



This handbook is for Centres and External Moderators and is designed to provide guidance in the delivery and moderation of University of the Arts London Awarding Body Diploma in Art and Design - Foundation Studies. UAL Awarding Body is delighted to be working with its partners in providing a robust, quality assured qualification, which aims to provide candidates with the knowledge and skills to make an informed choice for entry to art and design higher education.

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1.1 The Regulatory Framework

UAL Awarding Body, like all nationally recognised awarding bodies, is subject to regulation by Ofqual who undertake regular audits of our activities.

Details of the regulations governing awarding body activity are contained in:

- The 'Criteria for Recognition' - Ofqual 2011
- The 'General Conditions of Recognition' - Ofqual 2013 www.ofqual.gov.uk.

1.2 Obligations for Centres

Under the General Conditions of Recognition, section C, Centres must fulfil a range of obligations under their Centre Approval agreement including providing the awarding body and its representatives with access to premises, people and records, and to cooperate with the awarding organisation's monitoring processes and activities.

1.3 Admissions

The University of the Arts London Awarding Body expects Centres to recruit with integrity on the basis of the learners' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

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

It should be noted by Centres at the point of recruitment that the majority of higher education programmes will require students to have passed a minimum of one A2 level qualification in addition to the Diploma in Art & Design - Foundation studies.

1.4 External Moderation: Purpose

External moderation by representatives of UAL Awarding Body is designed to ensure that:

- Centres maintain and provide accurate and consistent standards of assessment and grading
- Centres maintain and provide accurate and consistent standards when awarding credit and qualifications
- The qualification has been delivered in accordance with the specification and any other documentation provided by the awarding body
- Certification is agreed in line with published procedures
- Support and guidance is provided to Centres to encourage continuous improvement
- A record is maintained of Centre performance.

1.5 The External Moderator

To meet the requirements set out in section 3 of this Handbook all UAL Awarding Body External Moderators will:

- Be appropriately qualified and experienced
- Have detailed knowledge of the awarding body's policies and procedures
- Have a good understanding of the qualification(s) for which they act as an External Moderator
- Act as a representative of UAL Awarding Body visiting allocated Centres to ensure that assessment and grading decisions are made on the basis of adequate and appropriate evidence and that assessment decisions are fair, valid and consistent and free from bias
- Sample assessment evidence across art and design disciplines and grading levels appropriate to the qualification
- Report to UAL Awarding Body within an agreed time frame their conclusions and recommendations
- Attend standardisation and qualification reviews as required by the awarding body
- Be subject to quality monitoring by the Chief Examiner
- Be subject to reallocation to Centres every 3 years or as deemed appropriate by UAL Awarding Body.

1.6 Internal assessment and internal moderation/verification

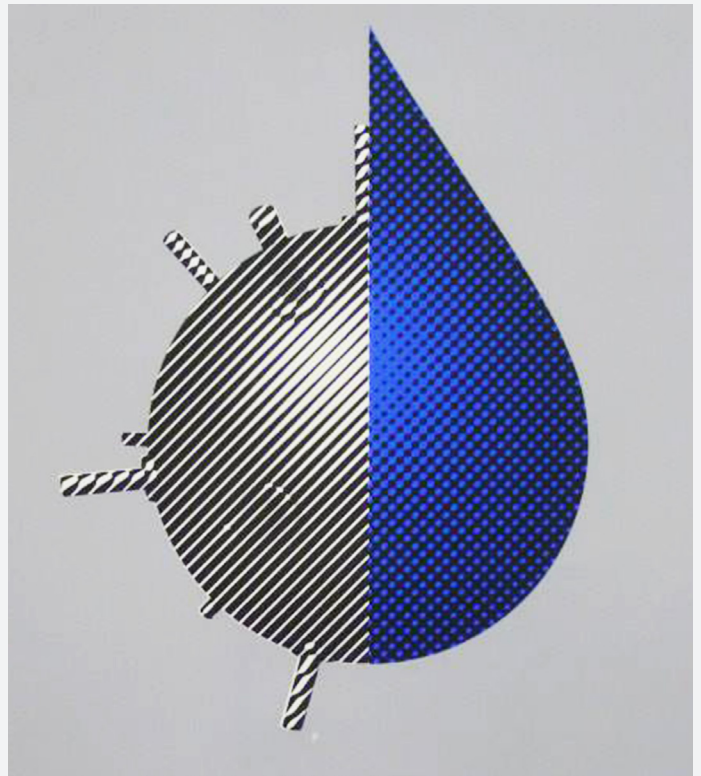
Each Centre is required to safeguard the validity of its assessment decisions by ensuring that it has a rigorous assessment and internal moderation/verification process which is clear and transparent. Suitable training should be made available to staff involved in the assessment process.

