

EXPERT GROUP REPORT  
FOR  
REVIEW OF AWARD  
IN  
THE UCAS TARIFF

***ABC Diploma in Foundation Studies in Art, Design  
and Media and Edexcel Level 3 BTEC Foundation  
Diploma in Art and Design***

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<b>CONTENTS</b>	<b>PAGE</b>
<b>THE CONDUCT OF THE COMPARABILITY STUDY</b>	<b>4</b>
<b>SUMMARY AND RECOMMENDATIONS</b>	<b>5</b>
<b>SECTION 1: THE COMPOSITION OF THE EXPERT GROUPS</b>	<b>6</b>
<b>SECTION 2: OVERVIEW OF THE AWARDS SEEKING ADMISSION TO THE UCAS TARIFF</b>	<b>7</b>
<b>2A ABC Diploma in Foundation Studies in Art, Design and Media</b>	<b>7</b>
2A.1 Aims and purpose of the qualification	7
2A.2 History of the qualification	7
2A.3 Entry requirements for the qualification	7
2A.4 Age of candidates	8
2A.5 Guided Learning Hours (GLH)	8
2A.6 Content and structure of the qualification	8
2A.7 Assessment – procedures, methods and levels	8
2A.8 Grading	10
2A.9 QA systems and code of practice	10
<b>2B Edexcel Level 3 BTEC Foundation Diploma in Art and Design</b>	<b>12</b>
2B.1 Aims and purpose of the qualification	12
2B.2 History of the qualification	12
2B.3 Entry requirements for the qualification	13
2B.4 Age of candidates	13
2B.5 Guided Learning Hours (GLH)	13
2B.6 Content and structure of the qualification	13
2B.7 Assessment – procedures, methods and levels	14
2B.8 Grading	15
2B.9 QA systems and code of practice	15
<b>SECTION 3: OVERVIEW OF THE BENCHMARK AWARD – AQA GCE A level Applied Art and Design DOUBLE AWARD</b>	<b>17</b>
3.1 Aims and purpose of the qualification	17
3.2 History of the qualification	18
3.3 Entry requirements for the qualification	18
3.4 Age of candidates	18
3.5 Guided Learning Hours (GLH)	18
3.6 Content and structure of the qualification	18
3.7 Assessment – procedures, methods and levels	19
3.8 Grading	20
3.9 QA systems and code of practice	22
<b>SECTION 4: THE WORK OF THE EXPERT GROUP</b>	<b>23</b>
4.1 Prior to the meeting	23
4.2 The Expert Group meeting	23
4.3 Comparison of aims	24



# UCAS Tariff Expert Group Report

4.4	Determining size - comparison of Guided Learning Hours (GLH)	26
4.5	Estimating relative demand – comparison of assessment models	26
4.7	Estimating relative demand – comparison of candidate work	32
4.8	Aligning grades	32
4.9	Domain scoring	32
4.10	Recommended allocation of UCAS Tariff points	35
<b>APPENDIX 1</b>	<b>Biographies of the Expert Group members</b>	<b>37</b>
<b>APPENDIX 2</b>	<b>The Evidence Considered</b>	<b>44</b>

<b>LIST OF TABLES</b>	<b>PAGE</b>
Table 1: Grading criteria	9
Table 2: Grading criteria – Edexcel	14
Table 3: AQA GCE A level Double Award units	18
Table 4: Unit assessment – AQA GCE A level Double award	20
Table 5: Assessment Objectives – AQA GCE A level	20
Table 6: Performance indicators – AQA GCE A level	21
Table 7: Qualification design	23
Table 8: Aims, strengths and weaknesses	24
Table 9: Guided Learning Hours	26
Table 10: Comparing Assessment Objectives	26
Table 11: Comparing assessment models	30
Table 12: Assessment demand characteristics	31
Table 13: Assessment demand: skills assessed	32
Table 14: Summarised Tariff domain scores	33
Table 15: Tariff points previously allocated	35

<b>LIST OF FIGURES</b>	<b>PAGE</b>
Figure 1: Tariff domain scores for ABC Diploma	33
Figure 2: Tariff domain scores for Edexcel Diploma	34
Figure 3: Tariff domain scores for AQA GCE A level	34



## THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS Tariff Points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology.

Acknowledging the problematic nature of comparability studies, and recognising that a mechanical procedure would not work, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an Expert Group.

Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification.

Procedures were developed for the conduct of the work of the Expert Group, including detailed sets of questions to be addressed at different stages in the process. Questions appropriate to the awards under consideration are selected and are used to guide, not constrain, the work of the Expert Group.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff, and a candidate's level of attainment within that award. The guidelines also provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently there may only be a relatively small amount of evidence (particularly candidate evidence) available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure by an independent auditor from higher education.



## SUMMARY AND RECOMMENDATIONS

In considering the allocation of Tariff points 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 Group first of all agreed that these two qualifications were entirely equivalent in terms of their utility for progression to higher education.

There was general agreement that the utility of the Diploma awards for progression to higher education was greater than that of the A level, as evidenced by:

- Comparison of strengths and weaknesses
- Increased assessment demand
- Higher values for most domain scores used to evaluate skills and attributes with value for HE progression
- The requirement for Level 4 achievement in the assessed unit(s)

The Tariff Expert Group agreed that the changes in the ABC and Edexcel Foundation Diplomas were not sufficient to justify changing Tariff points previously allocated (in 2003):

Distinction	285
Merit	225
Pass	165

It was recommended that the qualifications should be further reviewed once there was an opportunity to critically compare candidate evidence between the old and new Diplomas. This will be done as a desk-based exercise and will not require a further meeting.

It is anticipated that UCAS will undertake a review of candidate evidence during 2011.

The recommendations were confirmed as appropriate by both the Tariff Reference and Advisory Groups and endorsed by the UCAS Board in December 2008.



## SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The following individuals with knowledge and experience of the qualifications under consideration in this study were selected to form the Expert Group:

- Tricia Burton, BTEC Qualification Manager L1 - 3 and Foundation Diploma (Art & Design), BTEC Senior Sector Manager, Edexcel
- Nigel Florence, Executive Director, ABC Awards
- Philip Garlick, Lead Moderator, ABC Awards
- Terry Genin, Principal Examiner GCE Applied Art and Design, AQA
- Carol Graham, Director of Business Development, ABC Awards
- David Hoyle, Deputy Head of School; Pathway Leader, BA (Hons) Film and TV Production, Anglia Ruskin University
- Sue Langton, Qualifications Development Manager, ABC Awards
- David McGravie, Associate Dean (Recruitment & Admissions), University of Hertfordshire
- Guy Redmayne, Lead Examiner BTEC Foundation Diploma in Art and Design, Edexcel
- Kollette Super, Associate Head of Department, Design & Visual Arts, Coventry University

Geoff Ramshaw, UCAS Policy Executive, acted as facilitator for the work of the Group, with Richard Spencer, UCAS Policy Officer, acting as secretary, ensuring that the Group worked systematically through the procedures.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent higher education-based consultant.

CVs of the experts within the Group are attached as Appendix 1.



## SECTION 2: OVERVIEW OF THE AWARDS SEEKING ADMISSION TO THE UCAS TARIFF

### 2A ABC DIPLOMA IN FOUNDATION STUDIES IN ART, DESIGN AND MEDIA

#### 2A.1 Aims and purpose of the qualification

The ABC Level 3 Diploma in Foundation Studies in Art, Design and Media is designed to educate learners to make informed decisions, facilitating progression to higher education in the areas of art, design and media, or into related employment. Foundation programmes build on learners' prior experience, linking skills already acquired, with ideas and challenges which will extend learners' critical independence, and provide them with a full understanding of the career opportunities in art, design and the media.

The Level 3 Diploma is designed to meet the following aims:

- enhance learners' capacity to learn and develop those abilities and skills which lead to self-reliant learning
- develop learners' critical awareness of the contemporary visual world and its broader cultural context
- develop learners' ability in the methods of creative production
- develop learners' understanding and awareness of the opportunities and demands of study in art, design and media
- provide a context in which learners can identify their strengths and ambitions through a progressive exploration of skills and concepts central to art, design and media practice
- develop learners' informed awareness and understanding of the relationship between their strengths and ambitions and realisable goals within higher education or a chosen employment opportunity.

