

EXPERT GROUP REPORT FOR AWARD SEEKING ADMISSION TO THE UCAS TARIFF

***University of the Arts (UAL) Foundation Diploma in Art and
Design and WJEC Diploma in Foundation Studies (Art,
Design and Media)***

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October 2009



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THE CONDUCT OF THE COMPARABILITY STUDY

Given the demands of conducting comparability studies, and the differences in the types of award likely to seek entrance to the UCAS Tariff, the set of procedures and processes to which we adhere is based on the premise that comparisons require collaborative input and judgement from members of an Expert Panel.

Upon receipt of a proposal for Tariff consideration, UCAS staff undertake an initial review of the qualification to ascertain the level and complexity of work involved and produce a timed and costed work plan for to the awarding body/sponsor. An appropriate benchmark qualification is selected at this stage which attracts UCAS Tariff points and is in a related subject, or has a related skills base, to enable comparability.

UCAS staff assemble all appropriate paperwork for the qualification seeking entry to the Tariff and their chosen benchmark. This documentation (see Appendix 2) is sent to Expert Panel task workers along with detailed descriptions of the benchmark and qualification applying for Tariff entry, which are replicated in Section 2.

Task workers for this qualification are:

- David McGravie, Associate Dean (Recruitment & Admissions), University of Hertfordshire
- Philip Garlick, Chief Examiner and Academic Advisor, UAL awarding body
- Mari Bradbury, Subject Officer for Art, WJEC
- Terry Genin, Principal Examiner - AQA GCE Applied Art and Design, AQA

Brief biographies can be found at Appendix 1.

The Expert Panel task workers undertake a series of comparisons, based upon a detailed set of questions used to guide, rather than constrain, their comparability studies. In all the above instances those responsible for making these judgements provide cross references to the presence of evidence in the materials considered, or provide a justification for any judgements made. The outcomes are summarised at Section 3.

An independent HE auditor comments upon the viewpoints and outcomes presented by the task workers, with particular reference to any gaps in evidence and issues which require further expert input. The HE auditor's report constitutes Section 5.1.

All evidence, considerations and the HE auditor's report is considered by an extended Expert Panel made up, in this case, of the following individuals:

- Pik Liew, Admissions Selector for Accounting, University of Essex
- Sukhie Mattu, Head of the Student Centre, Buckinghamshire New University
- Paul Teulon, Head of Student Recruitment, University of Oxford
- Emma Talbot, Admissions Officer, Newman University College
- Geoff Hayward, HE auditor
- Trisha Fettes, HE auditor
- Jill Johnson, Director of Policy and Public Affairs, UCAS (Chair)



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- Geoff Ramshaw, Policy Executive, UCAS
- Richard Spencer, Policy Officer, UCAS

The Panel makes judgements, presented as suggested allocations of UCAS Tariff points, that first and foremost take account of the amount of 'utility' or 'relevance' of an award for use in progression to UK HE. A secondary consideration in determining an appropriate Tariff value will be the size of the award involved. The validity of the judgements made is achieved through:

- detailed scrutiny of as wide a range of evidence as possible about the utility of an award seeking entry to the UCAS Tariff, and the actual use made of that award for entry to UK higher education institutions
- careful documentation and detailed reporting of the decision pathways taken in allocating points to an award
- quality assurance through peer review whereby the decisions made throughout the process of allocating UCAS Tariff points to qualifications are checked by an independent HE auditor
- agreement of the UCAS Board to the Tariff points allocation.



SECTION 1: SUMMARY AND RECOMMENDATIONS

In considering the allocation of Tariff points to the University of the Arts (UAL) Foundation Diploma in Art and Design and WJEC Diploma in Foundation Studies (Art, Design and Media) the Expert Panel agreed that these two qualifications were entirely equivalent in terms of their utility for progression to higher education. Furthermore it was agreed that these qualifications were also equivalent to the ABC Diploma in Foundation Studies in Art, Design and Media, and to the Edexcel Level 3 BTEC Foundation Diploma in Art and Design.

The Panel recommended an allocation of Tariff points commensurate with the ABC and Edexcel Foundation Diplomas.

Recommendation

Distinction	285
Merit	225
Pass	165

It was also recommended that the qualifications should be further reviewed once there was an opportunity to critically compare sufficient candidate evidence, and all four qualifications come up for review in 2010.

The recommendations were confirmed as appropriate by both the Tariff Reference and Advisory Groups and endorsed by the UCAS Board in December 2009.



SECTION 2: OVERVIEW OF QUALIFICATION SEEKING TARIFF ENTRY/ REVIEW

2A: UNIVERSITY OF THE ARTS LONDON (UAL) FOUNDATION DIPLOMA IN ART AND DESIGN

2A.1 Aims and purpose of the qualification

To enable the candidate to:

- have a critical and contextual awareness of different perspectives and approaches within art, design or related subjects of study or work
- research, analyse and evaluate relevant information and ideas in order to develop creative solutions
- understand, adapt and safely use appropriate and practical methods and skills for creative production
- solve complex problems through the application of art, design or related practical, theoretical and technical understanding
- critically review the effectiveness and appropriateness of methods, actions and results
- use evaluative and reflective skills in order to take responsibility for own learning, development and decision making
- take responsibility for the research, planning, time management and actions to access progression opportunities
- effectively present themselves and their work to appropriate audiences.

Each unit within the qualification has a single, specific aim. These unit aims are shown in Section 2A.6 below.

The University of the Arts, London, Foundation Diploma in Art and Design provides a transition from general education to specialist art and design education, enabling the learner to make an informed decision when applying to art and design higher education or seeking employment within a related industry.

The programme builds on learners' prior experience, linking skills already acquired with ideas and challenges which will extend the learners' critical independence and enable them to demonstrate a full understanding of the relevant standards to achieve progression to higher education or a career of their choice.

2A.2 History of the qualification

Working with experienced practitioners in the field the UAL awarding body redesigned the Foundation Diploma in Art and Design (FAD) as an overall Level 4 course in 2007, drawing on best practice to inform the overall design of the qualification and assessment processes. The Level 3 FAD qualification was accredited by Ofqual for first teaching from September 2008. The awarding body is working closely with appropriate Sector Skills Councils (SSCs) to develop future provision that meets the sectors' need.



2A.3 Entry requirements for the qualification

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

2A.4 Age of candidates

The UAL awarding body expects centres to recruit with integrity on the basis of the learners' anticipated ability to complete the requirements of the individual unit(s) or the full qualification successfully. There is no specific age requirement.

2A.5 Guided Learning Hours (GLH)

The course is divided into three parts, with each part made up of units with credit values. Units are the basic building blocks of the course and can be described as a self-contained package of learning defined in terms of learning time. This includes taught time, independent study, access to resources and assessment.

Each part is made up of 40 credits: Part 1 consists of 40 level 3 credits, part 2 consists of either 40 level 3 or 40 level 4 credits, and part 3 consists of 40 level 4 credits.

Credit is awarded for the achievement of the learning outcomes associated with a particular unit. It is awarded at the point when that learning is assessed. However, the balance of how learning time is divided between taught time and independent study will differ according to the particular focus of the unit and its level. In order to be awarded a Foundation Diploma a total of 120 credits must be accumulated: therefore all units of the course must be completed in order for the Foundation Diploma to be awarded at either level 3 or level 4.

Given that one credit is equivalent to 10 notional learning hours, the total size of this qualification is 1,200 notional learning hours.

2A.6 Content and structure of the qualification

The qualification is comprised of seven units at level 3 or 4 each with their own aims, specified learning outcomes and assessment criteria.

Table 1: UAL qualification structure

Unit	Title	Unit aim	Level	Credit
Part 1: Learning skills and context (40 level 3 credits)				
Unit 1	Research methods	To enable the candidate to develop a research method which demonstrates contextual awareness, ability to interpret and evaluate information and can be applied effectively.	3	10
Unit 2	Ideas development	To enable the candidate to develop ideas within the context of art and design using a broad range of approaches, appropriately and effectively.	3	10
Unit 3	Materials and methods	To enable the candidate to develop the application of materials and methods to explore and solve creative solutions, safely and effectively.	3	10



Unit 4	Evaluation and reflection	To enable the candidate to develop planning, recording, analytical, reflective and evaluate skills which support their own learning.	3	10
Part 2: Development and progression (40 level 3 or level 4 credits)				
Unit 5	Integrated research, ideas and Methods	To enable the candidate to fully integrate research, ideas and methods within the context of a chosen art or design subject effectively.	3/4	30
Unit 6	Preparation for progression	To enable the candidate to develop skills with which they can make best use of appropriate progression opportunities.	3/4	10
Part 3: Project and realisation (40 level 4 credits)				
Unit 7	Project proposal and realisation	To enable the candidate to take responsibility for their own learning by proposing and realising a Project which integrates planning, research, ideas, methods, evaluation, reflection, and future progression/professional opportunities.	4	40

2A.7 Assessment – procedures, methods and levels

Units 1 to 6 are internally assessed and moderated through a learner's portfolio against the learning outcomes and assessment criteria for those units. To achieve a pass in these units, all assessment criteria must be met. Evidence of achievement is not prescribed as learners are encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Unit 7 is internally assessed and internally and externally moderated against the assessment and grading criteria for the unit. To achieve a pass in unit 7 all assessment criteria must be met. The unit is graded pass/merit/distinction which provides the final grade for the qualification.

Learning objectives/ outcomes

Each unit has specific learning outcomes with associated assessment criteria, as summarised in Table 2.

