

Appendix 1, AED Table 1

| Assessment Evidence Descriptor Strand | Level 2 GCSE | Level 3 A'Level | Level 3-4 (UALAB) Extended Diploma and FAD | UAL undergraduate | QAA Benchmark Statement Threshold Standards |
|---|--|--|--|---|--|
| Research | Develop ideas through investigations, demonstrating critical understanding of sources. | Develop ideas through sustained and focused investigations informed by contextual and other sources , demonstrating analytical and critical understanding | 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 | Research; Systematic identification and investigation of a range of academic and cultural sources Analysis; Examination and interpretation of resources Subject Knowledge; Understanding and application of subject knowledge and underlying principles | The graduate's understanding is informed by research, practice and theory in their discipline(s), including: <ul style="list-style-type: none"> the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general the creative practitioner's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators within a professional environment the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design. Information skills - students will have the ability to: source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources select and employ communication and information technologies. |
| Developing ideas | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | Explore and select appropriate resources , media, materials, techniques and processes, reviewing and refining ideas as work develops | 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 | Experimentation; Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts Technical Competence; Skills to enable the execution of ideas appropriate to the medium | <ul style="list-style-type: none"> generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making select, experiment with and make appropriate use of materials, processes and environments develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts |
| Presentation | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements | Effectively present themselves and their work to appropriate audiences. | Communication & Presentation; Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences | <ul style="list-style-type: none"> manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination |
| Evaluation | Record ideas, observations and insights relevant to intentions as work progresses. | Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress | 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 | Personal & Professional Development; Management of learning through reflection, planning, self direction, subject engagement and commitment | Critical engagement: <ul style="list-style-type: none"> analyse information and experiences, and formulate independent judgements articulate reasoned arguments through reflection review and evaluate use the views of others in the development or enhancement of their work identify personal strengths and needs and reflect on personal development <p>Personal qualities - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.</p> |
| Meta-cognition & Self-management | | | Take responsibility for the research, planning, time management and actions to access progression opportunities | Collaborative and/or Independent Professional Working; Demonstration of suitable behaviour for working in a professional context alone, or with others in diverse teams | Self-management: <ul style="list-style-type: none"> study independently, set goals, manage workloads and meet deadlines anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity. be resourceful and entrepreneurial. |

GCSE Subject Level Guidance for Art and Design- Assessment objectives, March 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414161/gcse-subject-level-guidance-for-art-and-design.pdf

GCE Subject Level Guidance for Art and Design- Assessment objectives, (May 2014) , https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371208/2014-05-23-gce-subject-level-guidance-for-art-and-design.pdf

UALAB Diploma in Art & Design - Foundation Studies- Programme Aims. page 3, Level 3 and Level 4 –Specification <http://www.arts.ac.uk/media/arts/about-ual/ual-awarding-body/documents/specifications-and-handbooks/Foundation-Diploma-Art-Design-specification-v8.0.pdf>. NB UALAB Level 3 Extended Diploma has identical aims

Eight UAL Marking Criteria. <http://www.arts.ac.uk/assessment/markingscriteria/>

Subject Benchmark Statement describing subject standards for Undergraduate Art & Design. (<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-consultation-16.pdf>).