations will be satisfied through the project realisation.

Section 2

(Approximately 250 words)

Project concept: provides an opportunity for you to clearly explain the concept and aims of your project; what you will be researching, what problems are you seeking to resolve, what types of practical methods and skills you are seeking to develop and what technical resources you may need and an indication of the form in which you will present your 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

(Approximately 100 words)

Evaluation: provides an opportunity for you to explain the means by which you will reflect on, and evaluate, your work, as both a continuous activity and in summation at the conclusion of the project. The critical review should be referenced to the projects stated 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: provides an opportunity to 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 timeframe. It is important that you consider how you will balance ambition, time and realism in the organisation and realisation of the project.

Bibliography (Harvard Format): provides an opportunity to formally 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.

Unit 7: Project proposal and realisation in art and design

Unit 7, the final unit of the UAL Diploma in Art & Design - Foundation Studies, allows for the evidence submitted by the student to be assessed and graded. All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then that student is referred.

The student has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

Fail

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

Pass

To achieve a Pass grade, a student must achieve all of the Pass assessment criteria listed within Unit 7.

Merit

To achieve a Merit grade, a student must achieve all of the Pass assessment criteria listed within Unit 7 plus all of the following Merit grade criteria listed here.

Distinction

To achieve a Distinction grade, a student must achieve all of the Pass assessment criteria listed within Unit 7 plus all of the following Merit and Distinction grade criteria listed here.

1. Context

Pass

- 1.1 Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a satisfactory standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a satisfactory standard.

Merit

- 1.1 Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a high standard.

Distinction

- 1.1 Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a very high standard.
- 1.2 Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a very high standard.

2. Research

Pass

- 2.1 Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a satisfactory standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a satisfactory standard.

Merit

- 2.1 Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a high standard.

Distinction

- 2.1 Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a very high standard.
- 2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a very high standard.

3. Problem solving

Pass

- 3.1 Solve complex practical and technical problems within a personal self-directed art and design project to a satisfactory standard.
- 3.2 Solve complex theoretical problems within a personal self-directed art and design project to a satisfactory standard.

Merit

- 3.1 Solve complex practical and technical problems within a personal self-directed art and design project to a high standard.
- 3.2 Solve complex theoretical problems within a personal self-directed art and design project to a high standard.

Distinction

- 3.1 Solve complex practical and technical problems within a personal self-directed art and design project to a very high standard.
- 3.2 Solve complex theoretical problems within a personal self-directed art and design project to a very high standard.

4. Planning and production

Pass

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame to a satisfactory standard.

Merit

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame to a high standard.

Distinction

- 4.1 Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame to a very high standard.

5. Practical skills

Pass

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a satisfactory standard.

Merit

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a high standard.

Distinction

- 5.1 Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a very high standard.

6. Evaluation and reflection

Pass

- 6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a satisfactory standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a satisfactory standard.

Merit

- 6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a high standard.

Distinction

- 6.1 Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a very high standard.
- 6.2 Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a very high standard.

7. Presentation

Pass

- 7.1 Explore a range of considered strategies to present a personal self-directed art and design project to a satisfactory standard.
- 7.2 Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a satisfactory standard.

Merit

- 7.1 Explore a range of considered strategies to present a personal self-directed art and design project to a high standard.
- 7.2 Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a high standard.

Distinction

- 7.1 Explore a range of considered strategies to present a personal self-directed art and design project to a very high standard.
- 7.2 Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a very high standard.



Lola Tsiroukis

Diploma in Art & Design -
Foundation Studies
Central Saint Martins 2010

The final graded unit provides for the evidence submitted by the student to be assessed and graded.

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

The grades that can be achieved are:

Referral

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

Fail

If the student is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade, a student must achieve all of the assessment criteria listed within the final unit.

Merit

To achieve a **Merit** grade, a student must achieve all of the assessment criteria listed within the unit in addition to the entire Merit grade criteria. Work submitted meets all assessment criteria and is to a high standard.

Distinction

To achieve a **Distinction** grade, a student must achieve all of the assessment criteria listed within the unit, in addition to all of the Merit and the entire Distinction grade criteria. Work submitted meets all assessment criteria and is to a very high standard.

The assessment criteria for Pass, Merit and Distinction remain the same, but UAL Awarding Body has developed a matrix and set of descriptors for assessors to provide further clarification and ensure that grades are more clearly defined, to ensure that assessors are able to differentiate consistently between learners based on the level of skills, knowledge and understanding shown.