Table 2: UAL learning outcomes and assessment criteria

	Learning outcomes	Assessment criteria
	The candidate will:	The candidate can:
Unit 1	1. have a contextual awareness of different perspectives and approaches within art and design subjects	1.1 explain different contextual perspectives within a range of art and design subjects 1.2 demonstrate approaches within a range of art and design subjects
	2. research, interpret and evaluate information and ideas	2.1 locate research information from primary and secondary sources 2.2 interpret and evaluate information and ideas
	3. solve problems through the application of art and design theoretical understanding	3.1 demonstrate an understanding of art and design theories 3.2 use theoretical understanding to support creative problem solving
	4. use research skills & sources to develop self reliant learning strategies.	4.1 identify research sources 4.2 apply research skills to develop own learning.
Unit 2	1. solve problems through the application of art and design practical understanding	1.1 explore and apply art and design practical skills 1.2 use practical understanding to solve creative problems
	2. develop and interrogate through observation, drawing and recording, a number of creative solutions to a given objective, proposal or subject	2.1 use drawing and recording of observations to develop ideas and solutions 2.2 use approaches to drawing to interrogate different ideas 2.3 develop creative ideas and solutions to a given objective, proposal or subject
	3. identify, select and use appropriate media, materials and technologies for	3.1 identify and select appropriate media, materials and technologies to explore ideas



	creative solutions.	3.2 apply media, materials and technologies to creative solutions.
Unit 3	1 solve problems through the application of art and design technical understanding	1.1 apply art and design technical skills 1.2 use technical skills to resolve problems
	2 manipulate materials, tools & technologies safely, effectively & appropriately	2.1 demonstrate the purpose of risk assessment 2.2 use materials, tools and technology in accordance with health and safety regulations
	3 explore the potential and relevance of various methods, materials and media in relation to creative solutions.	3.1 demonstrate the possibilities of materials, tools and technologies 3.2 select appropriate methods and materials to develop ideas and solutions.
Unit 4	1. use reflective skills in order to review how effective plans, methods and actions have been	1.1 maintain reflective records e.g. reflective journal or log 1.2 review how effective own learning, plans, methods and actions have been
	2. record and evaluate advice and guidance from a range of appropriate sources including staff and peers	2.1 maintain records of advice and feedback from a range of sources 2.2 evaluate advice and guidance to improve own learning
	3. analyse & reflect on own learning to inform on current progress & possible future study or work	3.1 analyse own progress and performance 3.2 identify relevant progression opportunities for future study or work
	4. present themselves and their own work.	4.0 effectively prepare and present themselves and their own work 4.1 reflect on own communication skills.
Unit 5	1. identify, adapt and use appropriate practical methods and skills for creative production	1.1 identify and adapt appropriate methods and materials to develop ideas 1.2 demonstrate practical methods and skills for creative production
	2. interpret, analyse and assess different perspectives and approaches within a chosen art or design subject	2.1 analyse different contextual perspectives within a chosen art or design subject 2.2 demonstrate approaches within a chosen art or design subject
	3. research, analyse and evaluate relevant information and ideas in order to develop creative solutions	3.1 integrate research, interpretation and evaluation of information and ideas 3.2 use analytical skills to develop creative solutions
	4. Solve complex problems through the application of art or design practical, theoretical and technical understanding.	4.1 integrate and apply practical, theoretical and technical understanding 4.2 solve complex problems within a chosen art or design subject
	5. use evaluative and reflective skills in order to take responsibility for own learning and development.	5.1 maintain detailed, critically reflective records e.g. reflective journal or log 5.2 review and evaluate how effective own learning, plans, methods and actions have been.
Unit 6	1. identify and articulate progression ambitions & opportunities appropriate to current level and subject	1.1 articulate identified progression opportunities within a chosen field and at an appropriate level
	2. take responsibility for the research, planning, time management and actions to access progression opportunities for study or work	2.1 plan time and actions to access progression opportunities 2.2 organise self and work to meet deadlines and targets
	3. use presentation skills to effectively communicate to appropriate audiences.	3.1 organise and effectively present themselves and their work to an appropriate audience 3.2 use communication skills effectively.

2A.8 Grading

Unit 7, the final unit of the Foundation Diploma in Art and Design, provides for the evidence submitted by the candidate to be assessed and graded. All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are Pass/Merit/Distinction, with achievement considered against the performance descriptions outlined in Table 3.



Table 3: UAL performance descriptions

Learning Objective	Pass	Merit All pass criteria plus...	Distinction All pass and merit criteria plus...
LO1 Have a critical and contextual understanding of different perspectives and approaches within art and design subjects of study or work.	<ul style="list-style-type: none"> Describe critical and contextual perspectives for a project proposal. Use critical and contextual approaches within the development of a proposed project. 	<ul style="list-style-type: none"> Describe and use high levels of critical and contextual perspectives in the development of a proposed project. 	<ul style="list-style-type: none"> Describe and use very high levels of critical and contextual perspectives in the development of a proposed project.
LO2 Research, analyse and evaluate specific information and ideas in order to develop creative solutions.	<ul style="list-style-type: none"> Integrate proposed project research, interpretation and evaluation of information and ideas. Use analytical skills to develop creative solutions to realise a proposed project. 	<ul style="list-style-type: none"> Integrate and use high levels of research, interpretation, evaluation and analysis to realise a project proposal. 	<ul style="list-style-type: none"> Integrate and use very high levels of research, interpretation, evaluation and analysis to realise a project proposal.
LO3 Solve complex problems through the application of art and design practical, theoretical and technical understanding.	<ul style="list-style-type: none"> Solve complex problems within a self-directed project proposal. Apply practical, theoretical and technical understanding in the realisation of a proposed project. 	<ul style="list-style-type: none"> Solve complex problems by applying high levels of self-direction and practical, theoretical and technical understanding in the realisation of a proposed project. 	<ul style="list-style-type: none"> Solve complex problems by applying very high levels of self-direction and practical, theoretical and technical understanding in the realisation of a proposed project.
LO4 Adapt and use appropriate practical methods and skills for creative production.	<ul style="list-style-type: none"> Demonstrate adaptation and application of appropriate practical methods and skills. Use appropriate practical methods and skills in the realisation of a proposed project. 	<ul style="list-style-type: none"> Demonstrate and use high levels of detailed, critically evaluation and reflective records and skills to make effective decisions in the realisation of a proposed project. 	<ul style="list-style-type: none"> Demonstrate and use very high levels of detailed, critically evaluation and reflective records and skills to make effective decisions in the realisation of a proposed project.
LO5 Use evaluative and reflective skills in order to take responsibility for own learning, development and effective decision making.	<ul style="list-style-type: none"> Maintain detailed, critically evaluative and reflective records of project development. Use evaluative and reflective skills to make effective decisions. 	<ul style="list-style-type: none"> Maintain and use high levels of detailed, critically evaluative and reflective records and skills to make effective decisions in the realisation of a proposed project. 	<ul style="list-style-type: none"> Maintain and use high levels of detailed, critically evaluative and reflective records and skills to make effective decisions in the realisation of a proposed project.
LO6 Critically review the effectiveness and appropriateness of planning, methods, actions and results.	<ul style="list-style-type: none"> Explain how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project. 	<ul style="list-style-type: none"> Explain and critically review, to a high level, how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project. 	<ul style="list-style-type: none"> Explain and critically review, to a very high level, how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project.
LO7 Effectively present themselves and their work to appropriate audiences.	<ul style="list-style-type: none"> Present themselves and their work to a specified audience in a professional context. 	<ul style="list-style-type: none"> Present themselves and their work to a specified audience in a professional context to a high level. 	<ul style="list-style-type: none"> Present themselves and their work to a specified audience in a professional context to a very high level.



2A.9 Quality assurance processes

Approved centres will receive publications to support the delivery and administration of UAL awarding body qualifications. These outline points of contact and communication mechanisms together with all the administrative processes required of centres and the support that will be provided by the awarding body team.

The awarding body has service level agreements which detail the high quality and personal customer service expected when dealing with UAL awarding body. All centres will be asked to participate in systematic service monitoring and feedback exercises to inform the continuous improvement of its services, the results of which will be overseen by the awarding body's management committee together with any performance enhancement measures that are identified.

2B: WJEC DIPLOMA IN FOUNDATION STUDIES (ART, DESIGN & MEDIA)

2B.1 Aims and purpose

The aims of the specification are to encourage and promote:

- independence and the ability to take responsibility for own learning and development
- opportunities to identify and develop individual strengths and interests
- intellectual, imaginative, creative and intuitive development
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- an awareness of the interrelationships between art, design, media and a recognition of the contexts in which they operate, informed by first-hand experience of original works
- knowledge and understanding of art, design and media in contemporary society and in other times and cultures
- opportunities for the importance of locality, language and culture to be identified and explored
- knowledge and understanding of art, design and media in terms of future personal potential and development, identifying opportunities for higher education and future employment
- opportunities to prepare for the 'real world' of enterprise, initiative, competition and, in some circumstances, strict quality control
- equality of opportunity and promote good relations between people of different racial groups
- promote positive attitudes towards disabled people.

The specification is designed to provide learners with a thorough and comprehensive experience of art, craft and design to prepare them for entry to higher education and future employment.

Learners' knowledge, understanding and skills in art and design and their application should be developed and enhanced by investigating, making and critical awareness. The ability to be creative, imaginative and to communicate in visual form should be challenged and extended. Courses should be predominantly visual and practical, as well as experimental, flexible and responsive to new ideas and influences at local, national and international levels.

2B.2 History of the qualification

The qualification was first available in 2000.



2B.3 Entry Requirements

Whilst there are no formal entry requirements, the specification builds on and significantly extends skills, knowledge and understandings developed in GCSE Art and where appropriate National Diploma Art & Design, or A level Art. However, it would also be possible for courses based on the specification to set appropriate challenges for learners who had not taken these qualifications. In this case some previous experience of practical work of a creative nature would be desirable.

2B.4 Age of candidates

Applicants are generally aged eighteen plus, although there is a possibility of entry for learners who are suitable aged seventeen plus. The Diploma course is open to mature learners wishing to enter art, design and media studies.

2B.5 Guided Learning Hours (GLH)

The minimum Guided Learning Hours for the course is 600, with 1200 total learning hours for the course. The Learning and Skills Council (LSC) definition of the LSC definition of guided learning hours is:

'All times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised studying for example, in open learning centres and learning workshops. It also includes time spent by staff assessing learner's achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learner.'

The breakdown of learning hours is shown at Table 4.

Table 4: WJEC breakdown of learning hours

Unit	GLH	Independent study hours	Total learning hours
Unit 1	180	120	300
Unit 2	240	60	300
Unit 3	180	420	600
Total	600	600	1200

2B.6 Content

The specification consists of three stages:

Stage 1, Unit 1, Personal audit in art, design and media (level 3)

Learners develop their technological and practical skills already acquired. Set activities introduce attitudes and processes which will enable them to foster their own creativity and engage in self-reliant learning by questioning established assumptions. Learners will increasingly recognise the intrinsic formal qualities of differing media as essential elements in communicating visually and to build relationships between theory and practice.

Stage 2, Unit 2, Exploratory pathways in art, design and media (level 3 or 4)

In this unit learners will discover the potential of specialist pathways and identify future personal progression by combining and manipulating media, techniques, ideas and issues. By analysing and evaluating professional practice and interpreting a wide range of relevant references such as ideas,



feelings, information and multiple means of communicating visually will begin to realise a personal creative direction.

