

ual: awarding
body

Level 2

**Certificate in
Applied Drawing**



About UAL Awarding Body

**Qualifications that
reward creativity.**

**UAL Awarding Body believes in
transformative education. We design
and award creative qualifications that
empower, support and inspire educators
to help students reach their potential.**

**UAL Awarding Body is regulated by Ofqual,
Qualification Wales and CCEA Regulation and
currently offers qualifications in Art and Design,
Fashion Business and Retail, Creative Media
Production and Technology, Music Performance
and Production and Performing and Production
Arts. We are also the UK's leading provider of
the Foundation Diploma in Art and Design.
Our qualifications have high retention and
achievement rates because they are flexible,
responsive and relevant to industry needs,
and facilitate student progression.**

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

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

arts.ac.uk/awarding

Cover image
Textile design drawing
workshop at Triangle
Space, © Alys Tomlinson

Contents

Section 1	Qualifications at a glance	5
Section 2	Qualification structure	6
Section 3	Qualification overview	7
	3.1 Qualification purpose	7
	3.2 Entry requirements	8
	3.3 Induction	8
	3.4 Planning the programme	8
	3.5 Personal and professional development	9
	3.6 Progression opportunities	9
	3.7 Certification	9
Section 4	Assessment and moderation	11
	4.1 Internal assessment	11
	4.2 Internal verification	13
	4.3 External moderation	13
	4.4 Reasonable adjustments and special consideration	13
Section 5	Grading	14
	5.1 Grading the internal assessments	14
	5.2 Awarding the qualification grade	15
	5.3 Qualification commentary	16

Contents

Section 6	Unit specification	18
	Unit 1 Developing drawing skills for vocational practice	19
	- Learning outcome 1	21
	- Learning outcome 2	22
	- Learning outcome 3	23
	- Learning outcome 4	24
	- Grading grid	25
	Unit 2 Applying drawing skills in response to a brief	27
	- Learning outcome 1	29
	- Learning outcome 2	30
	- Learning outcome 3	31
	- Learning outcome 4	32
	- Grading grid	33
Section 7	Quality assurance	36
Section 8	Resources and support	37
	Documents	37
	Forms	37
	Support for centres	38

Section 1

Qualifications at a glance

Qualification title	UAL Level 2 Certificate in Applied Drawing
----------------------------	---

Qualification number (QN)	603/2758/3
----------------------------------	------------

Qualification start date	September 2018
---------------------------------	----------------

Age range	Pre 16, 16–18
------------------	---------------

Total Qualification Time (TQT)	160
---------------------------------------	-----

Guided Learning Hours (GLH)	120
------------------------------------	-----

Credits	16
----------------	----

Assessment requirements	The qualification is comprised of two units: • Unit 1: Developing drawing skills for vocational practice • Unit 2: Applying drawing skills in response to a brief Students must at a minimum achieve a Pass grade to be awarded the qualification.
--------------------------------	--

Overall grade	Fail, Pass, High Pass, Merit, High Merit, and Distinction.
----------------------	--

Offered	England
----------------	---------

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

Section 2

Qualification structure

UAL Level 2 Certificate in Applied Drawing

Mandatory units to be achieved: 2

Total Guided Learning Hours (GLH): 120

Total Qualification Time (TQT): 160

Total Credits: 16

To achieve the UAL Level 2 Certificate in Applied Drawing, students are required to successfully complete the following mandatory units.

Unit title	GLH	TUT	Assessment control
Unit 1 Developing drawing skills for vocational practice	70	90	Internal Assessment
Unit 2 Applying drawing skills in response to a brief	50	70	Internal Assessment
Total Learning Hours	120	160	

Students must complete all units to achieve the qualification. The final grade for this qualification is based on the grades achieved for Units 1 and 2.

Section 3

Qualification overview

3.1 Qualification purpose

The UAL Level 2 Certificate in Applied Drawing is a qualification designed to provide students with developed drawing skills applied to a specific, individualised, vocational or career aspiration.

Throughout the qualification students will develop an increased understanding of the parameters, responsibilities and activities of an identified vocational role, developing a greater understanding of their chosen industry and employment ambitions. Students will investigate how visual language and visual communication skills can be developed and explored through the completion of an individualised drawing project. Students will develop their applied drawing skills through a prolonged process of experimentation and exploration of a variety of drawing materials, processes and techniques, gaining confidence and understanding of their individualised drawing practice.

The UAL Level 2 Certificate in Applied Drawing is designed to provide students with the opportunity to progress to further courses of study or employment.

The objectives of this qualification are to enable students to:

- > Develop an understanding of vocational roles or careers aspiration within an identified industry through sustained research and drawing experimentation
- > Develop confidence in the use and application of a variety of drawing processes, materials and techniques through experimental play and drawing exploration
- > Make competent and considered practical and material choices for the purposes of applied drawing in line with a selected vocational role or practice
- > Reflect on the effectiveness of drawing skills against the parameters and expectations of an individually selected vocational role
- > Project manage and complete an applied drawing project within the specified parameters of a prescribed brief
- > Independently apply knowledge and understanding of an individually selected vocational role to the successful completion of a prescribed applied drawing brief.

3.2 Entry requirements

This qualification has been developed for students aged 14-16 in schools and colleges but is also accessible for post-16 students.

UAL Awarding Body recommends that students wishing to apply for the Level 2 Certificate in Applied Drawing have a minimum of:

- > a UAL or equivalent Level 1 qualification **or**
- > three GCSEs at grade D or grade 3 or above **or**
- > an equivalent Level 1 functional skills qualification in English and Maths.

The Centre must provide students with opportunities for re-taking English and Maths.

3.3 Induction

Centres should provide students with an induction to ensure that:

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

3.4 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 this 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.