#### 2A.2 History of the qualification

This qualification replaces an existing Level 3 Diploma in Foundation Studies (Art and Design) and is linked to the new Level 4 Diploma in Foundation Studies (Art and Design).

#### 2A.3 Entry requirements for the qualification

The ABC Level 3 Diploma in Foundation Studies in Art, Design and Media is aimed at learners who wish to develop their art, design and media skills for entry into higher education or related employment.

ABC expects approved centres to recruit with integrity on the basis of learners' ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.



## **2A.4 Age of candidates**

There are no age restrictions. Learners are normally post A level students.

## **2A.5 Guided Learning Hours (GLH)**

Completion of the Level 3 Diploma requires 600 GLH – comprising seven units of 60 hours each (Units 1–7) and one unit of 180 hours (Unit 8).

## **2A.6 Content and structure of the qualification**

The qualification comprises of eight units as outlined below:

### *Exploratory Stage – 3 units*

- 01 Information and Research in Art, Design and Media - Level 3
- 02 Recording and Responding in Art, Design and Media - Level 3
- 03 Experimentation with Materials and Processes in Art, Design and Media - Level 3

### *Pathway Stage – 4 units*

- 04 Personal Preparation and Progression in Art, Design and Media - Level 3
- 05 Information and Interpretation in Art, Design and Media - Level 3
- 06 Combined Experimental Studies in Art, Design and Media - Level 3
- 07 Media Development in Art, Design and Media - Level 3

### *Confirmatory Stage – 1 unit*

- 08 Personal Confirmatory Study in Art, Design and Media - Level 4

## **2A.7 Assessment – procedures, methods and levels**

Each unit has individual assessment requirements detailed in unit templates. The Level 3 Diploma is graded Pass, Merit and Distinction. While the qualification is Level 3 overall, Unit 8 is Level 4, reflecting the level of demand made on learners by this unit and their preparatory relationship to higher level study. On assessment, each of the Units 1-7 needs to be passed, then the grading of the overall qualification is based on the performance in Unit 8, as evaluated against the criteria outlined in Table 1.



Table 1: Grading criteria

<b>Confirmatory Stage</b>		
<b>Unit 08 Personal Confirmatory Study – Grading criteria</b>		
<b>Pass grade</b>	<b>Merit grade</b>	<b>Distinction grade</b>
<p>The learner can:</p>	<p>To achieve a Merit grade the evidence will have to show that, in addition to meeting the pass criteria, the learner can:</p>	<p>To achieve a Distinction grade the evidence will have to show that, in addition to meeting the pass and merit criteria, the learner can:</p>
<p>Specify a personal confirmatory study through a statement of intent of no less than 500 words to include :</p> <ul style="list-style-type: none"> <li>• reflection on progress and achievement to date</li> <li>• clearly identified aims and objectives.</li> </ul> <p>Identify and negotiate resource implications.</p> <p>Plan and carry out research within the chosen context.</p> <p>Record research evidence using a range of techniques and processes to include a bibliography.</p> <p>Demonstrate an informed contextual awareness.</p> <p>Plan and manage work to meet identified aims and objectives within an agreed timeframe.</p> <p>Progress work through a synthesis of ideas, skills, knowledge, experience, materials and processes.</p> <p>Use analysis and evaluation to support the development of ideas and creative activity</p> <p>Record the process of work development.</p> <p>Select, prepare, organise, and display work.</p> <p>Analyse their personal confirmatory study against their stated intentions.</p> <p>Evaluate achievements, identifying opportunities for future personal and professional developments.</p>	<p>Demonstrate commitment and initiative in the management of wide ranging research, recording clear and informed perceptions.</p> <p>Use research material to creatively support the development of a range of predominately personal ideas relevant to the stated aims and objectives.</p> <p>Manage the development, organisation and execution of the personal confirmatory study consistently, efficiently and creatively.</p> <p>Demonstrate well developed levels of skill and control with materials and processes.</p> <p>Demonstrate consistency and effectiveness in the use of analysis to evaluate and support the final confirmatory study.</p> <p>All criteria must be met to achieve this grade.</p>	<p>Demonstrate commitment and initiative in the management of wide ranging and in depth research, imaginatively recording clear, informed and reflective perceptions.</p> <p>Use research material to creatively support the development of an extensive range of distinctly personal ideas relevant to the stated aims and objectives.</p> <p>Manage the development, organisation and execution of the personal confirmatory study with exceptional consistency, efficiency and creativity.</p> <p>Demonstrate exceptionally developed levels of skill and control with materials and processes.</p> <p>Demonstrate consistency and effectiveness in the use of analysis to perceptively evaluate and creatively support the final confirmatory study.</p> <p>All criteria must be met to achieve this grade.</p>



## 2A.8 Grading

Grading of the overall Diploma is Pass, Merit or Distinction – as outlined in 2A.7.

## 2A.9 QA systems and code of practice

### *Centre approval*

All centres offering ABC qualifications are approved by ABC prior to submitting an application for scheme approval.

### *Advisory visits*

A particular feature of the ABC Diplomas in Foundation Studies in Art, Design and Media is the appointment of an external moderator as adviser to each centre. All advice is disseminated by external moderators who have experience of delivering the qualification. Visit reports give an overview of the operation of the course and formally report to ABC Awards on:

- management systems
- delivery and assessment
- learner satisfaction
- internal verification.

Advisory visits are usually undertaken during the early part of stage 2 (Pathway stage) of the qualification. For most centres this will mean an advisory visit in January, February or early March. It is important that visits are made at this stage as there is still time to provide advice on, and remedy, any identified problems. Where appropriate a time-scaled action plan is agreed between the external moderator and the centre.

### *Personal Confirmatory Study*

The Personal Confirmatory Study is not taught and is supported through the centre's normal tutorial process. The selection, organisation, preparation and display of the Personal Confirmatory Study work for assessment must be completed by the learners themselves.

Learners produce a written Statement of Intent (SOI) authenticated by the course leader or personal tutor:

- as the work of the named learner
- as meeting the relevant assessment criteria
- as having been completed before the start of the Personal Confirmatory Study.

Each SOI must be reviewed by the tutor and an action plan for further work discussed with the learner if it does not meet the criteria.



## *Internal assessment and internal moderation*

An important feature of the assessment process is that each centre safeguards the validity of its assessment decisions by ensuring it has rigorous assessment and internal moderation. Centres track learner progress in order to provide an indication of learners' achievements on the programme before the start of the Personal Confirmatory stage. All assessment and verification decisions are formally recorded to provide evidence during external moderation.

Once internal assessment and moderation have been completed, centres must prepare proposed grades for the final confirmatory stage for presentation to the external moderator. Centres refer any learners whose Personal Confirmatory Study does not meet the pass criteria and follow a standard procedure of agreeing a timeframe and action plan, countersigned by the course tutor and the learner, for the submission of additional work required for assessment. A copy of the timeframe and action plan is forwarded to the external moderator with the final date for submission of the required work normally mid-September.

The centre grades any learner's Personal Confirmatory Study including the referral work, against the criteria and the action plan, and then notify the external moderator and ABC.

External moderation visits are made where there are large numbers of referred learners or other reasonable concerns. External moderators may not enter into any form of discussion with the learners but the course leader may show the external moderator the location and extent of the Personal Confirmatory Study work but not, at this stage, to enter into a discussion on the grading decisions.

The external moderator will look at all displayed work and have access to all assessment documentation as required. The sample for moderation will constitute 10% of the total number of learners at the centre plus a further 5% as necessary to clarify grading decisions.

The external moderator will ensure that the sample contains as far as is possible:

- an appropriate spread of grades across the grade range
- coverage of boundaries of grades
- an appropriate range of disciplines, reflecting the range, breadth and depth of the foundation experience covered at the centre.

Upon receipt of the confirmed grades certification will be authorised by ABC Awards. Only when ABC has confirmed the results to the centre may the centre publish the results to learners. Centres will receive a copy of the reports made by external moderators.



Standard procedures are also in place for centres failing to apply the Assessment and Additional Grading Criteria, complaints over external moderation, enquiries and appeals.

## **2B EDEXCEL LEVEL 3 BTEC FOUNDATION DIPLOMA IN ART AND DESIGN**

### **2B.1 Aims and purpose of the qualification**

The primary aim of the Edexcel Level 3 BTEC Foundation Diploma in Art and Design is to educate learners to make informed decisions which will aid their progression (primarily, but not exclusively) to appropriate higher education in Art and Design.