Stage 3, Unit 3, Final major project in art, design and media (level 4)

In this unit learners will integrate skills, knowledge and understanding in a final major project. This will involve identifying project aims and objectives, clarifying and agreeing the scope of the work and managing time and resources to achieve a final outcome, including researching and recording insights into those aspects of contemporary and historical practice which relate to and inform their own creative intentions.

2B.7 Assessment

All assessment criteria in each unit must be met in order to achieve a pass grade for that unit. Each centre will devise a scheme of work which delivers this requirement. Learners select and present work for assessment which shows the ability to sustain own lines of enquiry and demonstrates strengths across areas of knowledge and understanding and the range of skills defined in the assessment criteria. The assessment methods are presented in Table 5, with learning outcomes and assessment criteria shown in Table 6.

Table 5: WJEC assessment methods

Stage/ unit	Assessed	Moderated	Weight
1: Personal audit in Art, Design and Media Learners will be required to present a portfolio of a coherent selection of their work of a diagnostic, multi-disciplinary, exploratory and experimental nature, indicating a broad range of knowledge, understanding and skills.	Internally	Externally	25%
2: Exploratory Pathways in Art , Design and Media Learners will be required to present a portfolio of a coherent selection of their work of a prognostic nature, indicating a more searching range of knowledge, understanding and skills and informing potential specialisms. Portfolios may be presented in any appropriate format that takes account of the following: <ul style="list-style-type: none"> • differentiated assessment objectives involving evaluation and extended creative activities • greater depth of study than the exploratory nature of Stage 1 • appropriate reference to the selected disciplines or pathway • inclusion of evidence of research, enquiry, development and outcomes • purposeful integration of critical, practical and theoretical study • evidence of exciting, challenging, coherent and meaningful learning experiences. 	Internally	Externally	25%
3: Final Major Project in Art, Design and Media Final major project Learners will be required to present an exposition of a coherent selection of work indicating a thorough and well-defined personal demonstration of knowledge, understanding and skills. Learners may further develop and refine work already undertaken for Stages 1 or 2, or work on entirely fresh material. Where they have chosen to extend earlier work they must track this development in workbooks. Learners will be given guidance on the final project exposition that clearly indicates what is required. Personal Review An introduction by the learner to the final major project. It should set out sufficient information to enable the visiting Moderator/Examiner to understand the learner's intentions for the show. Personal Reviews	Internally	Externally	50%



should be typed or word-processed on A4 paper and be 500-750 words in length.

Table 6: WJEC learning outcomes and assessment criteria

Stage	Learning objective	Assessment criteria
1	Know how to use selective research in art, design and media	<ul style="list-style-type: none"> • Select research topics. • Plan and carry out research in a broad range of contexts. • Use a range of processes to record information gathered.
	Use systematic, imaginative and flexible approaches to media in the creative development of ideas.	<ul style="list-style-type: none"> • Respond to given objectives or briefs as a means of stimulating individual response. • Demonstrate the ability to suspend judgement in order to open out the fields of enquiry into the unfamiliar. • Demonstrate the ability to evaluate and communicate findings by means of visual language. • Review and reflect upon activities and outcomes noting opportunities for improvement and development. • Use a range of visual responses to record findings in a broad range of contexts. • Experiment widely with material, tools and media. • Demonstrate the ability to challenge preconceptions. • Seek out and use advice to support the creative process. • Begin to build an understanding of the relationship between theory and practice. • Use oral and written language in critical evaluation of visual responses.
2	Discover, understand and document the potential of chosen media and materials.	<ul style="list-style-type: none"> • Carry out extensive experimentation with a range of media, techniques and processes. • Organise and present outcomes and the working processes undertaken.
	Combine and manipulate media, techniques, technologies, ideas and issues.	<ul style="list-style-type: none"> • Plan and realise outcomes demonstrating the synthesis of skills, processes and understanding. • Demonstrate the ability to sustain commitment in developing creativity and managing results through determination, application and reflection.
	Identify and explore opportunities for progression.	<ul style="list-style-type: none"> • Evaluate own progress and explore possible progression. • Identify future aims and intentions within art, design and media including selecting, organising and preparing work and personal information for interview.
	Interpret and evaluate the work of others.	<ul style="list-style-type: none"> • Undertake research into the work of others. • Use practical and theoretical understanding of the work of others to inform own practice. • Demonstrate the ability to articulate critical understanding and knowledge
3	Select a project brief.	<ul style="list-style-type: none"> • Independently select research topics. • Negotiate a project brief.
	Write a Personal Review of 500 words.	<ul style="list-style-type: none"> • Reflect on progress to date and outline intentions for the Final Major Project.
	Complete a Final Major Project.	<ul style="list-style-type: none"> • Use a synthesis of ideas, knowledge skills, materials and processes to carry out a personal response within an identified timeframe. • Record and evaluate developments visually. • Mount an exposition of outcomes

The descriptions in Table 7 indicate the level of attainment characteristic of each grade. They give a general indication of the required outcomes in each grade. The descriptions should be interpreted in relation to the content outlined in the specification and must conform to all assessment criteria detailed in each unit. The award will depend in practice upon the extent to which the learner has met the assessment criteria overall.

Table 7: WJEC performance descriptions

Stage	Pass	Merit	Distinction
1	<ul style="list-style-type: none"> • carry out research • generate and develop ideas • plan and carry out elements of 	<ul style="list-style-type: none"> • carry out and manage research selectively • initiate and explore 	<ul style="list-style-type: none"> • carry out and manage wide-ranging and selective research • demonstrate a systematic,



	the course	<ul style="list-style-type: none"> opportunities to use media in the development of ideas maintain a motivated response to work. 	<ul style="list-style-type: none"> imaginative and flexible approach to media in the creative development of ideas begin to demonstrate initiative throughout the course.
2	<ul style="list-style-type: none"> record information devise and select solutions to problems complete elements of the course maintaining development. 	<ul style="list-style-type: none"> record and communicate clear and informed perceptions Devise personal solutions to problems and develop outcomes appropriately locate and use support for development within the programme with flair and commitment. 	<ul style="list-style-type: none"> record, communicate and evaluate clear informed perceptions devise innovative solutions to problems and realise their full potential for further work demonstrate independence and strong motivation throughout
3	<ul style="list-style-type: none"> analyse ideas, communicate value judgements use appropriate materials, procedures and technologies produce a final major project reflect and evaluate progress and make proposals as an introduction to the final exposition of work in the Personal Review 	<ul style="list-style-type: none"> demonstrate critical awareness in developing ideas and independent judgement develop from experimentation to outcome through exploring ideas and using materials, procedures and technologies produce an innovative final major project demonstrate awareness and critical ability to identify and develop selective ideas (in the Personal Review) 	<ul style="list-style-type: none"> demonstrate critical awareness in developing ideas and independent judgement develop from experimentation to outcome through exploring ideas and using materials, procedures and technologies produce an innovative final major project demonstrate awareness and critical ability to identify and develop selective ideas (in the Personal Review)

2B.8 Grading

This WJEC qualification is graded Pass/ Merit/ Distinction. Candidate must pass all units/stages, with the final grade derived from the assessment of stage 3. Historical performance data can be found at Table 8.

Table 8: WJEC performance data

Grade	2001-08 average	2008	2007	2006
	Cumulative % by grade			
Distinction	15.0%	17.6%	14.1%	13.4%
Merit	57.5%	66.9%	62.9%	58.3%
Pass	84.6%	85.7%	85.6%	84.4%
Fail	86.1%	86.4%	86.8%	85.3%
Total	100.0%	100.0%	100.0%	100.0%

2B.9 Quality assurance

WJEC ensures quality through addressing, in a comprehensive manner, the principles underpinning the code of practice produced by the Quality and Curriculum Authority. This includes:

- approval of centres via an application procedure with supporting evidence
- approval visit to centres by a senior examiner to view accommodation, resources, review course structure, standards, delivery and assessment
- annual standardisation of marking of internal assessors and external moderators;
- consultation with course leaders during centre visits regarding learners who are proposed for referral or fail
- regular board of studies meetings comprising of senior examiners and course leaders to ensure consistent application of standards and course delivery
- grade awarding procedures and the maintenance of an archive
- malpractice and special candidate requirements
- enquiries and appeals.





SECTION 3: AQA GCE A LEVEL APPLIED ART AND DESIGN DOUBLE AWARD**3.1 Aims and purpose of the qualification**

The qualification enables candidates to develop both a broad understanding of art and design principles and provide the opportunity to focus on a specific pathway, e.g. graphic design, photography, textiles. In addition, the qualification covers a mixture of teaching and learning experiences from the theoretical through to those with a clear practical emphasis.

The AQA GCE in Applied Art and Design has been developed to enable candidates to gain an understanding of 2D and 3D visual language; to develop the skills and understanding all artists, craftspeople and designers need in their work; to develop skills in using materials and techniques; to develop an understanding of specific vocationally-relevant aspects of art, craft or design; and to prepare for either employment or further or higher education within an art, craft or design environment.

The AQA Advanced GCE in Applied Art and Design has the following objectives, to provide:

- a broad background of understanding and core knowledge whilst allowing some scope for candidates to focus on a particular interest area
- a candidate-centred approach to learning, together with the opportunity to apply knowledge of the art and design sector in a practical way
- the opportunity for centres to forge links with local businesses
- cross-sector themes and approaches so that candidates can gain an insight into related sectors.

In particular, the content of the units requires candidates to:

- demonstrate an understanding of how others use visual language, and develop it in their own way
- use 2D media and 3D materials
- use a variety of 2D and 3D techniques
- demonstrate knowledge and understanding of others' work
- apply their knowledge in response to a project brief
- demonstrate their ability to apply their knowledge in a vocational context and, where appropriate, to
 - plan and organise their work
 - explain and evaluate their work
 - make comparisons.

3.2 History of the qualification

A suite of GCE Advanced Level (AS/A2) specifications was developed to carry forward and enhance the vocational emphasis of the Advanced Vocational Certificate of Education (VCE) specifications. The emphasis on portfolio work has been retained but the opportunity has been taken to introduce a two-stage learning and assessment programme (AS/A2), the first of which (AS) can be separately certificated. In contrast to previous VCE AS qualifications, the level of demand at AS and A2 will not be identical. The programme of learning and assessment of AS units is set at a significantly lower level of demand in comparison to those at A2.



3.3 Entry requirements for the qualification

No prior level of attainment is required for this qualification.

3.4 Age of candidates

There are no age restrictions.

3.5 Guided Learning Hours (GLH)

The acknowledged Guided Learning Hours for this specification are 180 hours for the Advanced Subsidiary qualification and 360 for the Advanced Level.

