

Level 3

Extended Project Qualification

Version 1.2

With effect from September 2025



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, Qualifications 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

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Section 1

Qualification at a glance

Qualification title	UAL Level 3 Extended Project Qualification	
Qualification number (QN)	610/0915/5	
Qualification start date	September 2022	
Age range	14-16, 16-19	
Total Qualification time (TQT)	120	
Guided Learning Hours (GLH)	120	
Assessment requirements	Internally assessed and externally moderated	
Standard delivery	1 year	
Overall grade	A* - E	
UCAS Points	A*	28
	A	24
	B	20
	C	16
	D	12
	E	8
Funding eligibility *	Pre-16, 16-18	
Offered	England, Wales and Northern Ireland	

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

Section 2

Qualification overview



'Personal Space' by
Erin Vallance, Level 3
Extended Diploma in
Art and Design © UAL

2.1 Qualification purpose

Who is this qualification for?

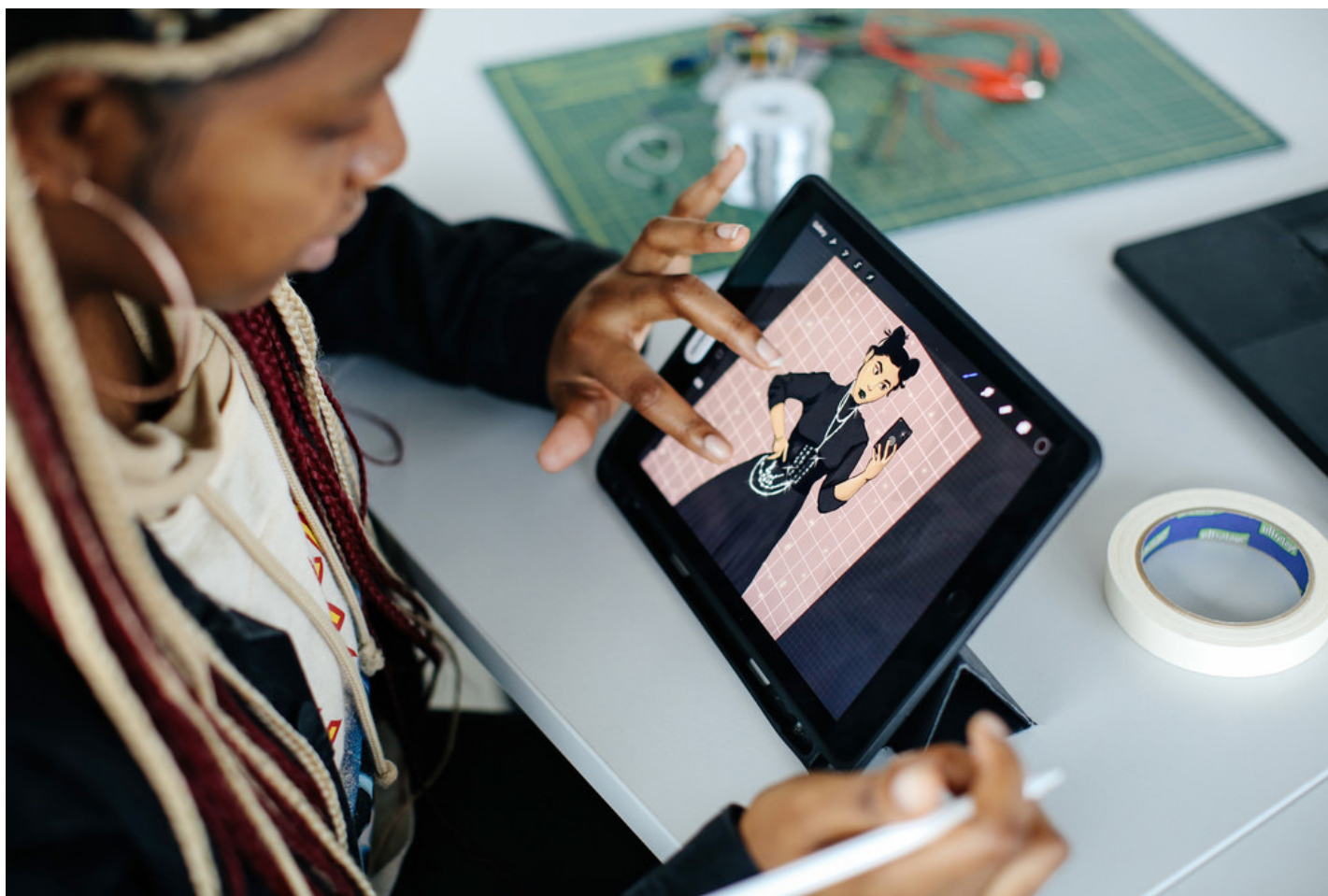
The UAL Level 3 Extended Project Qualification has been primarily designed for post-16 students who wish to complete a self-directed project in a topic they are interested in. This qualification is also suitable for those aged 14-16.