Internal moderation/verification should provide an independent check on the accuracy and consistency of the marks allocated by the original assessor(s) leading to a standardisation of assessment and grading decisions across all subject disciplines and over time.

All assessment evidence should be stored in a secure place until all assessment and internal and external moderation is complete and the period for appeals has elapsed.

Candidate achievement will be tracked by Centres throughout all 7 units and assessment records and evidence made available to External Moderators as required. Records should detail the dates and staff involved in all assessment and internal moderation/verification decisions.

- Some examples of good practice are listed below. The precise format of the assessment and moderation/verification methodology at any particular Centre will vary according to circumstance. External Moderators are required to make professional judgements as to the effectiveness and rigour of each Centre's assessment methodology.
- Assessment judgements are made by relating evidence to published assessment criteria
- Initial assessment decisions are made by a team of staff to ensure breadth of judgement although the exact number of assessors will be dependent on the availability of staff and course size
- Assessment teams include staff from art and design disciplines who have appropriate experience of the qualification and are adequately informed and supported to fulfil their responsibilities
- Blind marking, where staff make individual assessment decisions prior to communicating those decisions to other members of the assessment team, may be used to ensure greater objectivity
- Internal moderation/verification samples assessment decisions across all assessment teams and across a range of achievement to ensure that decisions are standardised
- The assessment teams have an opportunity to discuss all assessment and moderation/verification decisions
- All assessment and internal moderation / verification decisions, including all instances of Special Consideration and Aegrotat awards, are tracked and recorded providing evidence of performance over time
- The assessment and moderation/verification system is subject to regular review.



2.1 Grade criteria

Units 1—6 are internally assessed and internally moderated/verified as pass, refer or fail if the referral is not redeemed.

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

The grades that can be achieved are:

Referral

If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is **referred**. The candidate has one further opportunity to redeem the referral by the submission of additional evidence within a time frame agreed by the Centre and confirmed to the Awarding Body. (See Section 4.1 for details on the procedure).

Fail

If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a **Fail** grade.

Pass

To achieve a **Pass** grade a candidate must achieve all of the assessment criteria listed within Unit 7.

Merit

To achieve a **Merit** grade a candidate must achieve all of the assessment criteria listed within Unit 7 and must additionally meet the entire Merit grade criteria listed below.

Distinction

To achieve a **Distinction** grade a candidate must achieve all of the assessment criteria listed within Unit 7 and must additionally meet all of the Merit grade criteria and the entire Distinction grade criteria listed below.

1. Context

Pass

Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal.

Merit

Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a high standard. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a high standard.

Distinction

Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a very high standard. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a very high standard.

2. Research

Pass

Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project.

Merit

Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a high standard. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a high standard.

Distinction

Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a very high standard. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a very high standard.

3. Problem Solving

Pass

Solve complex practical and technical problems within a personal self-directed art and design project. Solve complex theoretical problems within a personal self-directed art and design project.

Merit

Solve complex practical, technical and theoretical problems within a personal self-directed art and design project to a high standard. Solve complex theoretical problems within a personal self-directed art and design project to a high standard.

Distinction

Solve complex practical, technical and theoretical problems within a personal self-directed art and design project to a very high standard. Solve complex theoretical problems within a personal self-directed art and design project to a very high standard.

4. Planning and Production

Pass

Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame.

Merit

Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame to a high standard.

Distinction

Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame to a very high standard.

5. Practical skills

Pass

Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.

Merit

Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a high standard.

Distinction

Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a very high standard.

6. Evaluation and Reflection

Pass

Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project. Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.

Merit

Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a high standard. Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a high standard.

Distinction

Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art

7. Presentation

Pass

Explore a range of considered strategies to present a personal self-directed art and design project. Present a personal self-directed art and design project skillfully and proficiently to a specified audience.