3.6 Content and structure of the qualification

In order to achieve the GCE A level Double Award, candidates must take the units listed in Table 9:

Table 9: A level units

AS Unit 1	Investigation of 2D visual language	Candidates will be assessed on their developing use of 2D visual language. They will need to experiment with different media and techniques to develop a range of studies. The skills and techniques developed in this unit will underpin the work produced in other AS units and form a basis for progression to A2.
AS Unit 2	Investigation of 3D visual language	Candidates will carry out investigations to develop their 3D visual language skills and apply these in vocational contexts. This unit is linked to Unit 1: Investigation of 2D visual language and provides an introduction to the skills and understanding that all professional artists, craftspeople and designers need for their work.
AS Unit 3	Working to a brief	Candidates will need to understand how professional artists, craftspeople and designers work in relation to a client-centred brief. The externally set assignment for the unit will require candidates to produce a Design Proposal in response to a set brief. There will be a four-week preparatory period for research, development and review of ideas, followed by five hours of supervised time in which candidates will produce the Design Proposal.
AS Unit 4	Historical and contemporary references	Candidates will learn about the working methods of both historical and contemporary artists, craftspeople and designers. Following research, they will use skills developed in Unit 1: Investigation of 2D visual language and Unit 2: Investigation of 3D visual language, to generate work which is influenced by the work of others.
AS Unit 5	Professional practice, communication and meaning	Candidates will investigate contemporary professional practice in art, craft and design. They will produce a portfolio of work in response to an externally set assignment which will include an analysis of set images. These images will then inform the candidates' response to a brief which will relate to professional practice and opportunities for progression.
AS Unit 6	Option unit Alternatives A - F ¹	Candidates will select one option from six alternative specialisms. They will be assessed on their portfolio of work which will demonstrate their ability to work in a vocational manner in their chosen specialism.
A2 Unit 7	Application and development of 2D visual language	Candidates will develop the skills gained in Unit 1: Investigation of 2D visual language, and will produce a summative project, which will include final finished work set in a 2D vocational context.
A2 Unit 8	Application and development of 3D visual language	Candidates will develop the skills gained in Unit 2: Investigation of 3D visual language. They will be assessed on their portfolio of work which will demonstrate the depth of their knowledge and understanding of 3D visual language in an art, craft or design context. A summative project will be produced which will provide the candidates. Respond to a centre-devised vocational brief.
A2 Unit 9	Working to self-identified briefs	The assessment for this unit will require candidates to devise their own scenario and brief in response to the externally set assignment. There will be a four-week preparatory period followed by 15 hours of supervised time in which

¹ Units 6, 11 and 12 Options are A: Drawing and painting **or** printmaking; B: Photography, film and video; C: Graphic design; D: Public art; E: Textile art and fashion; F: 3D design.



		candidates will produce a final finished piece of artwork. This unit is a progression of Unit 3: Working to a brief.
Unit 10	Cultural and critical studies	Candidates will investigate the relationship between theory and practice in the vocational application of art, craft and design. This will involve visual, technological, cultural and critical analysis of others' work. Candidates will produce a portfolio of work which reflects their research of the work of a chosen historical and contemporary artist, craftsman or designer.
Unit 11	Option unit Alternatives A - F	Candidates will select one option from six alternatives. They will be assessed on the quality of the portfolio work produced for their chosen specialism. The working methods, equipment and processes used by professionals in specific vocational areas will be considered.
Unit 12	Option unit Alternatives A - F	The content of the alternatives for Unit 12 is given in Unit 11. Candidates will select one option which must be different from that selected for Unit 11. This ensures that candidates gain a sufficiently broad experience at A level. The choice of alternatives in either Unit 11 or Unit 12 may be the same as that selected for Unit 6 if candidates wish to specialise to some extent.

3.7 Assessment – procedures, methods and levels

The Scheme of Assessment has a unitised structure. The Advanced Level single award comprises three assessment units at AS level and three at A2 level.

The Advanced Subsidiary and Advanced Level GCE Criteria state that A level specifications must include synoptic assessment, which is the ability to draw together the knowledge, understanding and skills acquired by candidates throughout the course. The nature of the course of study for this specification and the focus on the application of knowledge, understanding and skills to the identified vocationally related issues mean that candidates are continually meeting this demand in both internally and externally assessed units throughout the A2 course of study and assessment.

The quality of written communication is assessed in all assessment units where candidates are required to produce forms of written communication that arise naturally from their work and which are relevant to the art and design sector and for progression. The assessment of the quality of written communication is included in Assessment Objective three.

Table 10: GCE A level unit assessment

Unit	Title	Assessment	Weighting
AS Unit 1	Investigation of 2D visual language	Internal (portfolio)	8.33%
AS Unit 2	Investigation of 3D visual language	Internal (portfolio)	8.33%
AS Unit 3	Working to a brief	External (externally set assignment) 5 hours.	8.33%
AS Unit 4	Historical and contemporary references	Internal (portfolio)	8.33%
AS Unit 5	Professional practice, communication and meaning	External (externally set assignment). No time limit.	8.33%
AS Unit 6	Option unit: Alternatives A-F	Internal (portfolio)	8.33%
A2 Unit 7	Application and development of 2D visual language	Internal (portfolio)	8.33%
A2 Unit 8	Application and development of 3D visual language	Internal (portfolio)	8.33%
A2 Unit 9	Working to self-identified briefs	External (externally set assignment) 15 hours.	8.33%
A2 Unit 10	Cultural and critical studies	Internal (portfolio)	8.33%
A2 Unit 11	Option unit: Alternatives A-F	Internal (portfolio)	8.33%
A2 Unit 12	Option unit: Alternatives A-F	Internal (portfolio)	8.33%

Assessment objectives

The assessment objectives represent those qualities which can be demonstrated in candidates' work and which can be measured for the purposes of assessment. Candidates will be expected to



demonstrate a response to all of the assessment objectives in each unit of assessment of the examination. The assessment objectives for AS and A2 are the same. Candidates will be required to demonstrate the following objectives in work-related contexts.

Table 11: A level assessment objectives

AO1	Applying knowledge and understanding of others' practice	Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work
AO2	Applying skills, techniques and understanding	(a) Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes (b) Candidates realise and present work appropriate to its context.
AO3	Analysis, synthesis and evaluation	Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.

3.8 Grading

The performance descriptions for A2 indicate the level of attainment characteristic of A/B and E/U boundary candidates. They give a general indication of the required learning outcomes. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others, however, under current proposals, an A* grade will require a Uniform Mark Score (UMS) mark of 90% from 2010.

Table 12: A level performance indicators

A2	AO1	AO2	AO3
	Applying knowledge and understanding of others' practice	Applying skills, techniques and understanding	Analysis, synthesis and evaluation
	Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.	Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes, realising and presenting work appropriate to its context.	Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.
A/B boundary performance description	Candidates: <ul style="list-style-type: none"> select, organise and use research beyond the obvious that is well managed, effective and discriminating make clear and relevant connections between own work and the needs of clients recognise the intentions in the work researched use research to extend own vision and skills base and use findings convincingly and perceptively. 	Candidates: <ul style="list-style-type: none"> explore and develop ideas, by creative experimentation with resources, materials, processes and techniques show initiative in managing resources, media materials, processes and techniques explore and apply connections between work methods and outcomes use visual language with assurance realise intentions with skill and purpose. 	Candidates: <ul style="list-style-type: none"> show thorough and thoughtful analysis of sources and other evidence synthesise contextual and technical issues within their own and others' work communicate imaginative and personal responses that show critical insight and risk taking allied to technical excellence.
E/U boundary performance description	Candidates: <ul style="list-style-type: none"> select, organise and use information from primary and other sources 	Candidates: <ul style="list-style-type: none"> investigate resources, media materials, processes and techniques to 	Candidates: <ul style="list-style-type: none"> compare images, objects and ideas from different contexts



	<ul style="list-style-type: none"> • show some recognition of the clients' intentions • recognise meanings in the work researched • make connections between own work and that of others. 	<ul style="list-style-type: none"> • consolidate their skills base • take some account of connections between working methods and outcomes • show an understanding of visual language • realise intentions with some guidance. 	<ul style="list-style-type: none"> • show some understanding of purposes, meanings and contexts in their own and others' work • make comparisons between the intentions and outcomes of their work.
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The A level is graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

For both internally and externally assessed units, the minimum raw mark for each grade will be recommended by an awarding committee. Candidates' raw marks will be converted by AQA to uniform marks. The UMS achieved by the candidate for each unit is recorded and added to those for the other units to give an overall Uniform Mark total. This total for the qualification is then compared to the ranges allocated to each grade.

Table 13: A level UMS mark bands

	U	E	D	C	B	A
A level UMS marks	0-239	240-299	300-359	360-419	420-479	480-600

Candidates do not have to reach a designated minimum standard on each unit to achieve certification. They will be graded on the basis of their performance on the qualification overall.

3.9 QA systems and code of practice

AQA ensures quality through addressing, in a comprehensive manner, the principles underpinning the code of practice produced by the Quality and Curriculum Authority. This builds on the statutory regulation of external qualifications in England, Wales and Northern Ireland (2004). (Code of Practice (copyright) Qualifications and Curriculum Authority ISBN 978-1-84721-599-4).

The code of practice document which informs AQA Applied Art & Design covers:

- the preparation of exam papers
- standardisation of marking and of internal assessors and external moderators
- grade awarding procedures and the maintenance of an archive
- malpractice and special candidate requirements
- enquiries and appeals
- the gaining of centre accreditation from AQA
- conversion from raw marks to a uniform mark scale (UMS).



SECTION 4: SUMMARY OF COMPARISONS AND CONSIDERATIONS

4.1 Overview of processes undertaken

UCAS staff assemble a range of documentation for both the qualification seeking entry to the Tariff and the chosen benchmark qualification. Upon receipt of all the appropriate paperwork from the awarding bodies, UCAS prepared a detailed account of each qualification which was disseminated to the Expert Group task workers to undertake a range of tasks and respond to the following set questions:

Aims

- How do the aims of each qualification compare? (awarding bodies only)
- How appropriate are the aims of each qualification for preparing students for higher education? (Higher Education representatives only)

Size

- What are the relative sizes of each qualification?

Content and coverage

- What commonality is there between the content of each qualification?
- Is the common content being treated in the same depth?
- For each qualification, how useful is the unique content for helping learners progress to HE?

Assessment objectives/ criteria

- How do the assessment objectives/ criteria for each qualification differ?
- How are assessment objectives/ criteria applied across the component parts of the qualification?
- To what extent would the differences in assessment objectives/criteria affect a student's ability to study at HE level?