Centres delivering the qualification are not expected to provide identical programmes, but will be required to cover the same learning and ensure coherent sequencing (patterns of teaching, learning and assessment which are continuous, interactive and integrative), rather than a fragmented approach across diverse disciplines.

3.5 Personal and professional development

The UAL Level 2 Certificate in Applied Drawing will provide students with opportunities to develop and use broad, transferable skills through 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:

- > Communications
- > Creative thinking
- > Critical thinking and analysis
- > Ideas generation
- > Independent working
- > Literacy, numeracy and ICT
- > Problem solving
- > Research and evaluation
- > Time management
- > Visual thinking.

3.6 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 students to develop the knowledge and skills required to progress to further education courses, such as A Levels in Art and Design and other creative and design-based 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, Creative Digital Media, Engineering, Games Design, ICT, Performing Arts and Music and so on.

Apprenticeships

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

3.7 Certification

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

- > UAL Level 2 Certificate in Applied Drawing.



The Father *By August Strindberg*
Doctor Ostermark
40 years old

The Father *By August Strindberg*
BERTHA
17 years old

Francesca Tingcungco drawing in the studio.
© Alys Tomlinson

Section 4

Assessment and moderation

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

There is one type of assessment for the UAL Level 2 Certificate in Applied Drawing:

> Internal assessment – the centre devises its own assignments and projects in response to the learning outcomes. Students produce a portfolio of work for Unit 1 and Unit 2 separately, and portfolios are assessed and graded by centre staff. Once the assessment and grading of both units has been completed, UAL Awarding Body will moderate both units simultaneously.

4.1 Internal assessment

There are two internal assessments (Unit 1 and Unit 2) that comprise the total grade of the qualification.

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:

Designing the assessment

Centres should develop and set their own assessments for both units.

It is essential that tutors/assessors are familiar with the indicative content, learning outcomes and grading criteria, before designing the assessments.

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

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

UAL Level 2 Certificate in Applied Drawing

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

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

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

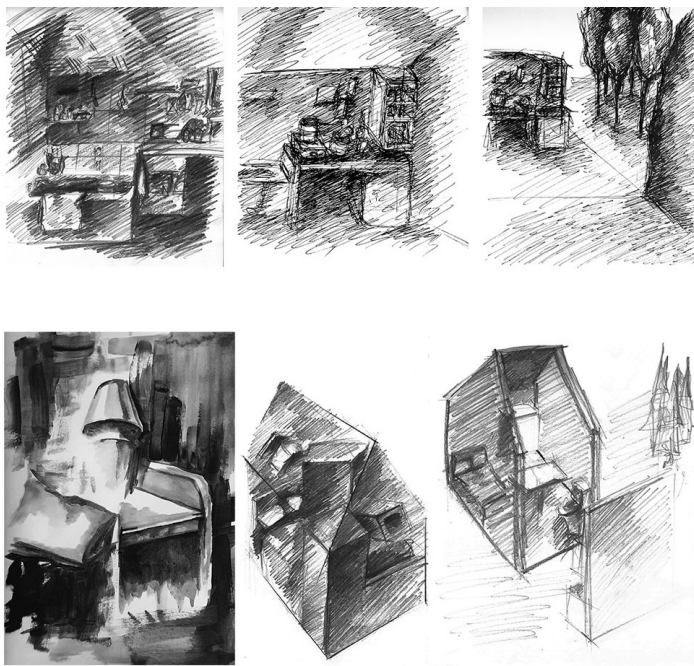
Setting the assessment

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

- > Giving a clear time frame, including setting deadlines for each individual task and the overall assessment
- > Suggesting appropriate resources, tools and materials and signposting where these can be found
- > Providing details of where students can find additional support if they need it
- > Scheduling regular opportunities for tutor and peer review of work to date
- > Detailing requirements of the amount and type of evidence required
- > Giving specific details on where and when direct supervision is permitted in the assessment
- > Providing students with guidance on collaboration, including where and when collaboration is permitted.

Work for both units 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 industry research or site visits. As with all centre-assessed work, the tutor/assessor must be confident that work submitted for assessment is the students' own. Students are free to revise and redraft work without tutor/assessor involvement before submitting the work for assessment.

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



Work by Ana-Catrinel Visan.
©Ana-Catrinel Visan

4.2 Internal verification

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

Centres must have an established internal quality assurance framework to ensure that UAL Awarding Body approval, quality assurance and contractual arrangements are met. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness and that assessments set are appropriate and at the required level.

Internal verifiers are also responsible for supporting assessors by offering advice and guidance. The internal verifier will follow the centre's own sampling strategy in selecting the sample to be internally verified, and must over time include evidence from a full range of work, student achievement and decisions made by all staff with assessment responsibility.

It is recognised that different centres use different approaches and terminology specific to their culture. UAL Awarding Body reserves the right to sample centre internal verification information across the qualification. Centres must ensure their methodologies are suitably robust and meet the standards set by UAL Awarding Body.

4.3 External moderation

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

External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body. External moderators are responsible for ensuring that the internal assessment for both units is rigorous and assessment decisions are fair, valid, reliable and free from bias.

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

4.4 Reasonable Adjustments and Special Consideration

UAL Awarding Body has published arrangements in place for both Reasonable Adjustments and Special Consideration to be applied for students undertaking its qualifications as required.

Information about Reasonable Adjustments and Special Consideration and how to apply for them can be found on the Policies and Procedures page of the UAL website.

Section 5

Grading

The achievement of each unit is based on students' ability to meet the learning outcomes and grade criteria.

Both units can be awarded a grade of Fail, Pass, Merit or Distinction. The knowledge, understanding and skills developed throughout each unit contribute to the final grade with Unit 1 weighting 50% of the final grade and Unit 2 weighting 50%.