This qualification is designed to give students the tools and techniques to understand how to plan, initiate, investigate, carry out and evaluate a project. It supports the development of key skills such as communication, organisation, planning,

time management, reflection and academic development. This qualification enables students to become autonomous learners, developing key transferrable skills that will benefit them throughout their future education and/or employment.

There are no formal entry requirements for this qualification. However, it is recommended that students have a minimum of four GCSEs at grade 4 or above, or equivalent Level 2 vocational and technical qualifications, or relevant experiential learning.

Alexis Obue working on her tablet
© Alys Tomlinson



UAL Level 3 Extended Project Qualification

What does this qualification cover?

This qualification allows students to explore, develop and test skills such as planning, organisation, time-management, evaluation as well as creativity in the selection and investigation of the project they choose to undertake. Students will have the opportunity to develop transferable skills, making them versatile and employable individuals. An Extended Project Qualification includes the opportunity to apply numeracy and literacy skills within a creative project.

This qualification will enable students to:

- > make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- > develop and improve their own learning and performance as critical, reflective and independent learners
- > develop and apply decision-making and, where appropriate, problem-solving skills extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills where appropriate, develop confidence in applying new technologies in their studies
- > develop and apply skills creatively, demonstrating initiative and enterprise
- > use their learning experiences to support their aspirations for higher education and/or career development, and
- > transfer skills developed as part of their project to other areas of study.

At the end of the qualification, students will be assessed on the evidence of the knowledge, skills, understanding and learning gained throughout their chosen project.

2.2 What could this qualification lead to?

The UAL Level 3 Extended Project Qualification allows students to demonstrate a range of transferable skills that will benefit them in Higher Education. Students can use this qualification in an application to further study as the qualification attracts UCAS points.

This qualification can also support entry into industry and employment as it equips students with the basic knowledge, skills and understanding of project management. The UAL Extended Project Qualification supports a wide range of disciplines and complements and extends a student's programme of study.

Further education and vocational courses

Students can undertake a wide variety of creative subjects at the same or higher level as a result of completing the UAL Level 3 Extended Project Qualification. Students can also progress onto any of UAL's Level 4 Professional Diplomas, in particular, the UAL Level 4 Professional Diploma in Creative Enterprise.

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Higher education

The UAL Level 3 Extended Project Qualification is valued by Higher Education institutes as it provides students with key transferrable skills which can be applied to any subject or study area including independence, creativity, innovation and resilience.

This qualification has been designed to attract UCAS Tariff Points and therefore to be recognised by Higher Education providers as meeting admission requirements, alongside other appropriate Level 3 qualifications.

The UCAS points for this qualification are:

A*	28
A	24
B	20
C	16
D	12
E	8

2.3 Personal and professional development

Centres are required to ensure that students are provided with the opportunity to develop and utilise broad, transferable skills, through encouraging an ethos of personal and professional development.

The transferable skills that may be developed through this qualification will include:

- > initiative
- > independent inquiry
- > creative thinking
- > reflective learning
- > self-management
- > time management
- > problem solving
- > research
- > literacy
- > numeracy
- > communication
- > presentation
- > digital
- > social responsibility
- > environmental awareness and sustainability.

2.4 Which subjects might complement this qualification?

This qualification has been designed to sit alongside any subject at Level 3, be that AS or A Levels, other vocational and technical qualifications.

Section 3

Centre requirements



Zeynep Agirbas
© Alys Tomlinson

3.1 Approval

New centres and existing centres that wish to deliver this qualification must obtain prior approval from UAL Awarding Body. Please refer to the UAL Awarding Body website for further information on the approval process.

Any formal application must include key information about your centre, delivery, and teaching staff.

Centre staff should be familiar with the qualification structure, requirements, content, assessment and quality assurance arrangements before designing a course program.