Assessment models

- How do assessment models differ in terms of preparing students for HE study?
- Assess the extent to which the assessment materials make demands in terms of complexity, resources, abstractedness and strategy
- To what extent does the level of support candidates are given differ?
- Does each qualification have marking instructions? If so, how do marking instructions differ for each qualification?
- In what ways, and to what extent, does assessment differ in terms of the demands they make on a candidate's knowledge, understanding and skills?

Grade/ performance descriptions

- How do grade/performance descriptions for each qualification differ?
- How would the knowledge, skills and experiences of candidates achieving specific grades in one qualification differ from those achieving grades A and E in the benchmark A level?
- How do the grades for the two qualifications align against each other?

Tariff domain scoring



Considerations of the extent to which qualifications help prepare students for HE is recorded by scoring against the following Tariff domains:

- Knowledge development
- Application of ideas
- Analysis
- Synthesis
- Evaluation
- Communication
- Numeracy skills
- Personal and social skills
- Learning skills
- Work-related skills and attitudes

Each domain contains three statements against which the task workers score each qualification on a scale from 0 (no opportunity to develop the abilities and qualities described) to 5 (frequent and significant opportunities for a candidate to develop and evidence the abilities/qualities associated with the strand in question). The full domain scoring framework is attached as Appendix 3.

Strengths and weaknesses

- What do you consider to be the relative strengths and weaknesses of each qualification as preparation for HE study in your discipline?
- Given all the comparisons you have undertaken, please suggest how the incoming qualification may compare with the benchmark in terms of UCAS Tariff points.

Those responsible for making these judgements will be required to provide cross references to presence of evidence in the materials considered, or provide a justification for a judgement.

Throughout the process, UCAS may need recourse to further information, evidence or supporting statements from Chief Examiners on an ad hoc basis.

4.2 Comparison of aims

In discussing aims, Awarding Body and HE representatives generally agreed that there was a difference in the expression of aims between both Diplomas one hand, and the AQA A level on the other, in that the latter expressed broader objectives, within which more specific unit requirements were listed. The UAL representative considered the resulting A Level aims to be slightly more limited than for the Diplomas. The WJEC representative suggested that the WJEC Diploma was not subject to the restraints and limitations related to the more vocationally based outcomes and learning paths specified at A Level. Self reliant learning in the fields of creative ability and critical awareness were identified by the AQA representative as common to the aims of all the qualifications, but it was suggested that the A level was more prescriptive in the way that externally set material was designed. The HE representative suggested that the A level aims were quite broad and less specific in comparison to the WJEC or UAL Diplomas, hence that Diploma aims were perhaps clearer and understandable to a candidate. However, although this meant that the AQA award's aims and objectives were perhaps the least easy to 'access' and to understand from a student's perspective, it was clear that all the appropriate elements were covered.



In comparing aims of the WJEC and UAL Diplomas themselves, the UAL representative considered that they were conceptualised in a similar manner, emphasising independence, responsibility for own learning, critical and contextual awareness, practical skills, evaluation and reflection, solving complex problems and responsibility for research, planning, time management and decision making. The WJEC representative highlighted the opportunities associated with the WJEC Diploma aims for self-managed learning, risk taking and peer evaluation experiences, development of skills throughout a broad range of technical media, and more intensive specialist experience. The AQA representative suggested that the WJEC Diploma appeared to have more general vocational aims, while UAL strongly focussed on progression routes into 50 named creative industries. The two Diplomas are very close in terms of experiences offered and preparation/progression to HE and the creative industries. Differences between the two Diplomas in this area are negligible with slight variations in wording only. WJEC are currently in the process of further clarifying such issues in the writing of the new FAD specification.

The HE representative considered that both the UAL and WJEC Diplomas provided a comprehensive set of aims covering very similar areas, but suggested that UAL award aims were perhaps 'more art & design centric' and more traditional in their broad outlook. Both Diplomas provide the same range or foundation of creative experiences, there is no difference in quality between UAL and WJEC qualifications.

However it was very clear for the student to understand the broad aims and how these aims were translated to the specific modules making up the award.

In reviewing the aims in relation to Higher Education, the HE representative took the view that in all three awards the aims were entirely appropriate to the skills needed in HE; prepared students well; encouraged critical thinking and engagement; provided necessary toolbox skills; and would increasingly develop enterprising students with real world experiences.

4.3 Comparison of size (GLH and content)

The HE representative effectively summarised the size of the three awards in terms of learning hours. Both the WJEC and UAL awards were described as having a total learning experience of 1200 hrs, comprising 600 'Guided Learning Hours' plus 600 hours in 'Independent Learning'. It was pointed out that WJEC and UAL used similar terminology to describe the learning on the course: 'Guided Learning' as the main contact time between staff and student; 'Independent Learning' or 'Independent Study' as supplementing the taught delivery. This was compared with the AQA GCE A-level, with a total study time of 720 hours for the double award, expressed as 'Guided Learning Hours', with no additional independent learning hours specified.

The UAL representative used the term 'Notional Learning Hours' to describe the total of 'Guided Learning Hours' and 'Independent' learning for the two Diplomas, and described how the learning hours related to units and credits for the three awards. The UAL Diploma was described as consisting of seven units, corresponding to a total of 120 credits in the Qualification and Credit Framework (QCF), with 1 credit equal to 10 Notional Learning Hours. The WJEC Diploma was described as delivered through 3 larger units, while the AQA Double Award consisted of 12 units, each of 60 hours.



The HE representative commented that credit values followed the standard view of credit to hour ratio, roughly one credit equalling 10 hours of study time. This relationship was considered fairly standard across HE, and a good preparation for students progressing onto Higher Education.

The UAL representative suggested that it was unclear whether the 720 hours of the AQA Double Award were Guided Learning Hours or Notional Learning Hours, but the AQA representative made clear that these were guided learning hours as recommended by AQA.

In terms of content, there was much common ground between all representatives in relation to some key features:

- There was considered to be much common content across all awards.
- However, differences in level were claimed between the Diplomas and the AQA Double Award, based on the considerations that most entrants to the two Diplomas had already achieved 'A' level qualifications; and that part of each Diploma award was at level 4.
- Unique content of the Diplomas related to the 'all-day' mode of study; and the greater emphasis on project activity with a less structured mode of delivery.

For example, the HE representative pointed out that all the awards commonly took account of 'a broad approach' and addressed areas of 'research, investigation, design, development, realisation, presentation, reflection, analysis, contextual awareness and within these areas issues of problem solving, managing change, working with others, etc.'

The AQA representative noted, however, that the UAL devoted part two of the award to Development and Progression, at Level 4, while the WJEC Unit 3 (level 4) accounted for half of the credits for that whole award. The WJEC representative considered that WJEC Diploma was more intensive and incorporated day long uninterrupted learning opportunities, facilitating sustained focus on projects and studio-based activities, in contrast to shorter timetabled lessons associated with the AQA Double Award.

The UAL representative pointed out that these final parts of the two Diplomas provided an opportunity for candidates to fully take control of their own learning by independently initiating, researching, completing and evaluating a project proposal and realisation within a chosen professional context. Both Diplomas, in their specifications, implied no limits in the range of ideas, materials and techniques to be explored and utilised, whereas the AQA Double Award, implied, in its language, a more limited range of ideas, materials and techniques. The AQA representative considered that emphasis on progression routes for the AQA Double Award was relatively low, although Unit 9, the self identified brief, did contribute to the students' ability to respond independently. It appeared to him that AQA did not insist on self reliance quite as much as the other awarding bodies.

The difference was summarised effectively by the HE representative's comments on unique content:

'Both the WJEC and UAL offer a less structured mode of delivery in which students are engaged in project activity over longer periods of time; this mode would suggest a less prescriptive more open delivery. This mode of delivery is closer to the HE mode of delivery and is more in keeping with HE's expectations of students to self-manage their project work over increasingly longer periods of time. The unique content is fundamental to what we do on creative courses across the sector. Whilst there will differences in



terms of content and understandings within HE, the basic skills and knowledge expressed in this content underpin what we do.'

4.4 Comparison of assessment models and arrangements

4.4.1 Assessment Objectives/criteria

Responses from representatives highlighted the following similarities in the assessment objectives and criteria:

Similarities

- Appropriate to meet the aims of all qualifications (WJEC)
- Applied across all qualifications consistently (UAL)
- Objectives and criteria appropriately assessed all of the qualification content (UAL)
- Assessed practical skills and related knowledge useful to HE (UAL)
- Assessed learner performance appropriately and accurately (WJEC).

For example, the HE representative considered that assessment objectives to be appropriate across the awards and the assessment criteria broad enough and sufficiently varied in their requirements, to allow the content to be assessed to an appropriate level.

However, there some significant differences were also noted:

Differences

- Application of criteria differed in approach between the Diplomas and the A level Double Award (WJEC).
- Weighting in the Diplomas placed more emphasis on the final project. In the case of the WJEC Diploma, this made up at least 50% of the final grade (WJEC). The UAL Diploma was graded only on achievement in the final unit 7, which represented one third of the total credit value, though a pass was required in units 1-6 (UAL).
- A level Double Award assessment objectives applied to all units and levels, but these would effectively vary with unit and level in the Diplomas (WJEC).
- There was less emphasis on HE progression in the A level Double Award compared with the Diplomas (AQA).

Thus, the HE representative pointed out that the WJEC diploma took a development approach to assessment, with Stage 3 accounting for 50% of the award. Learning Outcomes were developmental and assessment criteria increased in their nature and complexity as the students moved through the award. The UAL diploma took a similar development approach: the award was of three stages, with the third containing a final major assessment accounting for a third of the available credits, at Level 4. The AQA took an alternative approach to assessment. Units were all equally weighted, but assessment objectives applied to all units were not, with the greater emphasis (51%) placed on the 'skills, techniques and understanding' objective across the board. It was suggested that this model rewarded consistent work throughout the course, but possibly meant that the award was less developmental.

4.4.2 Assessment Models



The comparative assessment models are well characterised by the HE representative, whose comments were generally supported by the other representatives. His summary suggested that the assessment demand of all the awards ensured that students were able to recall information, apply knowledge, synthesise information gained and then evaluate their work in a range of contexts. However the WJEC and UAL Diplomas were considered to be more suited to HE progression, given the progressive and developmental approach to assessment. It was also suggested that there were greater opportunities for formative assessment practices, linked to projects of varying length, within these awards.