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design aims to:

- enhance learners' capacity to learn and develop those faculties and skills which lead to self-reliant learning
- develop learners' critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences
- develop learners' intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others
- develop learners' ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk-taking
- connect to the workplace and employers by encouraging participation in 'live projects' wherever relevant to the specification and by engaging practitioners as lecturers on, or visitors to, the programme
- provide a context in which learners are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice
- develop learners' understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaison.

### **2B.2 History of the qualification**

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design was accredited for first teaching from September 2007 to replace the BTEC Diploma in Foundation Studies (Art and Design); its development reflected that of the ABC Level 3 Diploma in Foundation Studies in Art, Design and Media, with which it was developed in parallel.



**2B.3 Entry requirements for the qualification**

Learners who enter with at least one of the following qualifications are likely to benefit more from the programme:

- one Advanced GCE supported by three GCSE grades A\* to C or equivalent
- combination of an Advanced GCE in Applied Art and Design or AS GCE in Art and Design supported by appropriate previous accredited achievement
- portfolio of work which demonstrates evidence of having achieved a standard which will enable the learner to benefit from the course.

In some circumstances learners may have achieved:

- BTEC National Diploma in Art and Design, including specialist endorsements
- Advanced GCE in Applied Art and Design.

Individuals seeking progression on to this qualification could be:

- learners who have completed an Advanced GCE in Art and Design course of study and now wish to build a portfolio of work and further develop the critical, intellectual, technological and creative skills necessary for successful entry into higher education art and design
- learners who have completed a package of an Advanced GCE in Applied Art and Design and/or an AS GCE and now wish to build a portfolio of work and further develop the critical, intellectual, technological and creative skills necessary for successful entry into higher education art and design
- learners who have completed either of the above and are seeking progression into appropriate employment opportunities
- mature applicants who wish to prepare a portfolio and develop the skills necessary for entry into higher education art and design and show evidence of aptitude for this qualification.

**2B.4 Age of candidates**

Whilst there is no specific age requirement, candidates are normally 18 on starting the qualification.

**2B.5 Guided Learning Hours (GLH)**

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design is a 600 hour qualification consisting of seven units of 60 hours each (Units 1–7) and two units of 90 hours each (Units 8 and 9).

**2B.6 Content and structure of the qualification**

The qualification comprises of nine units as outlined below:

*Exploratory Stage – 3 Units*



Unit 1: Information and Research in Art and Design  
 Unit 2: Recording and Responding in Art and Design  
 Unit 3: Media Experimentation in Art and Design.

*Pathway Stage – 4 units*

Unit 4: Information and Interpretation in Art and Design  
 Unit 5: Personal Experimental Studies in Art and Design  
 Unit 6: Extended Media Development in Art and Design  
 Unit 7: Preparation and Progression in Art and Design

*Confirmatory Stage – 2 units*

Unit 8: Integrating Theory and Practice in Art and Design  
 Unit 9: Personal Confirmatory Study in Art and Design

## 2B.7 Assessment – procedures, methods and levels

While the qualification is Level 3 overall, Units 8 and 9 are Level 4, reflecting the level of demand made on learners by those units and their preparatory relationship to higher level study. To achieve the whole qualification, a learner must achieve a pass for Units 1-7 and a single grade for Units 8 and 9. The grade for Units 8 and 9 constitutes the final qualification grade. The grading criteria for the two units in the confirmatory stage are outlined in Table 2.

*Table 2: Grading criteria – Edexcel*

To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>Unit 8</b>		
<b>P1</b> produce a self-initiated Statement of Intent (SOI) <b>P2</b> develop and integrate practical skills and technical understanding within a chosen specialist pathway <b>P3</b> apply experience, skills and understanding when creating solutions to problems within a chosen specialist pathway <b>P4</b> manage a time-constrained project from concept to completion <b>P5</b> maintain commitment to continuous improvement and personal development.	<b>M1</b> initiate and explore opportunities for media research and experimentation in the development of ideas which express personal response <b>M2</b> demonstrate commitment to the final major project through problem-solving and time management <b>M3</b> demonstrate a good level of skills in working practices through the exploration of ideas in the use of appropriate materials, procedures and technologies demonstrating a high level of critical review and analysis.	<b>D1</b> demonstrate a systematic, imaginative and flexible approach to media research and experimentation in devising an individual solution to problems and realising their full potential for development <b>D2</b> understand and consistently resolve problems from concept to realisation through technical understanding and the inventive use of appropriate materials, procedures and technologies.
<b>Unit 9</b>		
<b>P6</b> research and negotiate a project brief which enables their skills to be clearly demonstrated <b>P7</b> plan and manage their own	<b>M4</b> manage efficient and selective research into the working processes required to produce a project portfolio for	<b>D3</b> demonstrate an independent and significant contribution to the learning process, showing initiative and independence



<p>project to produce a finished piece of work(s)  <b>P8</b> create, develop and realise a final outcome within the time available  <b>P9</b> select, organise, prepare and display their FMP in a professional manner  <b>P10</b> evaluate their working methods and outcomes, identifying opportunities for additional development and improvement.</p>	<p>assessment  <b>M5</b> manage a personal synthesis of wide ranging research, communicating informed and reflective perceptions  <b>M6</b> translate problems from conception to realisation to demonstrate the ongoing personal development of creativity within a chosen context through the application of decision making and continuous review and analysis.</p>	<p><b>D4</b> demonstrate good use of analysis, evaluation and judgement in the development of ideas throughout the major project  <b>D5</b> demonstrate self-critical awareness in the development of inventive and distinctly personal ideas throughout the major project.</p>
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**2B.8 Grading**

Grading for the overall qualification is Pass, Merit or Distinction – as outlined in 2B.7.

**2B.9 QA systems and code of practice**

All FAD centres are allocated an External Examiner who receives training annually. This comprises qualification, company and current educational updates on all matters that may impact on their ability to conduct the role and work successfully to meet national standards for the qualification,

Examiners are sent pre-event materials which are Statements of Intent. They are expected to draw up a FAD3 report which is discussed with the senior FAD examiners and their peers. The major part of the training is focussed on standardisation of examiners against pre-selected student work and they are expected to complete a FAD5 report form.

There is a strong emphasis on the examination protocols and the requirement of all examiners to write strong reports using SMART principles. All examiners are mentored and monitored by their senior FAD examiner. There is an additional expectation of random monitoring through the wider BTEC monitoring process. The results of monitoring are discussed at an annual scrutiny meeting after centres and senior FAD examiners have had the opportunity to report their comments to the monitoring system.

Examiners who fail to respond to mentoring and monitoring feedback are not invited for training in the next academic year. Examiners who under-perform within acceptable parameters are offered opportunities to retrain and build their skills within the mentoring framework.

All students are required to have achieved a Pass grade for Units 1 – 7 to be eligible for the Confirmatory Stage. It is mandatory for them to produce a Statement of Intent which is scrutinized by the examiner against the Pass criteria for Units 8 & 9. SOIs which do not meet the minimum Pass criteria are returned, with advice from the



examiner and must be resubmitted prior to the examination visits. All centres are visited by an examiner who checks that internal standardization and verification has taken place and verifies the centre's assessment decisions. The examiner is able to moderate student grades where necessary to bring centre assessment in line with tolerance to national standards.

All examiners are trained on an annual basis.



### SECTION 3: OVERVIEW OF THE BENCHMARK AWARD – 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 3:

*Table 3: AQA GCE A level Double Award 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 <sup>1</sup>	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 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, craftsperson 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

<sup>1</sup> 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.



progression. The assessment of the quality of written communication is included in Assessment Objective three.