UAL Awarding Body does not allow registrations on to this qualification from private candidates.

3.2 Resources

Centres must have the physical resources to successfully implement this programme, this may include having access to appropriately equipped classrooms, studios and workshops, IT facilities and information and research sources.

3.3 Staffing

Centres delivering any UAL Awarding Body qualifications must:

- > ensure all staff involved with the delivery of this qualification are familiar with the qualification's structure, content and assessment outcomes.
- > ensure all staff involved in teaching, assessment and quality of assurance are able to demonstrate they have (or are working towards) the relevant occupational competence, at the same level or higher than the qualification being delivered.
- > have a sufficient number of appropriately qualified/experienced Assessors and Internal Quality Assurers to support the volume of students they intend to register.
- > ensure that all staff involved in delivery are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD).
- > provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Section 4

Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the aims and assessment outcomes of the qualification. The majority of the qualification time should be met by the student working independently and autonomously. The remaining time should be spent teaching the necessary knowledge and skills to achieve the qualification. These skills should be determined by the supervisor and be appropriate to the needs of their student and their selected project. Centres should plan for approximately 30 hours of the total Guided Learning Hours for the taught element of this Extended Project Qualification.

UAL Awarding Body provides a range of supporting materials, including a delivery guidance document to help centres with planning their programme of delivery.

4.1 Induction

Centres must provide students with an induction which ensures that:

- > a course handbook is provided, along with any other supporting material to facilitate effective learning
- > timetabling arrangements are clarified
- > academic tutorial systems are provided
- > learning support needs are identified and provided for, as appropriate
- > course structures and assessment requirements are explained for internal assessment and external moderation

- > health and safety regulations and procedures are explained.

4.2 Project roles

It is the responsibility of the student to identify an area of interest for their own extended project and to evidence to their tutor how they anticipate achieving the project. Students are required to set their own aims and objectives for their project as well as key milestones, project deadlines and expected outcomes as part of their project proposal plan.

It is the responsibility of the tutor/teacher to ensure projects are suitable and achievable with the timeframe and resources available. If the tutor does not think the project is achievable, they should discuss alternative solutions with the student. The role of the tutor/teacher is as a facilitator, mentor or supervisor for the student. Tutors/teachers should provide advice, guidance and feedback through regular one-to-one meetings with the student undertaking the project. There are no requirements for the number of meetings tutors/teachers should have with students. It is advised that a meeting schedule should be set and agreed at the initiation of the project. Tutors/teachers may provide written feedback as part of these meetings.

It is also the responsibility of the centre to ensure student projects do not cause offence from a moral and ethical perspective. Centres should advise students of health and safety issues or concerns, and where appropriate, support

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students in producing a risk assessment to ensure their project meets these requirements. Tutors/teachers should work with students to identify any potential barriers to suitability and develop solutions as early in the project cycle as possible. It is important that these elements are captured at the project proposal stage and through project evidence.

Tutors/teachers are responsible for ensuring any work submitted for this qualification is not submitted for assessment for any other qualification. Tutors/teachers must ensure dual accreditation does not take place.

4.3 Group projects

Group projects are permitted. Tutors/teachers must determine at the initiation of the project whether group work is suitable.

Students working in groups must generate their own individual authentic evidence as part of any group project. This evidence must clearly demonstrate their personal contribution towards the project, as each member of the group will be marked based on their own submitted assessment evidence.

All evidence presented for assessment must show how the student has met the assessment objectives and criteria.

4.4 Equality, social responsibility and the Extended Project Qualification

This qualification encourages students to be sustainable in the project they want to undertake and the work they produce. Students are strongly

encouraged to consider the impact their project activity has on our environment.

This qualification also encourages students to consider social responsibility, equality, diversity and inclusion as part of their project, as well as how their project might contribute to the welfare and empowerment of all in society.

The content within this qualification does not impose a particular approach to the above topics; instead, it encourages tutors/teachers and students to develop their own awareness of the complex agendas.

**‘Tanaur the Fire Fairy’ by Megan James,
Level 3 Diploma in Performing and
Production Arts**

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Section 5

Qualification Aims and Assessment Objectives

An Extended Project Qualification has a wide-ranging set of aims and learning objectives that develop students' knowledge, understanding, skills and experiences as an independent learner.