The AQA representative considered that the AQA award appeared more supportive than the other two models which relied more on independent learning. Guidance was more structured in the AQA award and the independence required of the student in the WJEC and UAL awards would indicate that the courses were potentially more demanding. In the view of the AQA representative, the UAL transitional model provided greatest utility for progression to HE, followed by the WJEC model, then the AQA model. There is no apparent difference in utility for progression between the UAL and WJEC qualifications.

The UAL representative also considered that although the assessment models for all three qualifications included recall, application, synthesis and evaluation, both Diplomas with level 4 units would demand more of a candidate and provide greater utility for progression to Higher Education than the AQA Double award.

The WJEC representative stressed the synoptic nature of the WJEC Diploma assessment model, which was considered to demand higher levels of initiative, self-management and specialist knowledge/practice than the AQA Double award. The assessment model required learners to evidence/ focus on professional destinations, which was regarded as highly beneficial to retention and success rates at Higher Education. The AQA representative pointed out that the criteria for assessment in A2 Unit 9: 'Working to self-identified briefs', explicitly required candidates to draw together the individual strands which underpin the specification and was, therefore, synoptic in nature; but nevertheless considered that the Diploma courses were more demanding in this respect.

Overall, the HE representative considered that the assessment models of the WJEC and UAL Diplomas were most similar to what would be encountered at HE level and were a more appropriate preparation for HE than the AQA Double Award model. Nevertheless, he did recognise that the AQA Double Award student could be studying two other A level subjects concurrently alongside the Double Award. Given this, the AQA students should be able to manage their time effectively as a consequence of the sustained working methodology required by the mode of assessment.

4.5 Comparison of candidate evidence

Where candidate evidence is available, the awarding body representatives will send five scripts/portfolios for all units of assessment at each grade boundary to UCAS.

In order to be considered suitable for consideration UCAS would normally require candidate evidence across two years of assessment, except in circumstances when the awarding body/governmental body request an earlier review.



A review of candidate evidence helps to develop judgements over the relative demands of the two awards being compared, both in terms of the size of the awards and any differences in levels of attainment as represented by the grade criteria and also represents an opportunity for the experts to validate their initial judgements. Where possible, the experts will examine both examination scripts and course work evidence.

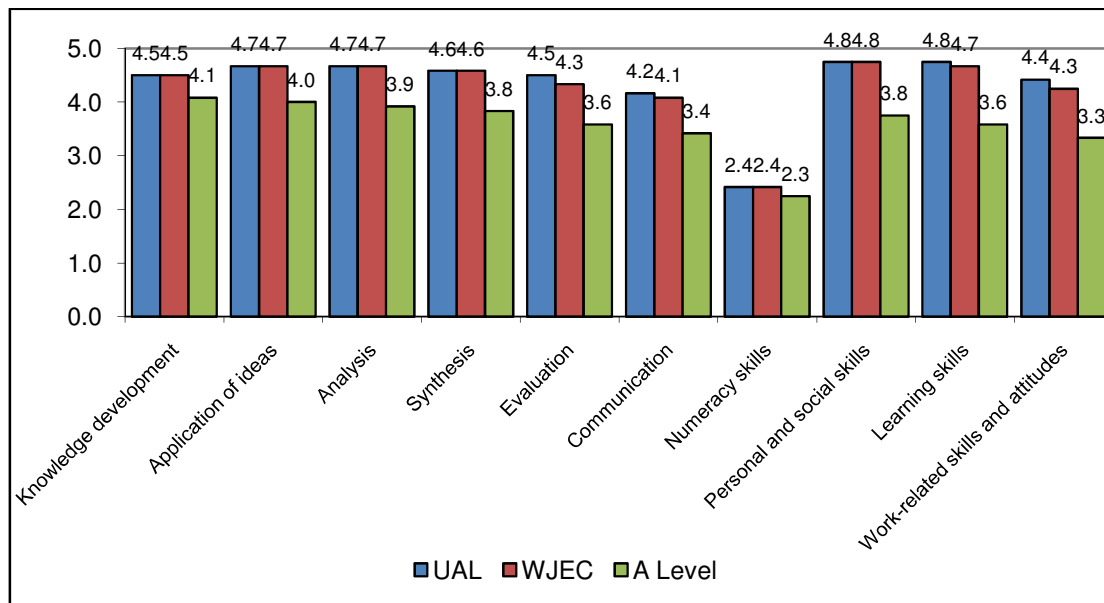
Examiners will mark the candidate materials for the qualification for which they are not the examiner portfolios using the grading criteria from the qualification for which they are the examiner.

There were no comments on candidate evidence on this occasion.

4.6 Comparison of Tariff domains

Tariff domains relate to the cognitive skills developed in learners by all the activities required to achieve a particular qualification, and their value for progression to Higher Education. The domain titles are shown in the horizontal axis of Figure 1 below, which also shows the mean values ascribed to the three qualifications under discussion. These values are simple arithmetic means of the values in each domain category proposed by the UAL, WJEC, AQA and HE representatives on a scale of 0 to 5.

Figure 1: Tariff domain scores



It is clear from the above diagram that, with the exception of the 'Numeracy Skills' domain, all domain scores are lower for the AQA Double Award A level than for the UAL and WJEC Diplomas. Between the Diplomas themselves, there is a much smaller, perhaps negligible, difference, which applies to the 'Evaluation', 'Communication', 'Learning Skills' and 'Work-related skills and attitudes' domains only. The above analysis is also reflected in the average score over all Tariff domains.

Table 14: Tariff domain scores

Domain	UAL	WJEC	A level
Knowledge development	54	54	49
Application of ideas	56	56	48



Analysis	56	56	47
Synthesis	55	55	46
Evaluation	54	52	43
Communication	50	49	41
Numeracy skills	29	29	27
Personal and social skills	57	57	45
Learning skills	57	56	43
Work-related skills and attitudes	53	51	40
TOTAL SCORES	521	515	429
Average Score	4.34	4.29	3.58

This highlights the higher domain score level of the Diplomas compared with the AQA Double Award A level, and suggests little significant overall difference between the Diplomas themselves.

4.7 Aligning grades

Statements from all representatives suggested that the highest grade in each Foundation Diploma represented a higher level of achievement than the highest grade in the AQA Double Award. Thus the AQA representative considered that there appeared to be evidence within the WJEC and UAL Diploma documentation that the course content and final visual statements contained more room for high aspiration and detailed sophisticated response than in the AQA Double Award. The UAL representative considered that a candidate achieving a grade AA for the Double award would be likely to only achieve a Pass or perhaps a Merit on either of the two Diplomas. The view of the WJEC representative was that although, because of the different assessment models and grading structures, it was difficult to directly align grades/standards without comparing complete bodies of assessed student work across the grade boundaries; based on the performance descriptors it seemed likely that a merit at FAD level would align with an A/A GCE grade.

The HE representative suggested that at Distinction level, the WJEC and UAL awards used a range of language and terminology that were more akin to HE understanding of performance descriptors. Consequently, in relation to progression to HE, the Foundation students would develop a slightly higher level of understanding of specialist terminology used to support their subject areas. At the high achieving end of the range, the AQA descriptors appeared less specific, and seemed to focus on the candidate, rather than the achievement against a professional standard. He concluded that the WJEC and UAL grades were slightly above those of the AQA award, as supported also by the Level 4 nature of the relevant work.

There were relatively few comments on comparability at the bottom end of the grade range, but the HE representative considered that WJEC Diploma and the AQA Double Award were comparable at Pass level, as they both had fairly low level expectations of the work needed to be produced in order to achieve the grade.

Most comments suggested broad comparability between the two Foundation Diplomas themselves in terms of grade alignment, although the HE representative suggested that the UAL seemed to have the most comprehensive of all the marking schemes provided, with the terminology adopted having the most in common with marking schemes in Higher Education.



4.8 Initial recommendations for awarding UCAS Tariff points

4.8.1 Strengths and weaknesses

Several common features emerging from the discussion of strength and weaknesses point to a number of strengths in the UAL and WJEC Diplomas:

- Specific design for progression to HE
- Capable of building on the AQA Double Award itself
- Containing Level 4 elements which promote the taking of responsibility by learners of their own learning
- As result, better preparation for HE study compared with the AQA Double Award.

For example the UAL representative considered that the level 4 units specifically emphasised the need for learners to take responsibility for their own learning by independently initiating, researching, analysing, reflecting, completing and evaluating their work within a professional context in preparation for Higher Education. The WJEC representative suggested that the WJEC specification was designed to provide learners with a thorough and comprehensive experience of art, design and media and was non-prescriptive and open-ended, preparing independent, confident learners for progression to HE. The HE representative commented that both WJEC and UAL awards were intrinsically 'aware of their role' in the creative development of artists, designers and media focused applicants. Their overall structure allowed students to heighten awareness and understanding, and specialize within chosen areas taught by specialist staff, with a clear goal of HE application. He considered that the longer project lengths also helped prepare students for progression to HE.

The only weaknesses identified in the Foundation Diplomas were suggested by the WJEC representative, who considered that clearer guidelines could be provided relating to opportunities to prepare for the world of work; and that numeracy could be incorporated as a Key Skill. The latter suggestion is consistent with the domain scoring, which suggests a weakness in numeracy shared by all the awards in question.

4.8.2 Recommended Tariff points

Representatives were asked to recommend Tariff point scores for the UAL and WJEC Foundation Diplomas in relation to the values ascribed to the benchmark qualification, the AQA Double Award A level. These are reproduced in Table 15 for ease of comparison:

Table 15: UCAS Tariff points for GCE A level Double Award in Applied Art and Design

Grade	Tariff points
A*A*	280
A*A	260
AA	240
AB	220
BB	200
BC	180
CC	160
CD	140
DD	120
DE	100
EE	80

There was general agreement that Distinction level was equivalent to a higher Tariff value than the top AQA Double Award grade. The AQA representative considered that the UAL Diploma should have a



considerably higher tariff score than the AQA Double Award and that the WJEC should attract a score somewhere in between, possibly closer to the UAL Diploma than the AQA Double Award. The analysis confirms that the two Diplomas should have identical Tariff points as they both provide the same experience and preparation for HE. However, no suggestions were made for actual point values, hence the absence of an AQA column in the table below. No other representatives sought to distinguish between the two Diplomas, and they recommended the Tariff point values below, with the WJEC representative giving a recommendation for Distinction Grade only. In the case of all representatives, part of the rationale for the higher Tariff rating for the diplomas derived from a proportion of the study being at level 4, as discussed under strengths and weaknesses.

Table 16: Recommended Tariff points for the UAL and WJEC Diplomas

	UAL	WJEC	HE	Mean
Distinction	320	320	300	313
Merit	280	280	240	260
Pass	240	240	165-175	205

Mean values are not provided here as a suggested outcome, but as a starting point for discussion.