5.1 Grading the internal assessments

Centre assessors must judge the quality of students' assessment evidence against the criteria in the assessment grid to award a grade of Fail, Pass, Merit or Distinction. When assessing the evidence, Assessors should be confident that all the Pass criteria have been met, before they move on to decide if the Merit and then Distinction criteria have been met. As the grading criteria builds up from the previous grade, the evidence must meet 100% of the criteria to be awarded that grade for the unit.

Therefore:

- > to achieve a Pass (P) grade, students must evidence all of the Pass criteria for ALL learning outcomes
- > to achieve a Merit (M), students must evidence all of the Pass criteria, plus all of the Merit criteria for ALL learning outcomes
- > to achieve a Distinction (D), students must evidence all of the Pass criteria, plus all of the Merit and Distinction criteria for ALL learning outcomes.

Students who do not meet all learning outcomes at a Pass standard will be referred and will have **one** opportunity to redeem their referral. Referrals (R) that have been successfully redeemed will be capped at a Pass. Where possible, referrals should be redeemed before external moderation.

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

5.2 Awarding the qualification grade

The final grade for the UAL Level 2 Certificate in Applied Drawing is determined by aggregating the grades achieved in both Unit 1 and Unit 2 on a 50% - 50% basis, to be awarded one of five grades: Pass, High Pass, Merit, High Merit, Distinction.

The table shows how both units are aggregated to form the overall grade of the qualification.

Students who do not pass either unit will not achieve the qualification.

UAL Awarding Body qualification assessment outcomes are criterion referenced and graded. The criteria stipulating the requirements for each grade and any aggregation methods are fixed, as are the grade thresholds. UAL adopts a mastery model whereby to achieve any given grade, all criteria must be met at the same level. For example, to achieve a Distinction grade, all criteria must be met at Distinction level. Reliability is achieved by maintaining the same fixed criteria over time and ensuring a standardised approach to their application. For this reason, UAL Awarding Body does not anticipate making any changes to its grade criteria. However in exceptional circumstances it may be necessary to do so to secure the maintenance of standards over time.

Unit 1 (weighted 50%)	Unit 2 (weighted 50%)	Qualification Grade
Distinction	Distinction	Distinction
Merit	Distinction	High Merit
Pass	Distinction	Merit
Distinction	Merit	High Merit
Merit	Merit	Merit
Pass	Merit	High Pass
Distinction	Pass	Merit
Merit	Pass	High Pass
Pass	Pass	Pass

5.3 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.

The qualification is designed to support students in understanding the value of drawing as a tool for creative and professional 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. Students will gain a practical and contextual understanding and will create applied drawing outcomes to support progression.

Unit 1: Developing drawing skills for vocational practice

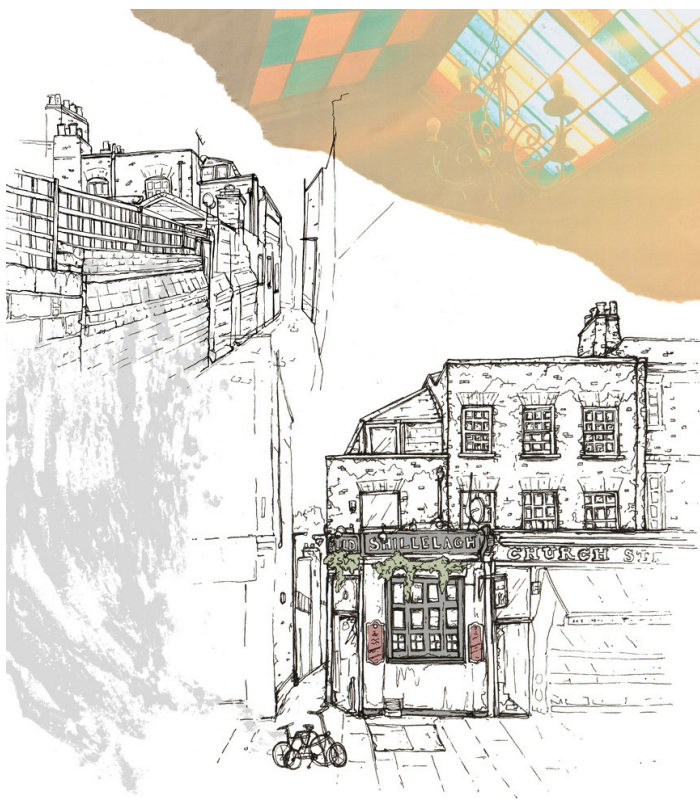
In this unit, students will be introduced to a range of drawing skills and will consider the function and purpose of drawing and their use across different vocational disciplines.

Students will also develop their understanding of the potential of different drawing materials and techniques to convey meaning and will explore how drawing can be applied in a variety of contexts.

Unit 2: Applying drawing skills in response to a brief

In this unit, students will build upon and develop their knowledge, skills and understanding of drawing techniques, materials and applications across different subjects, contexts and/or occupational areas.

Students will demonstrate the application of drawing techniques to effectively communicate information and ideas within the parameters of a given applied drawing brief. Students' responses and outcomes will be intrinsically linked to a chosen discipline, demonstrating an understanding of the requirements of the area they have selected.



Work by Becky Moriarty ©Becky Moriarty



Section 6

Unit specification

This section provides details on the format of the course specifications:

Unit title

The title provides a concise summary of the content of the course.

Total Qualification Time (TQT), Total Unit Time (TUT)

Total Qualification Time (TQT) and Total Unit Time (TUT) represents an estimate of the amount of time students will be required to undertake in order to complete and demonstrate achievement of the qualification or unit. TQT/ TUT is comprised of the following:

- > the number of hours which has been assigned for Guided Learning, and
- > the number of hours which has been assigned for self-directed learning. That is learning which is not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning Hours (GLH)

Guided learning time represents the hours students are being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This estimate includes the hours being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning outcomes (LO)

Learning outcomes state what students should know, understand or be able to do as a result of completing the programme of learning.