UAL Awarding Body's Extended Project Qualification will enable students to:

- > make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- > develop and improve their own learning and performance as critical, reflective and independent learners
- > develop and apply decision-making and, where appropriate, problem-solving skills
- > extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- > where appropriate, develop confidence in applying new technologies in their studies
- > develop and apply skills creatively, demonstrating initiative and enterprise
- > use their learning experiences to support their aspirations for higher education and/or career development,
- > transfer skills developed as part of their project to other areas of study.

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5.1 Assessment objectives

AO	Assessment Objective
AO1	Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.
AO2	Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities within the topic.
AO3	Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.
AO4	Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

Section 6

The taught elements of the qualification



Source: Unsplash

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Extended Project Qualification

The Extended Project Qualification is unique in its delivery as it offers the opportunity for centres, tutors and/or teachers to tailor the taught element of the qualification to meet the appropriate needs of their students throughout the course.

- This qualification requires students to:
- > select a topic/area of interest for an in-depth study which provides opportunities to develop knowledge, skills and understanding, and to negotiate the scoping of that project
 - > identify and draft one or more objectives for their project, providing a rationale for their choice
 - > produce a plan for how they will deliver their intended outcome
 - > conduct research as required by the project brief, using appropriate techniques, including the analysis of data
 - > develop the intended project outcome, using selected tools and techniques safely, to demonstrate the ability to pursue an extended project through to completion
 - > share the outcome of the project, including an evaluation of the outcome and their own learning and performance, with another or others, using appropriate communication methods and
 - > demonstrate their knowledge and understanding of:
 - the key concepts and principles underlying their studies or areas of interest, and
 - connections, links and complexities, where appropriate, between different areas of study and/or different areas of interest.

The majority of the Extended Project Qualification is completed through students’ independent study and learning. The Total Qualification Time for the Extended Project Qualification are split into two sections: the taught element and the independent study/learning element.

The table below is a guide as to how to split the qualification between taught sessions and independent learning time.

	Learning Hours
Taught element	30
Independent study/learning	90
Total qualification time	120

6.1 Total Qualification Time (TQT)

TQT is defined under the Ofqual General Conditions of Recognition, as the “number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a student to achieve and demonstrate achievement of the level of attainment necessary for the award of a qualification”.

- TQT is comprised of the following two elements:
- > the number of hours which an awarding organisation has assigned to a qualification for Guided Learning.
 - > an estimate of the number of hours a student will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for the qualification in this specification is detailed above.

Section 7

Content

The UAL Level 3 Extended Project Qualification enables centres to tailor the qualification to meet the individual needs of each student, therefore there is no mandatory content. Instead, the purpose of the content below is to provide suggestions, options and guidance on key elements of project management and the creative process which your students may need to consider when completing this qualification.

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Suggested areas for delivery

AO1

Manage

- > Identify a project to undertake by understanding:
 - What is a project
 - Where project topics/ideas come from e.g. interests, hobbies, other subjects
 - Project scope
- > Design and plan a project by understanding how to:
 - Use project planning techniques, tools, methods
 - Develop a project plan
 - Set a budget
 - Identify project aims and objectives
 - Identify key project tasks
 - Identify key milestones
 - Set realistic timescales
 - Understand project tracking and monitoring techniques
 - Identify risks and plan contingencies
 - Consider sustainability, equality and social responsibilities
- > Carry out a project by understanding:
 - Time management/prioritisation
 - What skills, strategies and resources are needed to achieve objectives
 - How to manage tasks, resources, costs and others in a project
 - Health and safety and legal requirements associated with project proposal

AO2

Use resources

- > Research, organise and use information to support project objectives by understanding:
 - What types of research are needed (primary/secondary, experimental)
 - How to select appropriate resources
 - What information is needed (e.g. health and safety, risk management, legislation)
 - How to use referencing techniques
 - Copyright rules and requirements
 - How to avoid plagiarism
- > Select and use resources to support project objectives by understanding:
 - What types of resources are available (e.g. people, places, research, data, physical)
 - How to identify what is important for project realisation (e.g. SWOT analysis, the MoSCoW method, GANNT)
 - What materials, tools and techniques may be needed for project realisation
- > Use data to support connections and complexities of project objectives by understanding:
 - How data can be used to support project objectives
 - What data is needed and available to support project objectives
 - How data can be captured to specifically support project outcomes (e.g. surveys, polls, online tools)
 - What theories and/or concepts may be relevant to support the project development