*Table 4: Unit assessment – AQA GCE A level Double Award*

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 5: Assessment objectives – AQA GCE A level*

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 6: Performance indicators – AQA GCE A level

A2	AO1	AO2	AO3
	<b>Applying knowledge and understanding of others' practice</b>	<b>Applying skills, techniques and understanding</b>	<b>Analysis, synthesis and evaluation</b>
	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.
<b>A/B boundary performance description</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• select, organise and use research beyond the obvious that is well managed, effective and discriminating</li> <li>• make clear and relevant connections between own work and the needs of clients</li> <li>• recognise the intentions in the work researched</li> <li>• use research to extend own vision and skills base and use findings convincingly and perceptively.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• explore and develop ideas, by creative experimentation with resources, materials, processes and techniques</li> <li>• show initiative in managing resources, media materials, processes and techniques</li> <li>• explore and apply connections between work methods and outcomes</li> <li>• use visual language with assurance</li> <li>• realise intentions with skill and purpose.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• show thorough and thoughtful analysis of sources and other evidence</li> <li>• synthesise contextual and technical issues within their own and others' work</li> <li>• communicate imaginative and personal responses that show critical insight and risk taking allied to technical excellence.</li> </ul>
<b>E/U boundary performance description</b>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• select, organise and use information from primary and other sources</li> <li>• show some recognition of the clients' intentions</li> <li>• recognise meanings in the work researched</li> <li>• make connections between own work and that of others.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• investigate resources, media materials, processes and techniques to consolidate their skills base</li> <li>• take some account of connections between working methods and outcomes</li> <li>• show an understanding of visual language</li> <li>• realise intentions with some guidance.</li> </ul>	<p>Candidates:</p> <ul style="list-style-type: none"> <li>• compare images, objects and ideas from different contexts</li> <li>• show some understanding of purposes, meanings and contexts in their own and others' work</li> <li>• make comparisons between the intentions and outcomes of their work.</li> </ul>

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.

	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: THE WORK OF THE EXPERT GROUP

### 4.1 Prior to the meeting

Prior to this meeting some preliminary work was carried out. This included:

- Work by examiners to compare the aims, size and content of the qualifications; to score qualifications against UCAS Tariff domains; and to analyse assessment models and grading
- Work by HE representatives to review comparative strengths and weaknesses of the qualifications in supporting progression to HE; to score qualifications against UCAS Tariff domains; and to compare grades for the qualifications.

### 4.2 The Expert Group meeting

The Expert Group met on one occasion on the 9 October 2008 to examine and discuss the evidence listed in Appendix 2 and the preparatory work completed by Group members. This section contains an account of the deliberations of this meeting.

Philip Garlick, Tricia Burton and Terry Genin presented overviews of ABC Diploma in Foundation Studies in Art, Design and Media; Edexcel Level 3 BTEC Foundation Diploma in Art and Design; and AQA GCE A level Applied Art and Design Double Award, respectively.

Following questions and answers on the presentations, the comparative features of general qualification design were agreed as shown in Table 7. One point which was clarified at the outset was that the overall level of each of the three qualifications to be compared was Level 3, even though the Foundation Diplomas contained one or two individual units at Level 4. The one year study of the Foundation Diplomas commonly followed A level, which itself could be used as an entry qualification for the Diplomas.

The evaluation of Synoptic Assessment as shown in Table 77 was an initial estimate and it was agreed that this needed to be confirmed in a more detailed appraisal (see section 4.5.2).

*Table 7: Qualification design*

	<b>ABC Diploma In Foundation Studies in Art, Design and Media</b>	<b>Edexcel Level 3 BTEC Foundation Diploma in Art and Design</b>	<b>AQA GCE A level Applied Art and Design DOUBLE AWARD</b>
Duration (years)	1	1	2
Modular/Linear	Linear	Linear	Linear
Number of units	8	9	12



Internal assessment	Y	Y	Y
External assessment	Unit 8	Units 8,9	Unit 3,5,9
Examination used in assessment?	N	N	Y
Coursework used in assessment?	Y	Y	Y
Resits/Referral allowed?	Y	Y	Y
Unit Grades available to HE?	N	N	Y
Synoptic assessment?	Y	Y	Y

### 4.3 Comparison of aims

The Group considered the aims and purpose of the qualifications and discussed the relative strengths and weakness of these aims in terms of their utility for progression to HE. Results are shown in Table 8.

Table 8: Aims, strengths and weaknesses

	<b>ABC Diploma in Foundation Studies in Art, Design and Media</b>	<b>Edexcel Level 3 BTEC Foundation Diploma in Art and Design</b>	<b>AQA GCE A level Applied Art and Design DOUBLE AWARD</b>
<b>Aims - general</b>	In both cases, a general ethos which emphasises broad themes and a world view; comparable to a 'start point enquiry' in research. Based on no restraint beyond time available.		Having a more prescribed outcome, emphasising an agreed endpoint; comparable to an 'end-point' enquiry in research. Based on a vocational restraint.
<b>Aims – specific</b>	<ul style="list-style-type: none"> <li>• enhance learners' capacity to learn and develop those abilities and skills which lead to self-reliant learning</li> <li>• develop learners' critical awareness of the contemporary visual world and its broader cultural context</li> <li>• develop learners' ability in the methods of creative production</li> <li>• develop learners' understanding and awareness of the opportunities and demands of study in art, design and media</li> <li>• provide a context in which learners can identify their strengths and ambitions through a progressive exploration of skills and concepts central to art, design and media practice</li> <li>• develop learners' informed awareness and understanding of the relationship between their strengths and ambitions and realisable goals within higher education or a chosen</li> </ul>	<ul style="list-style-type: none"> <li>• enhance learners' capacity to learn and develop those faculties and skills which lead to self-reliant learning</li> <li>• develop learners' critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences</li> <li>• develop learners' intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others</li> <li>• develop learners' ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk-taking</li> <li>• connect to the workplace and employers by encouraging</li> </ul>	to provide: <ul style="list-style-type: none"> <li>• a broad background of understanding and core knowledge whilst allowing some scope for candidates to focus on a particular interest area</li> <li>• a candidate-centred approach to learning together with the opportunity to apply knowledge of the art and design sector in a practical way</li> <li>• the opportunity for centres to forge links with local businesses</li> <li>• cross-sector themes and approaches so that candidates can gain an insight into related sectors.</li> </ul>



	employment opportunity.	<p>participation in live projects wherever relevant to the specification and by engaging practitioners as lecturers on, or visitors to, the programme</p> <ul style="list-style-type: none"> <li>• provide a context in which learners are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice</li> <li>• develop learners' understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaison.</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• According to HE representatives, both Foundation Diploma qualifications prepared well for HE study and allowed rapid engagement with the first year of an HE course.</li> <li>• Greater emphasis on self-managed learning, which added to cost-effectiveness at HE because those who failed often lacked this skill</li> <li>• Learners were better prepared for peer group evaluation</li> <li>• Creative risk-taking was more apparent in top-grade students</li> <li>• The use of technical media and development of skills was a strength.</li> </ul>		<ul style="list-style-type: none"> <li>• According to HE representatives, A level students tended to engage later with an HE course, nevertheless there was no significant difference by the end of a three-year degree</li> <li>• Lesser emphasis on self-managed learning</li> <li>• Learners were less well prepared for peer group evaluation</li> <li>• This also occurred in A level – the difference was a matter of degree</li> <li>• Opportunities might be more limited in the A level environment.</li> </ul>
<b>Weaknesses</b>	It was suggested by Kollette Super (Coventry University) that none of the qualifications provided good preparation for entrepreneurial activity.		

There was a suggestion that an additional strength of the Foundation Diplomas was in providing opportunities for teamwork and detailed project planning. However, Dr Hayward pointed out that this was not mentioned in the specification: it relied upon how a particular centre delivered the qualification, and could not therefore be accepted as a characteristic feature.



The main differences noted by the Group were between the two Foundation Diplomas as a pair and the A level, particularly as a preparation for the first year of a higher education course. Diploma students were able to engage more rapidly with HE study, although A level students tended to catch up by the end of a three-year course. This might have been partly because the initial stages HE courses were allowing for an increased A level intake: a possible consequence was that the better-prepared Diploma students could ‘tread water’ initially.

#### 4.4 Determining size - comparison of Guided Learning Hours (GLH)

The Group agreed the following allocation of GLH:

Table 9: Guided Learning Hours

ABC Diploma In Foundation Studies in Art, Design and Media	Edexcel Level 3 BTEC Foundation Diploma in Art and Design	AQA GCE A level Applied Art and Design DOUBLE AWARD
600 seven units of 60 hours each (Units 1–7) and one unit of 180 hours (Unit 8)	600 seven units of 60 hours each (Units 1–7) and two units of 90 hours each (Units 8 and 9)	720

#### 4.5 Estimating relative demand – comparison of assessment models

##### 4.5.1 Comparison of Assessment Objectives

Assessment objectives were not explicitly listed for the foundation diplomas, though assessment criteria were listed. The assessment criteria and A level assessment objectives are shown below in Table 10. Though these cannot be directly compared, there is similarity in some of the concepts expressed. This suggests that in drawing up assessment criteria for the Diplomas, there were some implicit assessment objectives involved.