Statement

A brief and clear summary of the intent of the learning outcome.

Content

Content defines the breadth and depth of learning for each learning outcome. It is expected that all the content will be delivered during the programme of learning. It is not required to assess every aspect of the content, as students will be expected to apply the knowledge, understanding and skills acquired through the learning process to the specifics of the assessment context.

Grading Grid

This is used to determine the grade achieved by students. Centres, students and UAL Awarding Body will be able to make judgements on performance based on the information contained within the grid.

Unit 1

Developing drawing skills for vocational practice

Unit overview

Level	2
Total Unit Time	90
Guided Learning Hours	70
Credits	9
Assessment	Internally assessed and externally moderated
Grade	Pass/Merit/Distinction
Resources	Centres must have the physical resources to successfully implement the programme including: appropriately equipped and updated art and design studio and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to a dedicated general studio and an adequate flexible or open access provision in more specialist areas.

Unit aim

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

UAL Level 2
Certificate in Applied Drawing

Learning outcomes

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

LO1

Experiment with a variety of drawing materials, processes and techniques

LO2

Explore how drawing skills are used in different vocational disciplines

LO2

Develop drawing skills for selected purposes

LO4

Assess drawing skills within selected context

Learning outcome 1:

Be able to experiment with a variety of drawing materials, processes and techniques

Statement

Students should be provided with a series of opportunities and activities introduce them to a range of drawing materials, processes and techniques used in the application of drawing. They should explore the characteristics of drawing materials and the associated practical and technical skills required to develop drawing outcomes.

Content

The characteristics of a range of materials, processes and techniques to use in the development of drawing

- > Characteristics of drawing materials: dry/wet, soft/hard, opaque/transparent, black/ white, colour, smooth/rough, friable/ permanent, photo/ digital etc.
- > Characteristics of processes: the formal elements of visual language: line, shape, tone, colour, form, motion, texture, pattern, direction, orientation, scale, angle, space, proportion, juxtaposition, composition
- > Characteristics of drawing techniques: line, tonal, additive, subtractive, projected, traced, collage, montage, measured and scaled, freestyle.

Materials, processes and techniques to affect appearance and meaning

- > How the choice of materials, processes and techniques influence the application, appearance and meaning of drawings (such as tonal range, line weight, precision, measured, three dimensional, illustrative, expressive, photo-realist)
- > Drawing from observation to explore an idea or application; to explain or design a functional process; to record and document; to express a feeling or concept
- > The way in which light can influence the appearance and meaning of drawings such as form, structure and dimension.



**Sunmin Park drawing in the studio,
Case study ©Ivan Jones**

Learning outcome 2:

Be able to explore how drawing skills are used in different vocational disciplines

Statement

Students will be encouraged to understand how drawing skills can be applied in a variety of vocational disciplines, such as different job roles or different subject areas. Students will increase their understanding of how drawing can be used in different contexts exploring and identifying how different professions have used drawing to inform their practice.

Content

Researching potential disciplines in which drawing skills are beneficial

- > Research methods and methodologies
- > Primary research: observation, imagination, sketch work
- > Secondary research: others' work, internet, books
- > Research analysis and application
- > Introduction to a range of vocational disciplines and roles that use drawing to support progress (e.g. engineer, architect, scientist, games designer, doctor, fashion designer).

Illustrating the ways in which drawing is used to communicate meaning within a range of vocational disciplines

- > Introduction to how meaning is communicated: figurative, representational, abstract, symbolic
- > Application of drawing to identified vocational disciplines
- > Meanings through drawing: information communication, narrative, scale, interaction, design, feelings, emotions
- > The effectiveness of Communication through drawing experimentations (e.g. development drawings, sequential drawings, linked drawings).

Considering the requirements of drawing within different vocational disciplines

- > Examination of existing selected practitioner's work: materials, techniques and processes used by selected existing practitioners
- > Requirements of drawing: audience, style, skills, techniques, materials, technologies, mood, genre.

Learning outcome 3: **Be able to develop drawing skills** **for selected purposes**

Statement

Students will be encouraged to develop their drawing skills further by producing drawing outcomes within different vocational areas and for a particular purpose.

Content

Identifying potential purposes for using drawing skills

- > A range of purposes for applied drawing
- > Drawing skills related to selected purposes
- > Assessment of own skill level related to skills identified techniques
- > Strategies for skills development – feedback etc.
- > Development of success criteria
- > Selection of materials and process and analysing properties: appropriateness, potential opportunities, communication attributes.

Experimenting with drawing skills and techniques related to selected purposes

- > Use of techniques
- > Exploration of different genres/situations/characters
- > Combination of techniques and genres/situations/characters
- > Challenge of drawing conventions to advance technical skill.

Presenting experimentation in a suitable format

- > Selection of content showing skills development
- > Presenting drawings in a suitable format
- > Reflections and analysis
- > Storytelling
- > Clear purpose
- > Key consideration - audience, purpose, desired outcome, constraints
- > Documentation techniques (such as sketchbooks, development sheets, blogs, note books, reflective journals).



Abstract drawings installation by Sandy Hon, © Kristy Noble

Learning outcome 4:

Be able to assess drawing skills within a selected context

Statement

Students should understand and assess the strengths and areas for improvement of their drawing activities and research to illustrate how drawing skills can be used in different vocational areas/subjects. This on-going review will enable students to refine their practice and identify effective ways to apply their drawing skills in different contexts.