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AO3

Develop and realise

- > Select and use skills, including, where appropriate, new technologies to achieve planned outcomes by understanding:
 - How to identify the key skills needed to realise the project and planned outcomes
 - How to develop new skills needed to develop and realise the project and planned outcomes
 - What technology is available to support the development of the project and planned outcomes
 - When technology is appropriate to use to realise or enhance the project and planned outcomes
- > Use problem-solving techniques to achieve planned outcomes by understanding:
 - What types of resources are available (e.g. people, places, research, data, physical)
 - Different problem-solving techniques and how to use them
 - Which problem-solving techniques are most appropriate to use to realise and achieve planned outcomes
- > Use decision-making techniques to achieve planned outcomes by understanding:
 - Different decision-making techniques and how to use them
 - How to capture and record decisions made in order to evidence the achievement of the project and planned outcomes

AO4

Review

- > Evaluate all aspects of the extended project, including outcomes by understanding:
 - How to evaluate sources and research
 - How to evaluate own performance.
 - How to write for different purposes and audiences
- > Reflect on achievement of stated objectives and evidence generated by understanding:
 - How to evaluate whether planned outcomes have been achieved
 - How to use reflective techniques and language
- > Use lessons learned and performance review techniques by understanding:
 - How to identify what would be done the same/ differently next time
 - How to capture and record lessons learned in a project
- > Select and use a range of communication skills and media to present project outcomes and conclusions by understanding:
 - Different types of communication and presentation skills/techniques
 - Different formats to present project and planned outcomes
 - How to select appropriate communication techniques and media
 - Different techniques to present information to a non-specialist audience

Section 8

Assessment details and evidence requirements

8.1 How is this qualification assessed?

The UAL Awarding Body Level 3 Extended Project Qualification is internally assessed by the Centre and externally moderated by UAL Awarding Body.

8.2 Project outcomes for assessment

Throughout their project, students will generate a range of different types of evidence to document and capture their progress, outcomes and learning.

Students must choose one of the following outcomes:

1. A report from an investigation or research study

An investigation or research project into a topic of the student's own interest.

The investigation or research study must be accompanied by a written report which will be approximately **1,000 words** long and include findings from the investigation or research study.

2. A dissertation

A dissertation into a topic of the student's own interest.

The dissertation must be approximately **5,000 words** long.

3. An artefact

This may include a portfolio of work or single object.

If a student chooses to produce an artefact, they must also include a written evaluation summary of approximately **1,000 words** as part of their project evidence submission.

4. A performance

This may include a group performance or solo performance.

If a student chooses to produce a performance, they must include a written evaluation summary of approximately **1,000 words** as part of their project evidence submission.

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Presentation

After the completion of their project, all students **must** produce and deliver a presentation that communicates the outcomes, conclusions and an evaluation of their project. Students must ensure that their presentation reviews the findings of their project and provides conclusions on both project outcomes and lessons learned.

The presentation should be for a non-specialist audience and can be completed by an individual student or a group of students (in the case of a group project). Students who undertake a group presentation must all complete an individual presentation.

Students should use media and technology appropriate to the type of project or resources such as flipcharts, posters, PowerPoint or video/ audio/digital material to enhance and support their presentation. Students may choose a different method of presenting, such as an event, exhibition or project 'showcase'. However, these must communicate the outcome, conclusions and evaluation of the student's project. The presentation can also take a digital form such as a video. Although there is no formal stipulation for how long a student's presentation should be, we recommend that the time does not exceed **15 minutes**.

After the presentation, students must take part in a question-and-answer session with a panel. It is up to the centre to determine the make-up of the panel. As a minimum the panel should consist of the student's supervisor who has supported the student through the project. However, good practice would include a diverse group of attendees if appropriate.

Through the questions and answer session with the student, panel members should give further opportunities for the students to discuss their outcome, conclusions and evaluation. The question-and-answer sessions provide an additional opportunity for students to evidence their own learning and performance.

Any materials used in the presentation must be kept for moderation purposes. It is also recommended that presentations are recorded and used to form part of the student's project evidence.