Table 10: Comparing assessment objectives

ABC Diploma In Foundation Studies in Art, Design and Media	Edexcel Level 3 BTEC Foundation Diploma in Art and Design	AQA GCE A level Applied Art and Design DOUBLE AWARD
<p><b>Unit 8 Assessment criteria</b></p> <p>To achieve the whole qualification, a learner must achieve a Pass for Units 1-7 and a single grade for Unit 8. The grade for Unit 8 constitutes the final qualification grade.</p> <p>To achieve a Pass grade the evidence must show that the learner is able to:</p> <p><b>1.1</b> specify a personal confirmatory study through a statement of intent of no less than 500 words to include :</p> <ul style="list-style-type: none"> <li>• reflection on progress and achievement to date</li> <li>• clearly identified aims and</li> </ul>	<p>To achieve the whole qualification, a learner must achieve a Pass for Units 1-7 and a single grade for Units 8 and 9. The grade for Units 8 and 9 constitutes the final qualification grade.</p> <p>To achieve a Pass grade the evidence must show that the learner is able to:</p> <p><b>Unit 8</b></p> <p><b>P1</b> produce a self-initiated Statement of Intent</p> <p><b>P2</b> develop and integrate practical skills and technical understanding within a chosen specialist pathway</p> <p><b>P3</b> apply experience, skills and</p>	<p><b>AO1 Applying knowledge and understanding of others’ practice</b></p> <p>Candidates show an understanding of the working methods used by historical and contemporary art and design professionals and their work.</p> <p><b>AO2 Applying skills, techniques and understanding</b></p> <p>(a) Candidates develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes</p>



<p>objectives  <b>1.2</b> identify and negotiate resource implications</p> <p><b>2.1</b> plan and carry out research within the chosen context  <b>2.2</b> record research evidence using a range of techniques and processes to include a bibliography  <b>2.3</b> demonstrate an informed contextual awareness  <b>2.4</b> plan and manage work to meet identified aims and objectives within an agreed timeframe  <b>2.5</b> progress work through a synthesis of ideas, skills, knowledge, experience, materials and processes  <b>2.6</b> use analysis and evaluation to support the development of ideas and creative activity  <b>2.7</b> record the process of work development  <b>2.8</b> select, prepare, organise, and display work</p> <p><b>3.1</b> analyse their personal confirmatory study against their stated intentions  <b>3.2</b> evaluate achievements identifying opportunities for future personal and professional developments.</p>	<p>understanding when creating solutions to problems within a chosen specialist pathway  <b>P4</b> manage a time-constrained project from concept to completion  <b>P5</b> maintain commitment to continuous improvement and personal development.</p> <p><b>Unit 9</b></p> <p><b>P6</b> research and negotiate a project brief which enables their skills to be clearly demonstrated  <b>P7</b> plan and manage their own project to produce a finished piece of work/s  <b>P8</b> create, develop and realise a final outcome within the time available  <b>P9</b> select, organise, prepare and display their FMP in a professional manner  <b>P10</b> evaluate their working methods and outcomes, identifying opportunities for additional development and improvement.</p>	<p>(b) Candidates realise and present work appropriate to its context.  <b>AO3 Analysis, synthesis and evaluation</b></p> <p>Candidates gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate their own practice.</p>
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#### 4.5.2 Comparison of assessment models

The Group agreed a comparison of assessment models, shown in Table 111.

There was agreement that assessment in the Diplomas was based on a graded competence model. Most of the units were internally assessed as either Pass or Fail, with only the final unit or pair of units graded – at Pass, Merit or Distinction. In contrast, the A level was based on an Accumulation model: each unit was graded and contributed, with equal weighting, to the final grade. The former model demonstrated strong synopticity, since performance in the graded unit(s) depended on competencies developed in earlier units. There appeared to be less explicit evidence for synoptic assessment in the case of the A level, though centres were flexible about unit delivery and units would often be joined together for assessment.

Three of the 12 A level units were externally assessed, with the rest internally assessed. Only the final graded unit(s) of the Foundation Diplomas received external assessment and this was by external examination/moderation of internally assessed and standardised grades. Edexcel requires that there are records of the internal standardisation process available with the proposed final grades before the examination visit begins. If robust internal standardisation has not been conducted,



the examiner is able to conclude the visit and establish another date, allowing the centre to conduct internal standardisation of marks. External examination/moderation was based on a non-random purposeful sample. For small cohorts of less than 15 students, all work was examined. External moderation visits were made where there were large numbers of referred learners or other reasonable concerns. External moderators may not enter into any form of discussion with the learners: the course leader may show the external moderator the location and extent of the Personal Confirmatory Study work but not, at this stage, enter into a discussion on the grading decisions.

The external moderator would look at all displayed work and have access to all assessment documentation as required. The sample for moderation would constitute 10% of the total number of learners at the centre plus a further 5% as necessary to clarify grading decisions.

The external moderator would ensure that the sample contained as far as is possible:

- an appropriate spread of grades across the grade range
- coverage of boundaries of grades
- an appropriate range of disciplines, reflecting the range, breadth and depth of the Foundation experience covered at the centre.

For the majority of centres, Confirmatory Stage work would be on show, and an examiner/moderator would examine a sample, across the available pathways, in detail, with the size and nature of the sample based on total student numbers, the information gathered from the student Statements of Intent and the relationship of real and projected grades. Where these grades differed substantially, further sampling would take place, and the overall sample size would be increased. For Edexcel examiners, the sample size increases were suggested at increments of 10%. If it became apparent that the inaccuracies within the assessment were across the cohort then the examiner would have to contact the BTEC office, conclude the visit and set a second examination process in place. The examiner would have to complete a FAD 5 report form so that the detail of the centre inaccuracies were fully outlined for the centre to remediate before the second examination took place. All Edexcel examination protocols were fully explained in a centre and examiner guidance handbook which is updated and issued each year.

For the ABC Diploma, external moderation visits were made where there were large numbers of referred learners or other reasonable concerns. External moderators may not enter into any form of discussion with the learners: the course leader may show the external moderator the location and extent of the Personal Confirmatory Study work but not, at this stage, enter into a discussion on the grading decisions.



The external moderator would look at all displayed work and have access to all assessment documentation as required. The sample for moderation would constitute 10% of the total number of learners at the centre plus a further 5% as necessary to clarify grading decisions.

The external moderator would ensure that the sample contained as far as is possible:

- an appropriate spread of grades across the grade range
- coverage of boundaries of grades
- an appropriate range of disciplines, reflecting the range, breadth and depth of the Foundation experience covered at the centre.

Upon receipt of the confirmed grades certification would be authorised by ABC Awards. Only when ABC had confirmed the results to the centre might the centre publish the results to learners. Centres would receive a copy of the reports made by external moderators.

Standard procedures were also in place for centres failing to apply the Assessment and Additional Grading Criteria, complaints over external moderation, enquiries and appeals.



Table 11: Comparing assessment models

ABC Diploma In Foundation Studies in Art, Design and Media				Edexcel Level 3 BTEC Foundation Diploma in Art and Design			AQA GCE A level Applied Art and Design DOUBLE AWARD		
Unit	Title	GL H	Int/ ext <sup>2</sup>	Title	GL H	Int/ ext	Title	GL H	Int/ ext
1	Information and research in art design and media	60	Int	Information and research in art and design	60	Int	Investigation of 2D visual language	60	Int
2	Recording and responding in art design and media	60	Int	Recording and responding in art and design	60	Int	Investigation of 3D visual language	60	Int
3	Experimentation with materials and processes in art design and media	60	Int	Experimentation with materials and processes in art and design	60	Int	Working to a brief	60	Ext
4	Personal preparation and progression in art design and media	60	Int	Information and interpretation in art and design	60	Int	Historical and contemporary references	60	Int
5	Information and interpretation in art design and media	60	Int	Personal experimental studies in art and design	60	Int	Professional practice, communication and meaning	60	Ext
6	Combined experimental studies in art design and media	60	Int	Extended media development in art and design	60	Int	Option Unit <sup>3</sup> – Alternatives A-F	60	Int
7	Media development in art design and media	60	Int	Preparation and progression in art and design	60	Int	Application and development of 2D visual language	60	Int
8	Personal confirmatory study in art, design and media	180	Ext	Integrating theory and practice in art and design	90	Ext	Application and development of 3D visual language	60	Int
9				Personal confirmatory study in art and design	90	Ext	Working to self-identified briefs	60	Ext
10							Cultural and critical studies	60	Int
11							Option unit – Alternatives A-F	60	Int
12							Option unit– Alternatives A-F	60	Int

Shaded units are those which contribute to the final assessment grade of each qualification.