Content

Assessing strengths and weaknesses of your own drawing practice

- > Factors affecting their experimentation, e.g. time, materials, skills limitations, health and safety consideration, environment
- > Range of tools, techniques and strategies for analysing strengths and weaknesses of applying drawing skills within selected contexts (such as confidence, knowledge, skill level, understanding of materials/ techniques/processes)
- > Strengths and weaknesses analysis to project planning and self-development (such as personal skills audit, project planning – mind maps, timelines, planners).

Assessing the effectiveness of using drawing skills in communicating meaning

- > Strategies for how to analyse own work
- > Terminology appropriate to their vocational discipline
- > Success criteria
- > The effectiveness of drawings in communicating the intended ideas and information (such as annotations, sketchbook reflections, written evaluations, peer/audience feedback)
- > Strengths and areas for improvement.

Refining drawing outcomes based on the analysis of own and others' work to inform your practice

- > From research and practice, identification of strategies to further skill development in required areas
- > Lessons learnt
- > Improvement strategies to refine drawing outcomes evidencing synthesis and relationship between research and practice (written/ audio/video commentary, annotations, visual comparisons, blog posts).

Unit 1 Grading grid

Learning outcome	Fail	Pass	Merit	Distinction
L01 Be able to experiment with a variety of drawing materials, processes and techniques.	> Little or no evidence of the characteristics of materials, processes and techniques of drawing. > Limited demonstration of appropriate use of materials, processes and techniques.	> Identifies and evidences through drawing the characteristics of a range of materials, processes and techniques. > Demonstrates the appropriate use of materials, processes and techniques in affecting appearance and meaning.	> Identifies and clearly evidences the characteristics of a range of complex materials, processes and techniques. > Demonstrates a considered and capable use of materials, processes and techniques to affect appearance and meaning in the intended manner.	> Identifies the characteristics of a range of complex materials, processes and techniques and compares the strengths and weaknesses. > Demonstrates a skilful use of materials, processes and techniques to affect appearance and meaning in an innovative manner.
L02 Be able to explore how drawing skills are used in different vocational disciplines.	> Insufficient research of vocational disciplines in which drawing skills are beneficial. > Fails to illustrate the ways drawing is used to communicate meaning within a range of vocational disciplines. > Fails to identify the requirements of drawing within different vocational disciplines.	> Presents research for a range of vocational disciplines in which drawing skills are beneficial. > Illustrates the ways in which drawing is used to communicate meaning within a range of vocational disciplines. > Identifies the requirements of drawing within different vocational disciplines.	> Presents research of vocational disciplines in which drawing skills are beneficial with clear evidence of the benefits drawing brings. > Illustrates the ways in which drawing is used to communicate meaning within a range of vocational disciplines using appropriate examples and effective application of drawing skills. > Identifies the requirements of drawing within different vocational disciplines and applies it to their own practice.	> Presents research of typical and untypical vocational disciplines in which drawing skills are beneficial. > Illustrates the ways in which drawing is used to communicate meaning within a range of vocational disciplines using sophisticated examples and consistent application of drawing skills. > Identifies the requirements of drawing within different vocational disciplines and suggests areas for improving practice.
L03 Be able to develop drawing skills for selected purposes.	> Fails to identify appropriate purposes for using drawing skills. > Insufficient or unrelated experimentation with drawing skills and techniques. > Poor or ineffective presentation of experimentation.	> Identifies appropriate purposes for using drawing skills. > Shows experimentation with drawing skills and techniques related to a selected purpose. > Presents experimentation in a suitable format that shows an appropriate application of drawing skills.	> Identifies well defined purposes for using drawing skills. > Shows experimentation with drawing skills and techniques with clear evidence of how this relates to the selected purpose. > Presents experimentation in a format that shows the effective application of drawing skills.	> Identifies typical and untypical purposes for using drawing skills. > Shows experimentation with drawing skills and technique with evidence of how this has informed further practice. > Presents experimentation in a format that shows the consistent and effective application of drawing skills.
L04 Be able to assess drawing skills within a selected context.	> Fails to assess the strengths and weaknesses of own drawing practice and link work to selected context. > Ineffectively assesses the use of using drawing skills in communicating meaning. > Little or no refinement of drawing outcomes.	> Assesses the strengths and weaknesses of own drawing practice and provides evidence to link it to the selected context. > Assesses the effectiveness of using drawing skills in communicating meaning. > Refines drawing outcomes based on the analysis of own and others’ work to inform their practice.	> Assesses the strengths and weaknesses of own drawing practice and clearly links it to the selected context. > Assesses drawing skills in communicating meaning and locates it within the selected context. > Shows clear and effective refining of drawing outcomes based on the analysis of own and others’ work to inform their practice.	> Assesses the strengths and weaknesses of own drawing practice showing the impact on their developing work and linking it to the selected context. > Assesses drawing skills in communicating meaning and suggests improvements. > Shows consistent and sophisticated refining of drawing outcomes based on the analysis of own and others’ work to inform their practice.

Unit 2

Applying drawing skills in response to a brief

Unit overview

Level	2
Total Unit Time	70
Guided Learning Hours	50
Credits	7
Assessment	Internally assessed
Grade	Pass/Merit/Distinction
Resources	Centres must have the physical resources to successfully implement the programme including: appropriately equipped and updated art and design studio and workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to a dedicated general studio and an adequate flexible or open access provision in more specialist areas.

Unit aim

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 the 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 you to develop and explore their own visual 'language'. Students will learn how to be clear about what aspects of their response to a project brief are important and those that are not. They will also develop the ability to reflect on and judge the strengths of their work and learn from others' feedback to develop their skills further. These skills are required in a range of vocational settings.