8.3 Evidence requirements

All students undertaking the UAL Level 3 Extended Project Qualification must generate the following pieces of evidence as part of their project portfolio:

- > at least one written piece, e.g. a dissertation, report or evaluation summary
- > the strategic planning and process of the project
- > the sources and range of information and other resources accessed
- > analysis of the data and a clear indication of how findings were used to inform the project
- > the range of skills used, including, where appropriate, problem-solving and the use of new technologies
- > an outcome demonstrating the student's knowledge, skills and understanding
- > an evaluation of own performance, learning and decision-making
- > a presentation for a non-specialist audience, communicating outcomes, conclusions and evaluation.

Students must adhere to any specified word counts in their written work. Written work may be submitted with a word count that is 10% higher or lower than the stated word count. However, students who significantly exceed the word count will have their work marked and assessed up to the point of the word count limit, and all subsequent work will not be marked or contribute to their overall grade.

Evidence should be selected, organised and presented in a logical and coherent way for internal marking and external moderation. This is an important element of the Extended Project Qualification.

All evidence and work must be produced individually and independently be available in suitable digital formats for moderation, such as video, image files, audio clips or screenshots of relevant social media posts. UAL Awarding Body recommends students make back-up copies of digital portfolios, in case of damages or loss of work.

Written work should be word processed unless the context of the student's project requires a different approach. Regardless of the medium used, written work must be clear and legible, otherwise marks may not be awarded.

Centres must have appropriate authentication processes in place to ensure work submitted is that of the students.

Section 9

Assessment outcomes

The total number of marks available for this qualification is **50 marks**.

The marks are broken down across the four Assessment Objectives in the following way:

	Assessment Objective	Number of marks	%Weighting
AO1	Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	10	20%
AO2	Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities within the topic.	10	20%
AO3	Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	20	40%
AO4	Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	10	20%

Marking Grid

Assessment Objectives	0 marks	1-3 marks	4-6 marks	7-10 marks
AO1 Manage Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	No rewardable evidence.	The proposed topic has been identified and aims and objectives have been stated. Design and planning for the project show relevance to the aims and objectives of the project with milestones that are stated. Limited evidence of project management skills, strategies and monitoring of progress against planned project outcomes.	The proposed topic has been identified and shows appropriately defined and justified aims and objectives. Design and planning for the project are detailed and relevant to the aims and objectives of the project with reference to appropriate milestones. Evidence of effective project management skills, strategies and monitoring of progress against planned project outcomes.	The proposed topic has been identified and shows clearly defined and justified aims and objectives. Design and planning for the project are considered, refined and focused on the aims and objectives of the project with defined milestones. Evidence of sophisticated project management skills, strategies and monitoring of progress against planned project outcomes.
AO2 Use resources Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities within the topic.	No rewardable evidence.	Basic information and resources have been selected, used and organised with limited reference to the selected resources. Research of the chosen topic is basic and there is limited evidence of information being used to inform the project development. Limited analysis of data, with basic links to the theories, concepts, and/or complexities of the proposed topic.	Appropriate information and resources have been selected, used and organised. There is detailed referencing throughout in an appropriate format. Research of the chosen topic is purposeful, with evidence of information being effectively used to inform the project development. Purposeful analysis of the data used, with reasoned links made to relevant theories, concepts, and/or complexities of the proposed topic.	Considered information and resources have been critically selected, used and organised. There is thorough referencing throughout in an appropriate format. Research of the chosen topic is thorough, with evidence of information being comprehensively used to inform the project development. Thorough analysis of the data used, with considered and consistent links made to theories concepts, and complexities of the proposed topic.

Marking Grid

Assessment Objectives	0 marks	1-6 marks	7-13 marks	14-20 marks
AO3 Develop and realise Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	No rewardable evidence.	Limited selection, use and application of materials, techniques and processes. Limited development of skills, use of problem solving and, where appropriate, use of new technologies. The project plan has been implemented with limited success. Reasons are stated for the decisions made during the development process. The planned outcomes have superficial links towards achieving intended aims and objectives from the original project proposal.	Purposeful selection, use and application of materials, techniques and processes. Appropriate development of skills, use of problem-solving and, where appropriate, use of new technologies. The project plan has been implemented with some success . There is appropriate justification of the decisions made during the development process. The planned outcomes mostly meet the intended aims and objectives from the original project proposal.	Considered selection, use and application of materials, techniques and processes. Sophisticated development of skills, use of problem-solving and, where appropriate, use of new technologies. The project plan has been implemented successfully . There is thorough justification of the decisions made during the development process. The planned outcomes fully meet the intended aims and objectives from the original project proposal
AO4 Review Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	No rewardable evidence.	Superficial evaluation of project intentions, stated objectives, own learning, performance and success of the final outcomes. Written reflection is limited throughout the review. Presentation of the project demonstrates a limited selection and use of communication skills and media. Conclusions are superficial , with limited links to stated outcomes and areas for improvement.	Detailed evaluation of project intentions, stated objectives, own learning performance and success of the final outcomes. Written reflection is detailed throughout the review. Structured and coherent presentation of the project in an appropriate format, that demonstrates communication skills and effective use of media. Conclusions are detailed with relevant links to stated outcomes and areas for improvement.	Thorough evaluation of project intentions, stated objectives, own learning performance and success of the final outcomes. Written reflection is sophisticated throughout the review. Creative and engaging presentation of the project in a sophisticated format that demonstrates communication skills and considered use of media. Conclusions are thorough with considered links to stated outcomes and areas for improvement.