<sup>2</sup> Mode of assessment of a unit: Internal (Int); or External (Ext)

<sup>3</sup> Option units: 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 select one per unit. Candidates must select different alternatives in Units 11 and 12.



## *Estimating relative demand – comparing examination requirements*

Key characteristics of assessments requirements, as agreed by the Group, are shown in Table 12. The Diplomas generally allowed more learner freedom in self-design of a final piece of work. Diploma students sometimes had more technical support in their final projects, but this was variable and no general conclusion should be drawn.

*Table 12: Assessment demand characteristics*

<b>ABC Diploma In Foundation Studies in Art, Design and Media</b>	<b>Edexcel Level 3 BTEC Foundation Diploma in Art and Design</b>	<b>AQA GCE A level Applied Art and Design DOUBLE AWARD</b>
Assessment in each case led by the learner and based on a Statement of Intent (SOI) drawn up by the learner against the assessment criteria shown in Table 8.  The Statement of Intent itself and the resulting Personal Confirmatory Study were assessed against the assessment criteria.		In general, more prescription of what the learner needed to produce for each unit, however within this general framework, some freedom given to centres: for example, to combine units for assessment.
Support given to candidates in carrying out assessments was of the nature of personal tutorial support and group support.		The tutor acted in the role of gatekeeper, with the implication of greater control.
There was a possibility of greater access to technical assistance in carrying out the Personal Confirmatory Study, compared with the school environment, where most A levels were studied.		Access to technical assistance was variable between schools.
No detailed marking scheme. Assessment criteria were provided for each unit but there was no quantitative mark for a unit.  Final grading against Pass, Merit and Distinction criteria. Internal standardisation was mandatory. A team of internal assessors took a sample across pathways before and after assessment, to ensure uniform application of the criteria.		Detailed marking scheme with unit-specific criteria linked to mark bands. Allocation to bands depended on qualitative judgment.

Assessment demands were also compared in relation to the testing of a range of skills and attributes of the learner, as indicated in Table 13: Assessment demand: skills assessed. Following a suggestion from the Group, the opportunity to demonstrate personal development planning was included in the list, though it was agreed that this may embrace and integrate a range of component skills. The qualifications were compared by allocation of 1-5 ticks in each category, giving the scores shown in the table.

Graded units in the Foundation Diplomas were validated at Level 4, compared with Level 3 for all of the qualifications overall, which appears consistent with a the higher level of assessment demand, compared with A level suggested by the pattern in

Table 13. This higher level of assessment demand of the Foundation Diplomas was taken into account in the final allocation of Tariff points.



Table 13: Assessment demand: skills assessed

Skill or Attribute	ABC Diploma In Foundation Studies in Art, Design and Media	Edexcel Level 3 BTEC Foundation Diploma in Art and Design	AQA GCE A level Applied Art and Design DOUBLE AWARD
Recall	1	1	1
Application of theory to practice	4	4	4
Synthesis	4	4	4
Investigation/Evaluation	5	5	3
Vocational application	5	5	4
Creativity	5	5	4
Diagnosis & Problem-solving	5	5	5
Personal Development Planning	5	5	4

#### 4.7 Estimating relative demand – comparison of candidate work

Candidates' work could not be critically compared because of a lack of assessed work for the new Foundation Diploma awards. Examples of student work at different levels were shown to the group for the A level and the current version of the Edexcel Foundation Diploma; and the Group also viewed initial work in the ABC Diploma. This allowed a feel for the way in which assessment criteria were applied.

#### 4.8 Aligning grades

Because of the different assessment models and grading structures, it was not possible to directly align grades in the manner which was carried out in the initial setting of UCAS Tariff points where complete bodies of student work across the grade boundaries were available for direct comparison. The awarding bodies were advised to work together to ensure that this substantive evidence should be available for the next review meeting in 2010.

#### 4.9 Domain scoring

Prior to the Expert Group meeting, awarding body lead examiners and HE representatives had provided their assessments of the utility of each qualification for progression to Higher education, according to the UCAS Tariff domains. Each domain lists a series of skills and attributes previously identified as valuable for success in higher education. Dr Hayward pointed out that the scale of scoring used allowed a ranking of qualifications but that the size of intervals had no significance. The Group evaluated the summarised scores as shown in Table 14 and Figures 1-3 and agreed that these fairly represented, without further amendment, the relative worth of each qualification for supporting progression to higher education.

The scores showed a higher ranking for Foundation Diploma qualifications, compared with A level, in seven out of nine domains; with no domain showing the opposite trend. Group HE members commented on the poor scores in numeracy



skills across the board: experience had shown that this could cause problems in understanding of business and some technical concepts at HE level. This was seen as an issue for awarding bodies to address in any subsequent review of the awards.

Table 14: Summarised Tariff domain scores

Domain element	Mean score		
	ABC	Edexcel	A level
Use and apply	3.9	4.1	3.5
Application and analysis of ideas, knowledge and theory	3.8	3.8	3.1
Synthesis and evaluation	4.3	4.3	3.6
Logical and critical thinking	4.1	4.1	3.3
Literacy and language skills	3.9	3.9	3.4
Numeracy skills	1.4	1.4	1.4
Personal and social skills	3.7	3.7	3.0
Learning skills	4.4	4.4	3.5
Vocational and practical skills	4.0	3.9	3.6