Learning outcomes

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

LO1

Prepare to respond to the requirements of a brief

LO2

Develop ideas in response to a brief

LO3

Produce a final outcome that responds to a brief

LO4

**Evaluate drawing ideas
and outcomes**



Zeynep Agirbas drawing in the studio, © Alys Tomlinson

Learning outcome 1:

Be able to prepare to respond to the requirements of a brief

Statement

Students should understand the requirements of a brief, show confidence and independence in the interpretation of ideas and information, and be able to independently prepare and plan to fulfil the requirements.

Content

Interpreting the requirements of a brief

- > Preliminary research: aim, content, theme, context
- > Target audience: age, gender, interests, level/appreciation
- > Resources: materials, techniques, technologies, constraints and considerations
- > Timescales: time management techniques, distinguishing 'must-haves' from 'nice-to-haves' within the time constraints
- > Presentation: consideration of how the drawing will be presented in a professional way, e.g. cleaned, trimmed, mounted, framed, portfolio-mounted, digitised
- > Health and safety considerations and constraints
- > Skill requirements: reflecting on current knowledge and skills, strengths and weaknesses and what may need to be developed.

Presenting a plan for the realisation of a brief

- > Planning techniques: mind maps, project proposal, timelines, planners, blog, vlog reflections/commentary
- > Order and sequence of activities
- > Constraints of access to resources and timescales, and their likely impact on the realisation of the project brief
- > Demonstrating commitment and diligence by robust preparation, monitoring of work in progress and delivery within agreed timescales and access to studio resources.
- > Plan/Proposal components:
 - project title
 - audience and purpose
 - project aims: thematic/conceptual investigation
 - resources requirements
 - timescales
 - relevant research source and practitioners
 - evaluation and analysis methods
 - selecting discipline/vocation for drawing application.

Learning outcome 2:

Be able to develop ideas in response to a brief

Statement

Students should be able to use their individualised planning to begin developing focused research derived from a range of primary and secondary sources. Students should be able to synthesise their research into experimental and developmental practical activities to support the fulfilment of an applied drawing brief. Students should be able to reflect on research and practical experimentations to support the process of refinement towards the development of an applied drawing final outcome.

Content

Using research to generate ideas around a brief

- > Sources of inspiration for drawing ideas
- > Contextual research: relation to vocational discipline
- > Primary: observation, imagination, sketch work
- > Secondary: others' work, internet, books
- > Relevance of ideas to the brief.

Experimenting with materials and techniques to refine ideas

- > Process of refinement of work: explore, experiment, reflect, select, amend, combine
- > Seeking and using feedback
- > Combination of techniques
- > Combination of genres/moods/styles/ technologies/materials
- > Physical interactions of different materials when used in combination
- > Meeting set challenges
- > Developing and exploring existing creative practices to take ideas forward.

Presenting a range of ideas that respond to the requirements of the brief

- > Organising and structuring project documentation and sketchbooks. Reflective annotations identifying areas of strength and weakness. Documenting narrative of drawing development
- > Roughs, thumbnails, sketched ideas, maquettes, storyboards, mood board, sketchbooks, design sheets, etc.
- > Showcasing skills and techniques
- > Cleaning, finishing and displaying ideas, processes and developments of drawings.

Annotating drawings explaining the development of ideas

- > Personal reflection:
 - what worked and why
 - what did not work and why
 - what might be done differently in future
- > The impact of different results
- > Finding opportunities for further research and new ideas.

Learning outcome 3:

Be able to produce a final outcome that responds to a brief

Statement

Students should be able to synthesise their research, practical experimentations and ideas development into an effective and refined applied drawing outcome within a selected discipline/context. Students will select appropriate materials, techniques and process to develop and refine outcomes in fulfilment of a given brief.

Content

Using ideas developed to inform the final outcome to a brief

- > Evidence the refinement of ideas through reflection and revision of applied drawing outcomes in response to the parameters of the brief
- > Show experiments and developments to inform and direct final outcome: sketches, diagrams, roughs
- > Show synthesis between ideas development and final outcome: sketchbook annotation, visual comparisons, written analysis, and written/audio/video commentary.

Selecting and using appropriate materials and techniques to develop the final outcome

- > Ensure selected materials and equipment are available for the production of an applied drawing final outcome
- > Evidence the application of selected materials, techniques and processes in the production of final applied drawing outcome.

Using visual language and its formal elements in the production of the final outcome

- > Evidence the use of visual language to communicate information and ideas in the production of an applied drawing final outcome (such as annotations, reflections, audio/visual commentary, proposal analysis)
- > Evidence the use of formal elements to communicate information and ideas in the production of an applied drawing final outcome (such as line, tone, shape, form, scale).

Presenting the final outcome in an appropriate format and context

- > Suitability for purpose and audience
- > Techniques for presenting work: cleaned, trimmed, mounted, framed, portfolio-mounted, digitised
- > Digital versus physical presentation: strengths and weakness
- > Quality of the work presented: aesthetic standards, format, timing, reflective annotation and commentary.

Learning outcome 4:

Be able to evaluate drawing ideas and outcomes

Statement

Students should be able to independently use evaluation and analysis strategies and techniques to assess the effectiveness of their planning and proposing, research evidence, practical investigations and final outcomes in the successful fulfilment of an applied drawing brief. The ability to evaluate a creative process is essential in the development of a practitioner and aids the identification of areas of strength and weakness in their skills and understanding.

Content

Explaining the reasons for the choice of material and techniques

- > How the idea was originated, developed and improved
- > Mixing different techniques and materials to widen drawing opportunities. Speculating to determine future drawing strategies
- > Considering alternative techniques for responding to the project brief
- > Using contextual research, material exploration, technical dexterity
- > Using and valuing reflection and feedback
- > Recognising potential material and technical opportunities for the future.