The above recommendations represent, explicitly or implicitly, a considerable degree of consistency between reviewers and across the range of criteria included in the comparability study. In all areas of comparison, but particularly in Tariff Domain scoring and assessment demand, the UAL and WJEC Foundation Diplomas were judged to provide a greater level of utility for progression to Higher education than the AQA Double Award. This is not to underestimate the latter, as a quotation from the HE representative makes clear, and well summarises the general picture:

‘HEIs have seen a considerable shift in the quality of A level applicants in general, specifically the Double Award are able to progress and achieve to a good standard and as result, more direct A-Level applicants are accepted now than in the past. ‘Good’ art departments in schools can produce students who are just as able & creative as their peers progressing from Foundation courses, but whether all A2 students are as ‘prepared’ for degree study as their foundation counterparts is questionable and unlikely. The best ones probably are.’



SECTION 5: UCAS DECISION MAKING PROCESS

5.1 HE auditor's report

The expert panel is asked to agree on the allocation of UCAS Tariff Points (UTPs) to the University of the Arts and the WJEC Foundation Diploma qualifications. The allocation of UTPs should reflect the considered judgement of the expert panel, informed by the various written submissions, of the utility of the qualifications for supporting progression to Higher Education (HE). Thus, the issue is not whether in some sense these qualification is a good one, it will have been decided by the regulator, Ofqual, that the qualifications are fit for purpose, but whether that purpose will (a) serve the purpose of supporting progression to HE and (b) to what extent, as measured by UCAS Tariff points. In addition, any non-alignment of these qualifications in terms of allocated UTPs with the Foundation Diplomas already in the Tariff requires careful justification. To aid Expert Panel members we attach the Expert Group report for the Foundation Diploma previously allocated UTPs.

The main metric for comparing volume has again to be learning time, with all of the associated problems. As credit bearing qualifications both the Foundation Diplomas are seen as requiring 1200 notional learning hours for students to achieve the learning objectives. For a double GCE A level the Guided Learning Hours are set at 720, so at face value the Foundation Diploma appears to be a larger qualification than the GCE A level. However, a suggested credit rating for a GCE A level is 54 giving 540 Notional learning Hours of 1080 for a double GCE A level. Thus the difference would appear, using this alternative metric, to be not so great. But all of these figures need to be treated with due caution.

The crux of the argument about the allocation of UTPs again revolves around the type and extent of skills development, and the credibility that the assessment model being utilised will reflect the development of capability in the use of those skills. The Tariff Domain scores provide a point of relative comparison between the two qualifications. Here it is clear that the Foundation Diplomas scores significantly higher in both this exercise and in previous ones that we have conducted than the GCE A level in Applied Art and Design. Comparing Domain scores between exercises is problematic, as they are a crude tool for comparing two qualifications under active consideration rather than assigning absolute values to the domains for different qualifications.

On the basis of the larger volume of study and the higher Domain scores there does appear to be a strong case to allocate a higher quantum of UTPs to achievement in the Foundation Diplomas. However, it is worth considering that the outcomes presented in the overview report suggest a greater allocation of UTPs than those agreed last year for the Edexcel BTEC and ABC Awards versions of the Diploma in Foundation Studies (see the table below). Given that the allocations for the latter qualifications were derived from an arguably more robust and demanding procedure than that being utilized here, I would urge the Expert Panel to demand a very strong argument to support a different allocation of UTPS to these two Foundation Diplomas compared to the two admitted to the UCAS Tariff previously. I have read nothing that justifies, in my view, two Tariff values for the two sets of Foundation Diplomas. Further, I would not utilize the mean values calculated in Table 16 on page 31 as the basis for reaching a decision. Rather the weight should be put on the HE expert's opinions. Note that his recommendation for the Pass grade aligns, albeit at the lower end of the suggested interval, with the value in the Table below. Since I cannot see any justification for a non-linear scale to be applied to the allocation of UTPs to the Merit and Distinction Awards for the UAL and WJEC



Diplomas I recommend the adoption of the Tariff Values in the table below for the two Foundation Diplomas being considered by the Expert Panel unless there is a strong reason for not doing so.

Grade	Tariff points
Distinction	285
Merit	225
Pass	165

5.2 Detailed account of the Expert Panel discussions

Jill Johnson opened the meeting, welcomed visitors and asked for a brief synopsis of each qualification. These were provided by Philip Garlick for the UAL Foundation Diploma in Art and Design; David Hooper for the WJEC Diploma in Foundation Studies (Art, Design and Media); and Terry Genin for the AQA GCE A Level in Applied Art and Design.

Following Philip's synopsis, David pointed out the similarity between the two Diplomas, the main difference being that the three stages of the WJEC Diploma were not further subdivided into units. The WJEC specification was being revised to allow inclusion in the QCDA Qualifications and Credit Framework (QCF). Philip subsequently pointed out that the UAL Diploma was already QCF-accredited and suggested that the extent and nature of the necessary changes to the WJEC specification should not influence the Tariff points allocation.

Geoff Hayward commented that while Level 4 qualifications as such could not be included in the UCAS Tariff, individual units could be - such as described in the Foundation Diploma specifications. This pattern was likely to become more frequent as a result of the QCF.

Terry Genin considered that the lengthy and detailed specification for the AQA A level was indicative of a higher level of prescription than for the Foundation Diplomas, and represented part of a general curriculum in tertiary education. The curriculum was tutor-led in the first year, but more student-directed in year two. Students could start from a lower base than for the Diplomas, but progress to where they could enter Higher Education.

In the unavoidable absence of David McGravie as HE representative for the initial evaluation, Geoff Ramshaw gave a summary of his comments. The main differences identified were between the two Foundation Diplomas on the one hand and the A level on the other. The former offered a less prescriptive more open delivery, in keeping with HE's expectations of students to self-manage their project work; and assessment models of the Diplomas were most similar to what would be encountered at HE level. It was concluded that, at the high achieving end of the range, the WJEC and UAL grades were slightly above those of the AQA award and that Diploma students were in general better prepared for Degree study.

Geoff Hayward identified the key question as why the current Expert Group report on the UAL and WJEC Foundation Diplomas was suggesting more Tariff points than determined last year for Edexcel BTEC and ABC Awards versions of the Foundation Diploma, at an equivalent grade. Unless there was a strong argument against, Geoff considered that the UAL and WJEC awards should enter the Tariff at the same level as already determined for the other two.



Following discussion, this was agreed by the group. Concern was expressed that the Edexcel BTEC and ABC Awards may have been allocated Tariff points which were too low, but it was agreed that this could be best considered when all of the Foundation Diplomas came up for review. The group confirmed that the UAL and WJEC Foundation Diplomas would for the present attract UCAS Tariff points at the same rate as the Edexcel BTEC and ABC Awards versions; but that a desktop comparison would be carried out by HE representatives across all four awards, to include candidate evidence available at the end of the current academic year. There was consensus that we should ask for evidence in June 2010, to carry out this review.

There was some discussion on the nature of suitable evidence. Terry Genin pointed out that photographic evidence might not be a full answer. It was suggested that samples of some work could be provided, though these on their own might not illustrate the learner's journey.

Jill Johnson asked for feedback from the group on the new Tariff process. Paul Teulon asked at what point we should stop using A level as the benchmark and start using performance-based qualifications as a measure. Jill responded that we had previously started to use other qualifications, but had found there was 'creep'. A level had proved to be the best benchmark and had the advantage of involving a neutral expert. Geoff Hayward suggested that we would need to bring in the Extended Project – but not until we had seen candidate evidence and reviewed it.

Jill Johnson thanked all for attending, especially HE colleagues and Geoff and Tricia; and thanked Richard Spencer for the organisation and notes.

5.3 Summary of TAG/TRG discussions

The Groups agreed with the recommended allocation of UCAS Tariff points at 285 for Distinction, 225 for Merit and 165 for Pass.

5.4 UCAS Board decision

The recommendations were endorsed by the UCAS Board in December 2009.



APPENDIX 1: BIOGRAPHIES OF THE EXPERT GROUP MEMBERS

Name: **Terry Genin**

Current Position: Educational consultant

Organisation: self employed

Qualifications: B.A.Hons.2/1,Fine Art (Commendation Comp studies,History of Art)
Post graduate certificate in Education(Art Teachers Certificate.)
PhD, Institute of Education, Department of Art and Design.
Fellow of the Institute of Educational Assessors

Brief Biography

Terry Genin is a freelance arts education consultant, his main area of interest is 14 - 19 where he works as a senior moderator acting as principal examiner for QNVQ Foundation and Intermediate, GCSE as assistant principal moderator (South East) and principal moderator at A Level (applied) he has also written graphic papers for GCE .He also moderates in the further and adult sector. His first paper on computers and Art education was given at the world conference on computers and education in 1985 at Norfolk Virginia.

Since receiving his doctorate on 'the perception of visual images' in 1986 he has followed developments in the uses of ICT in art education contributing to the debate more recently as a member of the art and design directions in Information and Communications Technology (addICT) board of council. He has led related workshops for PGCE students, NQTs and teachers continuing with professional development. He has carried out research for QCA.

Name: **Philip Garlick**

Current Position: Chief Examiner and Academic Advisor

Organisation: University of the Arts London Awarding Body

Qualifications: BA (Hons) FCIEA

Brief Biography

I am currently employed as the Chief Examiner and Academic Advisor at the University of the Arts London Awarding Body. I have been in that post since January 2009. The Awarding Body has a number of qualifications including the Level 3 & 4 Foundation Diploma in Art and Design. The Awarding Body currently provides External Moderation for this qualification for the 6 Colleges of the University of the Arts London, the Arts University College Bournemouth, University College Falmouth and 11 other quality providers including 3 specialist art and design Colleges. Over 4500 candidates will be enrolled for 2009 - 10.

Prior to this appointment I was Lead Moderator for 8 years for another Awarding Body offering the Diploma in Foundation Studies (Art & Design) qualification.



I have been a member of a UCAS Tariff Expert group in 2003 and 2008.

I have previously held positions as a Foundation Course Leader, a Head of Department encompassing Higher and Further Education Art and Design provision, and a Further Education Manager at a specialist Art and Design College.

I have co-authored a number of Further Education qualifications including a Diploma in Foundation Studies (Art & Design), Diploma in Foundation Studies (Media Production). I have also written Phototechnology Educational project resources for Pentax Uk Ltd.

I am a Fellow of the Chartered Institute of Educational Assessors.