Figure 1: Tariff domain scores for ABC Diploma

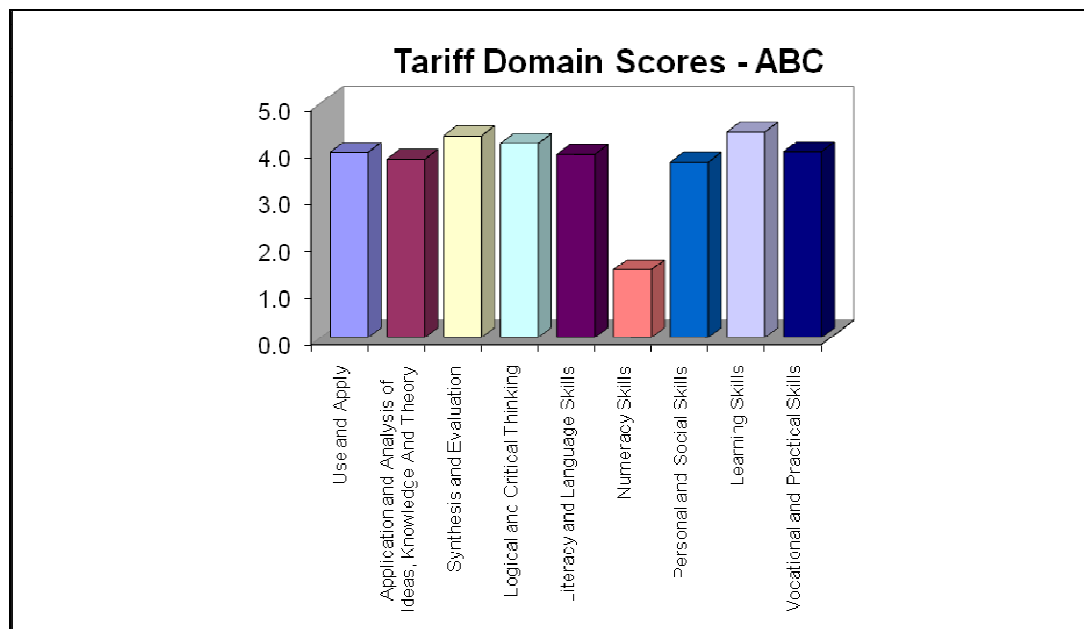


Figure 2: Tariff domain scores for Edexcel Diploma

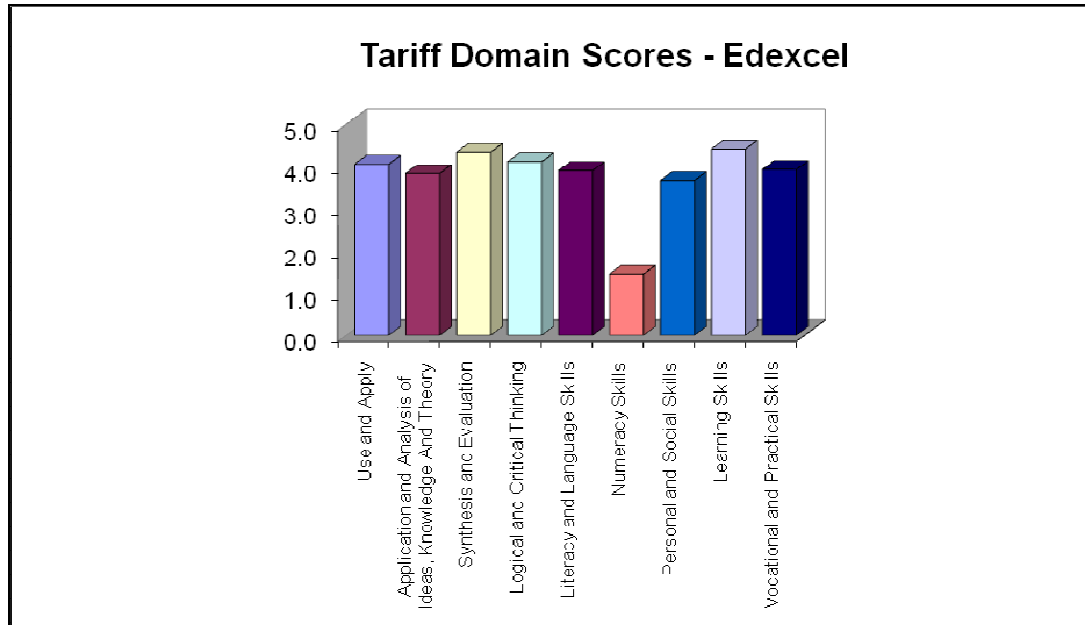
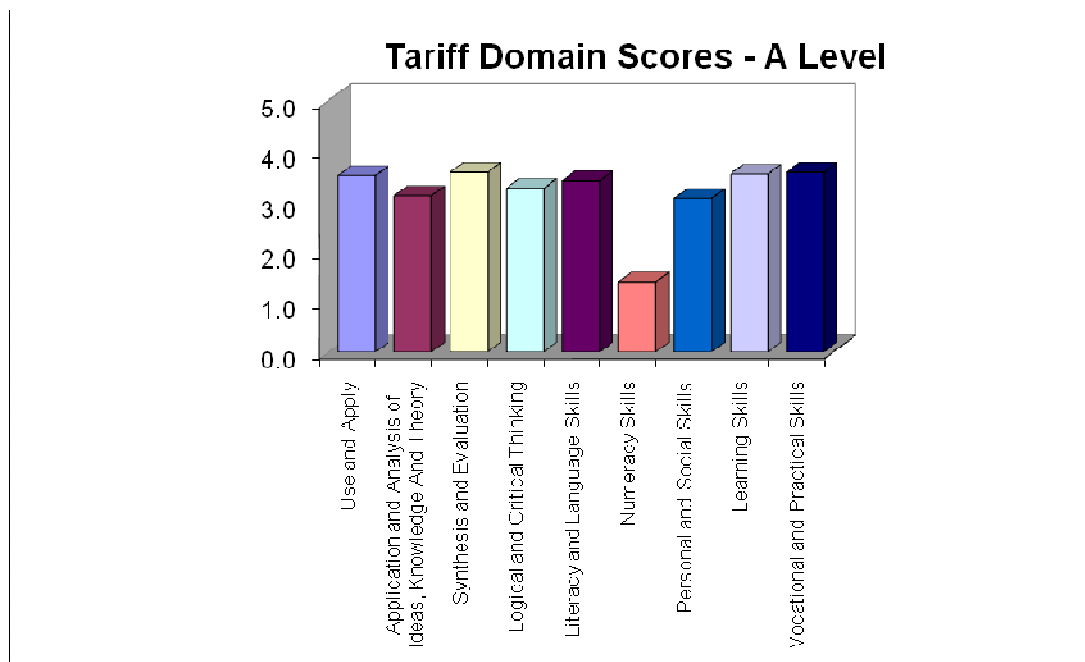


Figure 3: Tariff domain scores for AQA GCE A level



## 4.10 Recommended allocation of UCAS Tariff points

In considering the allocation of Tariff points 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 Group first of all agreed that these two qualifications were entirely equivalent in terms of their utility for progression to higher education. This was supported by their acknowledged similarity in terms of general design, aims, size, assessment model and demand, grading, and domain scores. This allowed the two qualifications to be considered together for comparison with the AQA GCE A level Applied Art and Design Double Award.

There was general agreement that the utility of the Diploma awards for progression to higher education was greater than that of the A level, as evidenced by:

- The comparison of strengths and weaknesses, which indicated that the Diplomas provided a better preparation for the initial stages of an HE course
- Increased assessment demand, as indicated by increased learner involvement in self-design of a final piece of work, and by a higher scoring of the skills assessed by the Expert Group (
- 
- 
- Table 13)
- Higher values for most domain scores used to evaluate skills and attributes with value for HE progression (Table 14).
- The requirement for Level 4 achievement in the assessed unit(s), which are at Level 4, though the Diploma as a whole would be classified as at Level 3.

Tariff points previously allocated to the Diplomas (in 2003) already reflected the possibility of increased utility for progression to HE (Table 15: Tariff points previously allocated). This table shows a selection of the possible Double Award A level grades, with existing Diploma Tariff values shown adjacent to the nearest A level equivalents.

*Table 15: Tariff points previously allocated*

ABC Diploma In Foundation Studies in Art, Design and Media		Edexcel Level 3 BTEC Foundation Diploma in Art and Design		AQA GCE A level Applied Art and Design DOUBLE AWARD	
Grade	Tariff points	Grade	Tariff points	Grade	Tariff points
Distinction	285	Distinction	285		
				AA	240
Merit	225	Merit	225	AB	220
				BB	200
				BC	180
Pass	165	Pass	165	CC	160
				CD	140
				DD	120
				DE	100
				EE	80



Dr Hayward identified the key question as whether the changes in the ABC and Edexcel Foundation Diplomas had been sufficient to justify a review of the existing Tariff points. It was agreed that there was no suggestion from the evidence or the discussion for any reduction in Tariff points. The Group therefore discussed three options:

- Accept the existing Tariff points allocation, without change
- Apply a minor increase by rounding up to the nearest 10: giving 170, 230 and 290 for Pass, Merit and Distinction grades respectively
- Apply a more significant increase, for example to take Distinction level to 300 Tariff points, to acknowledge achievement of a Level 4 component(s).

Comments from the Group indicated that though Foundation Diplomas had changed, their ethos had not. There was a recognition that the qualification had moved on with the inclusion of Level 4 units, though it was suggested that equivalent units even under the old specification had not fitted well at Level 3, having higher demand.

The general response from HE representatives was that they would not be happy with a significant increase (Option 3) but would support rounding up (Option 2). In further discussion of this option, it was decided that it would be preferable to leave scores as they were at present (Option 1) until there was an opportunity to critically compare candidate evidence between the old and new Diplomas. This could be done as a desk-based exercise and would not require a further meeting. The consensus was therefore to accept the existing Tariff scores, as shown in Table 15.