Evaluating the extent to which the outcome relates to the initial ideas

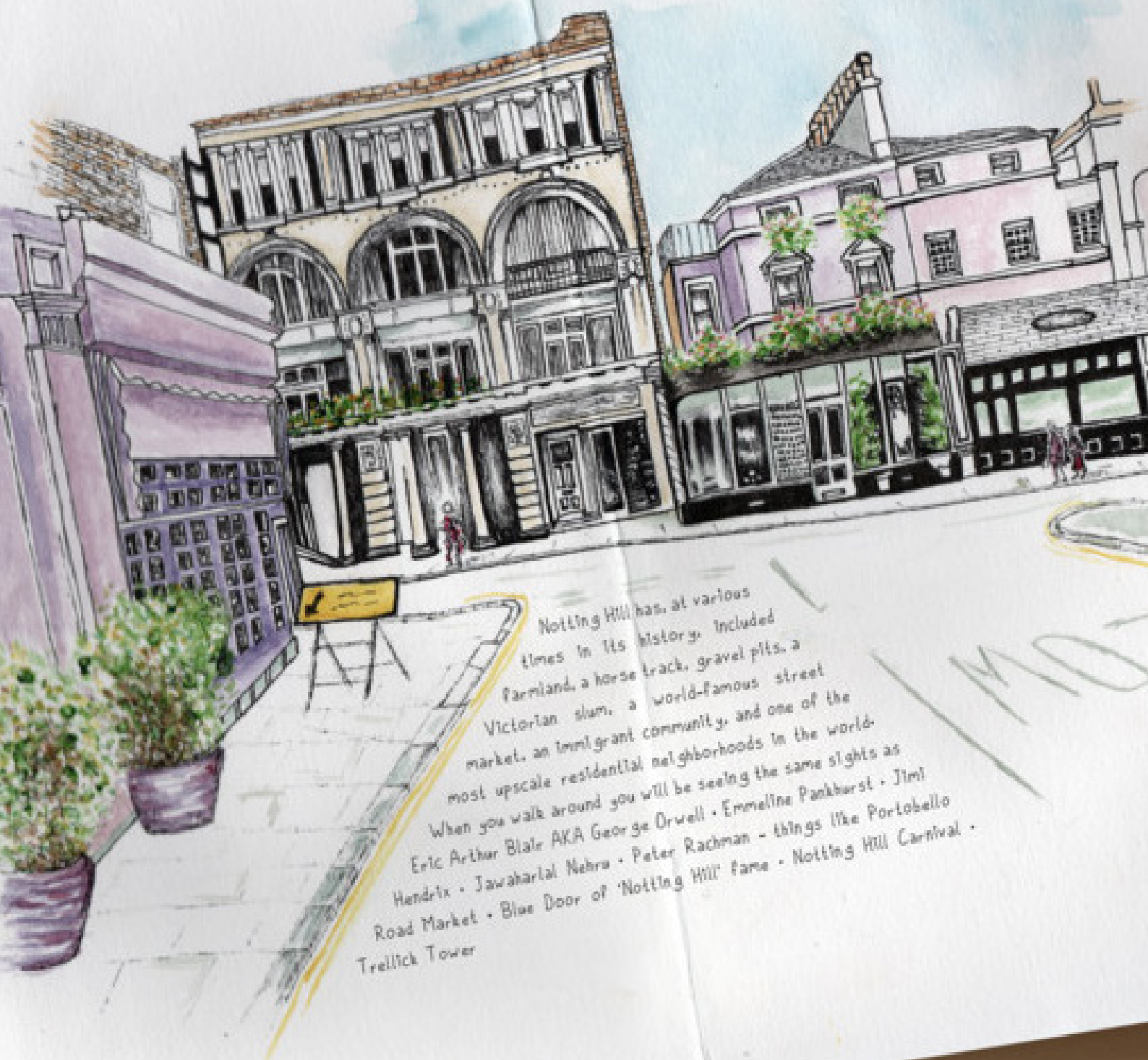
- > Opportunistic gaps, digressions, misinterpretations and 'serendipitously unintended outcomes'
- > Comparing the work presented against the intention of the project brief
- > Reflecting on the development of ideas and how they relate to the final outcome:
 - what worked and why
 - what did not work and why
 - reasons for changes in direction
- > Annotations and commentary about evolving ideas.

Evaluating the extent to which the realised outcome meets the intentions of the brief

- > Criteria and techniques for judging success in relation to the intention: reference to discipline/ vocation, standards expected, contexts, timescales, priorities
- > What worked and why; what did not work and why; what might be done differently to sustain improvements
- > The extent to which the outcome meets the brief.