Name: **David Hooper**
Current Position: Chief Moderator/Examiner
Organisation: WJEC
Qualifications: Dip AD (Hons) Fine Art, ATC

Brief Biography

71/72 Art Teacher Cumbria
72/75 Assistant Lecturer Nottingham(Foundation)
75/76 Manager Craft Workshops Mid Wales
76/80 Lecturer Shropshire (Foundation)
80/82 Head of Ceramics (BTEC HND)
82/90 Lecturer NEWI (Foundation)
90/05 Lecturer Yale College, Wrexham (Head of 3D Studies)

Joined WJEC 1997 Moderator/ Examiner
Appointed Chief Moderator/Examiner 2001

From 1985 to 2006 worked as Product Designer/Partner designing and manufacturing carbon fibre game fishing rods.



Name: **David McGravie**
 Current Position: Associate Dean (Recruitment & Developments)
 Organisation: University of Hertfordshire
 Qualifications: MA, PgDIP, PgCERT, BA, FHEA

Brief Biography

Subject Lecturer BSc Industrial Design

Faculty Faculty of Science, Technology and Creative Arts
 Department: Creative Arts
 Date of Appointment: May 1999

Academic Qualifications:

2003 MA Digital Practices (DISTINCTION)
 2000 PgCERT Higher Education
 1993 PgDip Design (CAD/CAM) Staffordshire University
 1992 BA (Hons) 3D Design: Product, Leeds Polytechnic

Employment History:

2007 - Associate Dean (Recruitment & Developments)
 2004 - Faculty International Recruitment Manager
 2004 - Faculty Admissions Tutor & CATs Tutor
 2001 – 2007 Principal Lecturer, BA (Hons) Digital Modelling
 2002 – 2005 Subject Leader, MA Modelling & Prototyping
 1999 – 2001 Senior Lecturer, HND Design to Manufacture
 1995 - 1999 University of Hertfordshire: Visiting Lecturer
 BA (Hons) Product & Model Design
 1995 – 1999 Oxfordshire School of Art & Design: Visiting Tutor
 BTEC ND Product & HND Graphic Design
 1997 - 1999 Amersham & Wycombe College HND Graphic Design Part Time tutor

In addition to my teaching career I have worked extensively in the design industry across product design, packaging, graphics design and media – see consultancy for more details

Current Teaching

BSc Industrial Desig
 (3D product design and development using traditional skills and surface and solid modelling through to rapid prototyping)
 MA Design
 (Surface and solid modelling through to rapid prototyping)

Current Administration Responsibilities

Associate Dean
 CATS Tutor

Consultancy

Prior to joining the university, I worked freelance for a range of design companies. Leading and running many design projects: addressing concept design, development and production/manufacture of a number of products.



APPENDIX 2: THE EVIDENCE CONSIDERED

UAL Foundation Diploma in Art and Design

- Specification
- Chief Examiner & Academic Advisor Annual Report
- Standardisation materials

WJEC Diploma in Foundation Studies (Art, Design & Media)

- Specification
- Chief Moderator / Examiner's Annual Report 2007-2008
- Exemplar materials

AQA GCE A Level Applied Art and Design Double Award

- Specification
- Candidate guidance
- Teachers' guidance
- AS sample assignments
- Exemplar portfolio work for AS units



APPENDIX 3: TARIFF DOMAIN SCORING

1 Knowledge development		
Retrieve, recognise and recall relevant knowledge from long-term memory; construct meaning from oral, written and graphic messages through interpreting exemplifying, classifying, summarising, inferring, comparing and explain		
	Domain strand	Explication and exemplification
.1	Recall, summarise and explain facts, terminology, principles, concepts	Higher scores for qualifications that require all four. Key words on papers will be 'state', 'outline', 'name', 'explain' complete gaps in sentences. The word 'explain' is used in a number of questions. The score and range of concepts that an explanation is required for determines the score. Includes bibliographic reference where appropriate.
.2	Select, organise and present relevant information clearly and logically, using specialist vocabulary where appropriate	For example, candidates are being asked to answer questions (orally or in writing) that require exemplification with appropriate terms.
.3	Describe and interpret phenomena and effects using appropriate concepts	'Describe' is likely to appear in the question. Phrases such as 'Use the information to...
2 Application of ideas, knowledge and theory		
Carrying out or using a procedure through executing or implementing		
	Domain Strand	Explication and exemplification
.1	Select and apply appropriate knowledge, understanding and skills to solve familiar problems	'Select' 'Complete the table ...' 'How should a procedure be altered ...' 'Explain how' could be used here. Reading a value of a graph is a favourite here in a science context.
.2	Select and apply appropriate knowledge, understanding and skills to solve unfamiliar problems	'Select' – the difference here is in the familiarity of the context.
.3	Develop and execute plans and apply to realise a project	Interpret 'project' widely.
3 Analysis		
Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising and attributing		
	Domain Strand	Explication and exemplification
.1	Analyse simple problems and issues understanding relationships between cause and effect	Problems are more likely to take the form of numerical calculations or other mathematical operations; issues more akin to global warming, cause of the French revolution.
.2	Analyse complex problems and issues and wider context of problems and projects	
.3	Review different options/plans using appropriate analytical tools, risk analysis and costings to produce justifiable recommendations	Candidates might be asked to compare and contrast, make comparisons, think of other ways of doing something or achieving an outcome.
4 Synthesis		
Putting elements together to form a coherent and functional whole; reorganising elements into a new pattern or structure through generating, planning or producing		
	Domain Strand	Explication and exemplification
.1	Draw together knowledge, principles and concepts to produce ideas, insights and/or artefacts	Idea =; insight indicates a higher order skill; This strand could also be evidenced by making something which requires the synthesis of ideas as in art and design
.2	Generate simple arguments clearly and logically drawing on knowledge, principles and concepts from different areas of a subject	Mathematical proofs can be seen as arguments. This is unlikely to be signalled by a simple word in a question.
.3	Generate complex arguments clearly and	Look for reference to more than one concept and a



	logically drawing on knowledge, principles and concepts from different areas of a subject	requirement to construct an argument to answer the question.
<p>5. Evaluation Making judgements based on criteria and standards through checking and critiquing</p>		
	Domain Strand	Explication and exemplification
.1	Assess the validity of a range of information and arguments	The extent of the range will determine the score. For example, using on or two pieces of information would score low, but having to make sense from five or six would generate a higher score.
.2	Judge and appraise arguments and evidence to reach informed judgement	'To what extent do you agree with ...' 'Discuss...'
.3	Use the results of analysis to formulate and defend independent opinions and judgements or make predictions	The more the candidate is required to make predictions the higher the score. 'Express your view' questions where asked to adopt an ethical position.
<p>6. Communication Developing and demonstrating speaking, reading, listening and writing skills</p>		
	Domain Strand	Explication and exemplification
1	Produce written work using a form and style of writing appropriate to purpose and complex subject matter.	Candidates choose own form of response and structure of output.
.2	Produce essays or other forms of extended writing with correct spelling, grammar and punctuation	Explicit requirement for extended writing, eg essay, extended project, report. Level of complexity will determine score.
.3	Select and use appropriate forms of oral communication to convey information. Read or listen critically and comprehend longer arguments or examples of applications	Specific requirement for oral presentation. Score will indicate amount or lack of specific direction, and scope/requirement for choice of medium. Case studies; listen to others with respect; learning outcomes may emphasise compliance and willingness to respond.
<p>7. Numeracy skills Developing and using numerical and mathematical skills</p>		
	Domain Strand	Explication and exemplification
.1	Choose and use appropriate techniques to address simple numerical problems	This would be rather simple one or two step procedures requiring the application of arithmetic, for example calculating an average. Recall and use appropriately financial ratios.
.2	Choose and use appropriate techniques to address complex numerical problems	Here learners would be required to demonstrate the use of basic arithmetic to solve multi-step problems, for example calculating a chi-square statistic. Recall, use and assess impact of financial ratios.
.3	Choose and use appropriate mathematical techniques	This would cover estimation, proportional reasoning, algebraic manipulation, and interpretation of graphs
<p>8. Personal and social skills Evidencing skills that have relevance for managing time, tasks and personal effectiveness in a range of contexts</p>		
	Domain Strand	Explication and exemplification
.1	Plan, undertake and review work with others making an appropriate contribution and involving other participants	<p>Planning, applying and seeking feedback in a variety of contexts. Specific requirement for a plan and self-reflection.</p> <p>Understanding of different roles; effective groups and teams; agree suitable working relationships and responsibilities; seek effective ways to:</p> <ul style="list-style-type: none"> – keep yourself and others motivated – anticipate the needs of others for information and support – protect your own rights and those of others



		<ul style="list-style-type: none"> – avoid actions that offend, harass or discriminate against others – resolve conflict _ contribute and get accurate information on progress towards achieving the agreed objectives, including the extent to which work is meeting deadlines and quality requirements.
.2	Carry out tasks to meet responsibilities, including agreeing personal targets and plans and how these will be met over an extended period of time, using support from appropriate people.	Quality, quantity and timeliness of the work Review Progress and establish evidence of achievement.
.3	Identify personal strengths and weaknesses and make recommendations for improvement	Be alert to any changes that need to be made to working arrangements, timescales and methods, and agree these with others.
<p>9. Learning skills Evidencing skills and attitudes that demonstrate their potential for learning in Higher Education?</p>		
	Domain Strand	Explication and exemplification
.1	Demonstrate independence, self-direction and persistence in learning e.g. looking for answers to questions rather than being spoon fed	Learners are required to take responsibility for their learning using plans, seeking feedback and support from relevant sources to meet targets Open-ended questions (short answer questions would attract 0; data response a low score; project work could attract high score); requirement for analysis and evaluation in addition to recall; unfamiliar contexts; complex material; requirement for independent learning.
.2	Demonstrate intellectual risk taking	(e.g. opportunities for presentation of arguments using an approach which is more associated with a different context or level of learning)
.3	Research, obtain, select and cite appropriately information from a range of sources	Are learners required to use appropriate bibliographic skills? This could cover the use of experimental results in addition to text based sources
<p>10 Work-Related Skills and Attitudes Evidencing</p>		
	Domain Strand	Explication and exemplification
.1	Developing vocational knowledge and skills to nationally recognised standards	Qualification relates to sector of work; knowledge may be developed in context but outside workplace;
.2	Developing knowledge and experience of work	Generic and specific to particular sector; engaging in work experience (score will depend on scope and extent); demonstrating knowledge of practices and culture.
.3	Developing relevant work-related attitudes	Listening to others with respect; participates in group discussions with awareness of appropriate behaviour; sensitive towards individual and cultural differences; evidencing commitment to task and to people.



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