**APPENDIX 1 BIOGRAPHIES OF THE EXPERT GROUP MEMBERS**

**UCAS COMPARABILITY STUDY**

**Outline Biography of Expert Group Member**

Name: **Tricia Burton**  
 Current Position: BTEC Qualification Manager L1 - 3 and Foundation Diploma (Art & Design); BTEC Senior Sector Manager  
 Organisation: Pearson's : Edexcel  
 Qualifications: Dip AD, ATD

**Brief Biography**

6 years with Edexcel as a manager and member of the BTEC Assessment team - responsible for training Lead Verifiers and EVs for NQF BTEC qualifications from 2002 to present; responsible for training senior FAD examiners and FAD Examiner workforce; mentoring & monitoring these teams and the BTEC team of Sector Managers and Operations Leaders

33 years teaching experience in the UK and Kuwait in a variety of institutions from Kindergarten to HE, delivering vocational and academic art and design programmes and evening or leisure classes; managing budgets, staff, students and being an active member of institution bodies such as Academic Boards, Staff Governor etc:

The Arts Institute at Bournemouth - Programme Leader: IGNVQ, AGNVQ, AVCE, ND Fine Art, p/t FAD; teaching across L2,L3, HND/HNC (full and part-time)

Hertford Regional College, Ware: Programme Leader AGNVQ, teaching across L2, L3, FAD (full and part-time); Dip HE, HND

Harlow College: VL full and part time FAD

Al Bayan School, Kuwait part time teacher Art & Design elective programme

Al Sourra English School, Kuwait: full time Art, Design and CDT teacher: Kindergarten to 11+

The Nobel School , Stevenage: full time Art & Design teacher with special responsibilities for ceramics; form teacher

Stevenage College: part-time evening tutor

Gordon Craig Leisure Centre, Stevenage: part-time tutor

Ashwell FE Centre, Herts: part-time tutor

Supply teaching (Art & Design) Herts County Council

Freelance potter



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Terry Genin**  
Current Position: Educational consultant  
Organisation: Self employed  
Qualifications: BA Hons.2/1, Fine Art (Commendation Comp Studies, History of Art)  
Postgraduate 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 education 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.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Sue Langton**  
Current Position: Qualifications Development Manager  
Organisation: ABC Awards  
Qualifications: BA Hons History, PGCE

#### Brief Biography

Sue spent 28 years in the teaching profession in the secondary sector, 25 of those years in one school in Buckinghamshire. She taught, History at GCSE and Advanced Level and was instrumental in introducing vocational programmes into school, leading the Business Studies team. During her years as a teacher, she held a variety of management positions within school including Head of Department, Co-ordinator for Vocational programmes, Assessor and Internal Verifier, Head of Sixth Form, CPD Co-ordinator and a member of the Senior Management Team.

She was seconded for 2 years to work as County Advisory Teacher for Vocational programmes in schools in Buckinghamshire. She also co-ordinated a consortium of 4 schools and an FE college in Aylesbury.

In 2004, she decided that she wanted a new challenge where she could make use of her experience in education, whilst developing new areas of skills and knowledge.

She became a Qualifications Development Officer at ABC Awards. ABC is one of the largest vocational awarding bodies in the United Kingdom. It's portfolio of qualifications includes National Vocational Qualifications (NVQs) and Vocationally Related Qualifications (VRQs).

Many of ABC's VRQs are Technical Certificates for Apprenticeship programmes, Additional and/or Specialist Learning for the 14-19 Diplomas and qualifications within one of more of the four Foundation Learning Tier Progression Pathways

Sue has represented ABC Awards at events involving QCA and SSC's. She has worked with a wide variety of specialists in the development of qualifications. from Entry Level to Level 6.

In 2006 she was appointed Qualifications Development Manager, leading the ABC Awards Qualifications Development team. She has continued to represent ABC Awards at a variety of fora. She works closely with other members of the Directorate of Business Development in moving ABC Awards forward.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Philip Garlick BA**

Current Position: ABC Awards National Lead Moderator

Organisation: ABC Awards

Qualifications: BA(Hons), FCIEA

#### **Brief Biography**

ABC awards National Lead Moderator for ABC awards Level 3 Diploma in Foundation Studies (Art and Design) 2001 - 2008

Chair of the South West Regional Group

Diploma in Foundation Studies in Art and Design 1998 - 2000

external moderator

Moderator for South West Association for Education and Training and East Midlands Further Education Council 1998 - 2000

Co –author of ABC awards Level 3 & Level 4 Diploma in Foundation studies in art, design and media 2008

Co –author of ABC awards Level 3 Diploma in Foundation studies (Media Production) 2005

Author of 'Phototechnology' published by Educational Project Resources London for Pentax UK Plc. 1998

Acting Head of School of Media, Film and Photography

Plymouth College of Art and Design Spring 2001

Further Education Manager,

Plymouth College of Art and Design 1994 - 1997

Programme Manager,

Foundation Course in Art and Design, BTEC General Art and Design Course, BA(Hons) Fine Art programme

Plymouth College of Art and Design 1987 - 1994

Lecturer, Lincolnshire College of Art and Design 1971 - 1987

Foundation Course in Art and Design, BTEC General Art and Design Course.

Consultant to Lincolnshire & Humberside Regional Arts Association and member of the Visual Arts Panel 1978 - 1984



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **David McGravie**

Current Position: Associate Dean (Recruitment & Admissions)  
 Organisation: University of Hertfordshire,  
 Faculty for the Creative and Cultural Industries

Qualifications: MA, PgCERT, FHEA,

#### Brief Biography

##### 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 & Admissions)  
 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, including working 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.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Guy Redmayne**

Current Position: Lead Examiner BTEC Foundation Diploma in Art and Design

Organisation: Edexcel

Qualifications: Degree Equivalent. ATD. Cert Ed. National Diploma in Design  
De Montfort University Leicester.

#### Brief Biography

Senior Examiner, Trainer, Foundation Art and Design 2000-2009

Senior Subject Examiner Art and Design BTEC Higher National Qualifications 2003-2009

Lead Verifier, Trainer, BTEC Art and Design Level 1-3 NQF 2001 -2009

External Verifier/Examiner/Trainer Art and Design Edexcel International 2004-2007

Scrutineer Art & Design QCA 1999-04, appointed QCA Principal Scrutineer 2004-2007

GCSE Moderator/Examiner Edexcel Art and Design Summer Series 2001

VCE/GNVQ Level 1-3 Team Leader Moderator Art and Design 2000-2003

VCE/GNVQ Test Series 2000-01 Levels 1-3 Inset Trainer 2000-03

Educational Development Adviser Edexcel West Midlands Region 1998-2000

Regional Development Manager Edexcel Schools South West and Wales 1995-1998

Art and Design BTEC Art and Design Educational Consultant 1993-1995

Part Time Advisor FAD, Ravensbourne College of Art and Design 1994-1995

Part Time External Examiner, FAD, Hereward College, Coventry University 1994-1995

Chairperson West Midlands RAC, representative National Council for Foundation Education in Art and Design, Senior Moderator West Midlands RAC Pre Degree Courses in Art and Design, 1987-94

1965-1993 Teacher in schools, lecturer in adult, further and higher education, Head of Department Grade 3 Solihull College.

Industrial Experience R.M. Hunter Birmingham, Rexford Building Company, The

Solihull News, RSPB Cornwall Branch, LCL Master Gauges Birmingham,

Commercial Trust Ltd, Watkins and Hull Birmingham, Metropolitan Borough of

Solihull Civic Artist, Mercantile Overseas Bank, Mannin Property Services, Stratford upon Avon, Cherington Village Design Statement.



## UCAS COMPARABILITY STUDY

### Outline Biography of Expert Group Member

Name: **Kollette Super**

Current Position: Principal Lecturer/ Associate Head - Design and Visual Arts

Organisation: Coventry School of Art and Design, Coventry University

Qualifications: MA Art and Design Education; Certificate in Multicultural Studies; BA (Hons) Graphic Design; Art and Design Foundation Studies

#### **Brief Biography**

Kollette has been employed in a range of positions at Coventry University CSAD since 1997. Prior to this she was Art and Design Programme Co-ordinator at Coventry Technical College for ten years. She has industrial experience in graphic design, print management and illustration.

She has been a graphic design judge for Skills Olympics and FE Skills Challenge as well as Chair of Judging Panel for MADUK (Make and Design).

A member of groups and committees, including Governing Committee of City College, Coventry; Lifelong Learning Network for Coventry and Warwickshire, BBC Audience Panel member, QCA Principal Learning Panel Member (Creative and Media).

Additional experiences include external examiner for University of Greenwich and University of Kent, and External Advisor for the Middle East College of Technology, Oman

The winner of numerous Fresh and Cream Awards for Coventry School of Art and Design publications and promotional design and marketing materials. Selected publications include works, drawings and limited edition books in private collections.



## APPENDIX 2 THE EVIDENCE CONSIDERED

### **ABC FAD**

Specification  
Qualification information sheet  
Rules of combination and pathways achievable  
Guidance for centres  
Statement of intent form  
External moderation report  
Candidate materials

### **Edexcel FAD**

Guidance and units  
Changes to qualification  
Example briefs  
Statements of intent  
Candidate work  
Grading grid  
Internal standardisation

### **AQA GCE Applied Art and Design A level**

Specification  
Teachers' guide  
Sample assignments  
Candidate guidance  
Teachers' notes  
Exemplar portfolios