Unit 2 Grading grid

Learning outcome	Fail	Pass	Merit	Distinction
L01 Be able to prepare to respond to the requirements of a brief.	> Fails to interpret the requirements of the brief. > Planning inhibits the realisation of an applied drawing brief.	> Sufficiently interprets the requirements of the brief. > Presents an appropriate plan to support the realisation of an applied drawing brief.	> Effectively interprets the requirements of the brief. > Presents a coherent plan to support the realisation of an applied drawing brief.	> Imaginatively interprets the requirements of the brief. > Presents a thorough plan to support the realisation of an applied drawing brief.
L02 Be able to develop ideas in response to the brief.	> Research is limiting the generation of ideas. > Experimentation of materials and techniques does not inform the validity of ideas. > Ineffective presentation of evidence of ideas in response to an applied drawing brief. > Ineffectively annotate drawings, with limited explanation of the development of ideas in response to an applied drawing brief.	> Uses appropriate research to generate ideas around an applied drawing brief. > Demonstrates appropriate experimentation of materials and techniques to refine the validity of ideas. > Presents evidence of suitable ideas that respond to an applied drawing brief. > Provides appropriate and valid annotations that explain the development of ideas in response to an applied drawing brief.	> Consistently uses effective research to generate ideas around an applied drawing brief. > Demonstrates sustained and considered experimentation of materials and techniques to refine validity of ideas. > Presents extensive evidence of relevant ideas that respond to an applied drawing brief. > Provides consistent and reasoned annotations that explain the development of ideas in response to an applied drawing brief.	> Purposefully uses thorough research to generate ideas around an applied drawing brief. > Demonstrates substantial and imaginative experimentation of materials and techniques to refine validity of ideas. > Presents thorough evidence of relevant ideas that respond to an applied drawing brief. > Provides substantial and detailed annotations that explain the development of ideas in response to an applied drawing brief.
L03 Be able to produce final outcome that responds to the brief.	> Poor use of ideas to develop and inform the final outcome to the brief. > Ineffective selection and use of materials and techniques in relation to the final outcome. > Poor use of visual language in relation to the final outcome. > Poor presentation of the final outcome.	> Demonstrates the appropriate use of ideas to develop and inform the final outcome. > Demonstrates the appropriate selection and use of materials and techniques to develop final outcome. > Demonstrates valid use of visual language and its formal elements in the production of the final outcome. > Presents the final outcome in an appropriate format and context.	> Demonstrates the effective use of ideas to develop and inform the final outcome. > Demonstrates a considered selection and use of materials and techniques to develop final outcome. > Demonstrates the effective and appropriate use of visual language and its formal elements in the production of the final outcome. > Effectively presents the final outcome in an appropriate format and context.	> Demonstrates the imaginative and purposeful use of ideas to develop and inform the final outcome. > Demonstrates a purposeful and informed selection and use of materials and techniques to develop final outcome. > Demonstrates considered and imaginative use of visual language and its formal elements in the production of the final outcome. > Professionally and maturely presents the final outcome in an appropriate format and context.
L04 Be able to evaluate drawing ideas and outcomes.	> Fails to provide valid explanations of the reasons for the choice of suitable materials and techniques. > Ineffective presentation of outcomes in relation to initial ideas. > Little or no evaluation on how outcomes meet the intentions of the brief.	> Demonstrates valid reasons for the choice of materials and techniques. > Presents in an appropriate manner the extent to which the outcome relates to initial ideas. > Evaluates the extent to which the outcome meets the intentions of the brief.	> Demonstrates valid and extensive reasons for the choice of materials and techniques. > Presents in a coherent manner the extent to which the outcome relates to the initial ideas. > Logically evaluates the extent to which the outcome meets the intentions of the brief.	> Demonstrates detailed and mature reasons for the choice of materials and techniques. > Presents in a considered and meaningful manner the extent to which the outcome relates to initial idea. > Evaluates in a detailed manner the extent to which the outcome meets the intentions of the brief.



Notting Hill has, at various times in its history, included farmland, a horse track, gravel pits, a Victorian slum, a world-famous street market, an immigrant community, and one of the most upscale residential neighborhoods in the world. When you walk around you will be seeing the same sights as Eric Arthur Blair AKA George Orwell, Emmeline Pankhurst, Jimi Hendrix, Jawaharlal Nehru, Peter Rachman - things like Portobello Road Market, Blue Door of 'Notting Hill' fame, Notting Hill Carnival, Trellick Tower

Michal Kedourie,
© Michal Kedourie

Section 7

Quality Assurance

7.1 Internal verification

Internal verification is the process where a centre determines that the standards and consistency of assessment decisions are comparable across assessors and the qualification.

Centres must have an established internal quality assurance framework to ensure that UAL Awarding Body approval, quality assurance and contractual arrangements are met. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness and that assessments set are appropriate and at the required level.

Internal verifiers are also responsible for supporting assessors by offering advice and guidance. The internal verifier will follow the centre's own sampling strategy in selecting the sample to be internally verified and must over time include evidence from a full range of work, student achievement and decisions made by all staff with assessment responsibility.

It is recognised that different centres use different approaches and terminology specific to their culture. Centres must ensure their methodologies are suitably robust and meet the standards set by UAL Awarding Body. UAL Awarding Body reserves the right to sample centre internal verification information across the qualification.

7.2 External moderation

External moderation evaluates the validity of centres' assessment decisions of internally assessed and verified work. External moderation takes place before grades are awarded by UAL Awarding Body.

External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body. External moderators are responsible for ensuring that the internal assessment is rigorous and that assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation is carried out at least once a year to ensure that assessments decisions are in line with the required standard.

7.3 Reasonable Adjustments and Special Consideration

UAL Awarding Body has published arrangements in place for both Reasonable Adjustments and Special Consideration to be applied for students undertaking its qualifications as required.

Information about Reasonable Adjustments and Special Consideration and how to apply for them can be found on the Policies and Procedures page of the UAL website.

Section 8

Resources and support

Documents

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

Qualification specification

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

The specification is intended for centres, external moderators and students, and is designed to provide guidance on the internal assessment and verification and external assessment and moderation.

Delivery guidance

This document is for centre staff, it provides practical information to assist in the planning and delivery of UAL Awarding Body qualifications.

Forms

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

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

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

Support for centres

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

Delivery group

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

Standardisation events

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

Sharing best practice events

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

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.



Technical drawing by Miriam George ©Alys Tomlinson

Want to find out more?

Contact

UAL Awarding Body

272 High Holborn

London

WC1V 7EY

Tel: 020 7514 9851

ual.awardingbody@arts.ac.uk

 [UALawardingbody](https://twitter.com/UALawardingbody)

 [UALawardingbody](https://facebook.com/UALawardingbody)

 [UALawardingbody](https://instagram.com/UALawardingbody)

 [UAL Awarding Body](https://linkedin.com/company/UAL-Awarding-Body)

Published: 22/05/2023

Version 8

arts.ac.uk/awarding



Drawing faces by Ines Magalhaes
©Kristy Noble

All images copyright University of the
Arts London unless stated otherwise.