In order to maintain consistency in understanding and comparability across qualifications at the same level, the exemplification matrix should be used in conjunction with the UAL Awarding Body grading criteria.

Exemplification for UAL Awarding Body Grade Criteria – Level 3/4

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Levels 3 and 4

Fail

Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

Pass

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

Context

Limited understanding of subject context, lacking clarity in aims and purpose.

Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.

Research

Little or no evidence presented or information does not relate sufficiently to task.

Sufficient relevant information has been gathered, documented and used in the development of ideas.

Problem solving

Insufficient exploration of alternative ideas and processes. Problems unresolved.

Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.

Planning and production

Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.

Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.

Practical skills

Limited range of processes demonstrated, judgement and execution of techniques is poor.

Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.

Evaluation and reflection

Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.

Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.

Presentation

Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.

Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.

Merit

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

Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.

Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.

Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.

Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.

Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.

Distinction

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

Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.

Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.

Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

Detailed and coherent selfdirected planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.

In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.

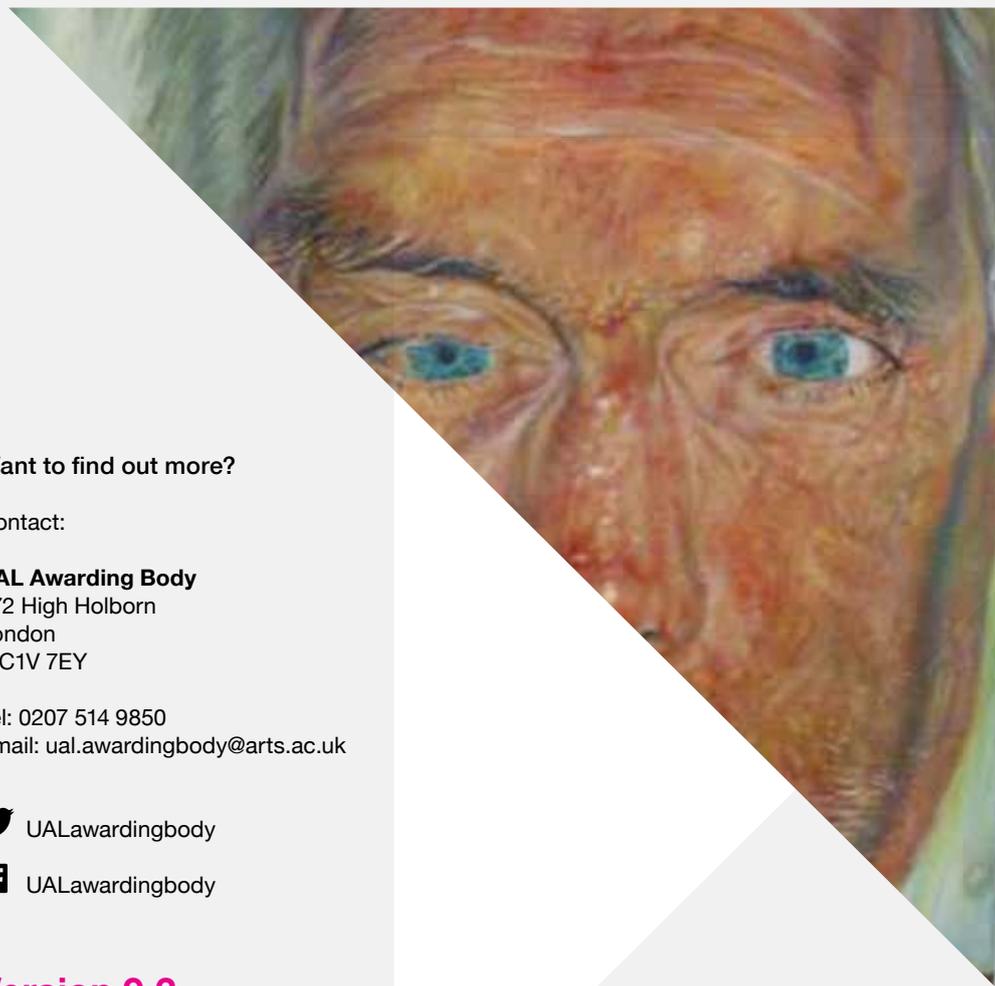
Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.

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 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.



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Image: Natalia Glinoev City & Guilds