Section 10

Awarding the final grade

The **UAL Level 3 Extended Project Qualification** is graded out of a total of 50 marks and awarded on an A*, A, B, C, D, E grade scale.

Students who do not reach the minimum standard to achieve a grade E, will be Unclassified (U).

10.1 Grade Descriptors

The following descriptions indicate the level of attainment characteristic of the given grade at Level 3. They give a general indication of the required learning outcomes at each specific grade. The descriptions must be used in relation to the content, Assessment Objectives and marking criteria outlined in this specification. They are not designed to stand alone but complement and enhance the marking and awarding of this qualification.

Grade A*

Students identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project, and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Students select and use a range of skills, including, where appropriate, new technologies,

to achieve high-quality outcomes which fully realise the intentions of the project and to draw conclusions. Students carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Students show a deep and extensive knowledge of the project area of study through their responses to questions.

Grade C

Students identify and design their project. They produce a plan which enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Students use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills is employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, students reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to present clearly the outcomes and conclusions in an appropriate format with sound supporting evidence. Students show a good knowledge of the project area of study through their responses to questions.

UAL Level 3 Extended Project Qualification

Grade E

Students identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Students use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Students use a range of skills to realise partially the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions with some supporting evidence. Students demonstrate some knowledge of the project area through their responses to questions.

10.2 Resits

Students can resit the qualification as many times as they like. Students resitting the qualification must resit the whole qualification as it consists of one single unit. They will not be able to submit additional work for the same assessment series.

10.3 Appeals

All appeals must follow UAL Awarding Body's appeal process which is available on our [website](#).

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Section 11

Quality assurance

11.1 Internal verification

This qualification is marked by the centre and therefore requires 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.

11.2 External moderation

External moderation evaluates 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 is rigorous and that assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation is carried out once a year to ensure that assessments decisions are in line with the required standard. Marks must be submitted to UAL Awarding Body by the specified deadline of each academic year. For more information on moderation, please visit the UAL Awarding Body website.

11.3 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.

Section 12

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 specification includes details on the administration of qualifications and information on all the units for the qualification.

Delivery guidance

This document contains some practical information to assist centres in the delivery of the qualification.

UAL Awarding Body has policies and procedures in place including complaints, exemption and recognition of prior learning. For further information on these policies please visit: www.arts.ac.uk/partnerships/ual-awarding-body/about-us/policies-and-procedures

Delivery resources

These useful resources can be used to plan and support delivery. UAL Awarding Body provides the following resources:

- > Project proposal template
- > Study skills pack for students
- > Digital portfolio guidance

Centre training

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

These include:

Subject-specific events

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

Delivery groups

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 discuss and agree the national standards for A*-E 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.

Section 13

Version history

The table below outlines the specific changes made between versions 1.1 and 11.2 of the UAL Level 3 Extended Project Qualification specification. It provides a detailed summary of any updates, enhancements and revisions that have been implemented.

Version	Last Updated	Page(s)	Summary of change(s)
1A	May 2022	n/a	n/a
1.2	Septemeber 2025	18–19	Suggested areas for delivery: > rephrased to enhance clarity
		20	Project outcomes: > rephrased to enhance clarity
		21	Presentation: > revised to further clarify presentation format and requirements
		22	Evidence requirements: > revised to further clarify file format and requirements
		24	Marking criteria: > minor correction to formatting
		28	Grade descriptors: > minor correction

Want to find out more?

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arts.ac.uk/awarding



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