Merit

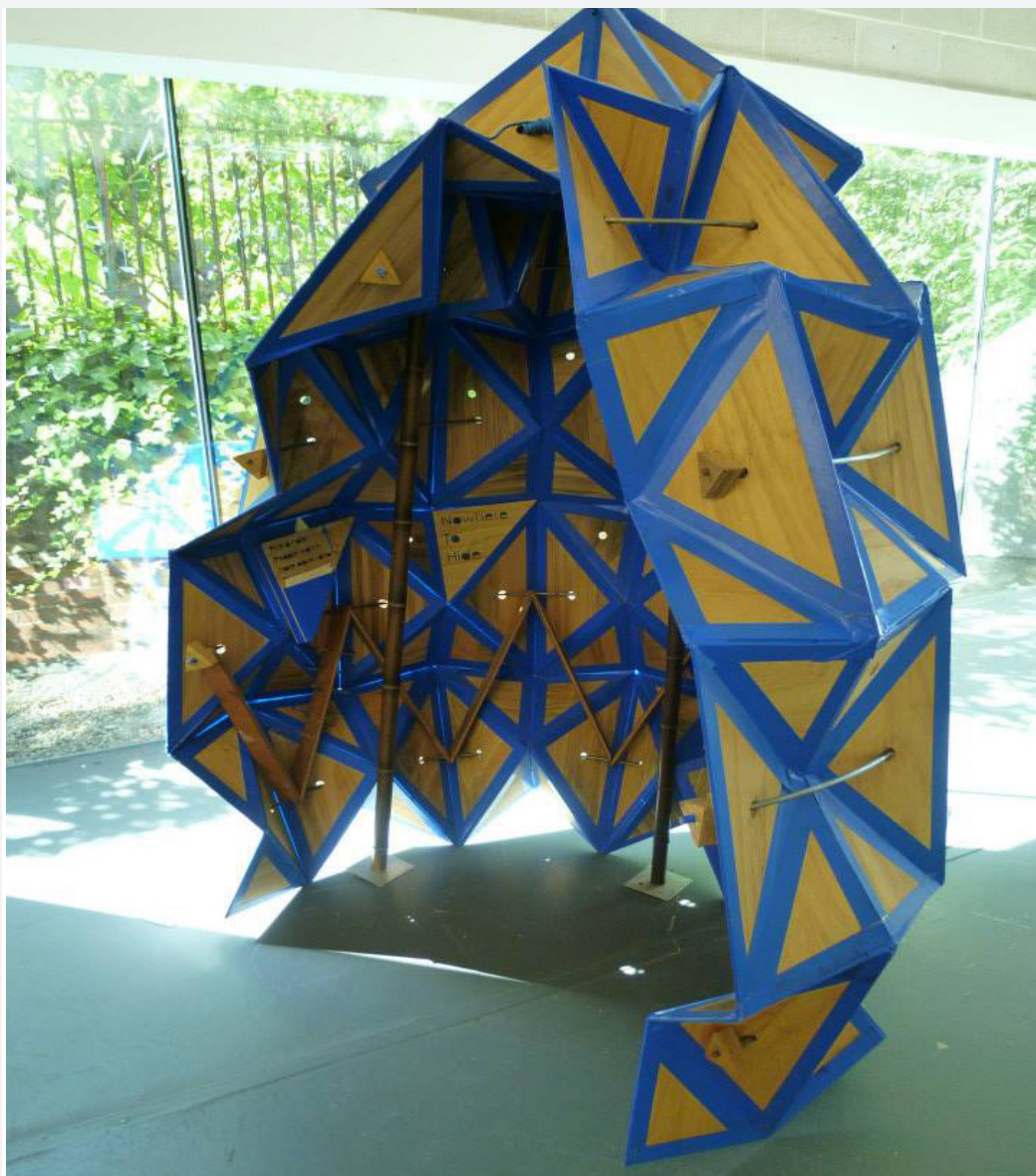
Explore a range of considered strategies to present a personal self-directed art and design project to a high standard. Present a personal self-directed art and design project skillfully and proficiently to a specified audience to a high standard.

Distinction

Explore a range of considered strategies to present a personal self-directed art and design project to a very high standard. Present a personal self-directed art and design project skillfully and proficiently to a specified audience to a very high standard.

Zoe Rae

Level 4 Diploma in Art & Design -
Foundation Studies, 2013
South Gloucestershire and Stroud College



3.1 Definitions

1. Context

Critical and contextual perspective: In this context relates to the level of intellectual analysis, evaluation and understanding of the broader context within which the project proposal may be situated, likely to be evidenced in project proposals, personal statements, personal reflective journals, notebooks, exploratory drawings, images, constructions and artefacts.

2. Research

Interpretation: In this context relates to an elucidation of meaning in relevant material necessary to support and progress identified goals, likely to be evidenced in research journals, notebooks, drawing books and personalised collections of edited research material.

Initiative: In this context relates to a willingness and resourcefulness in developing lines of enquiry, likely to be evidenced in research journals, notebooks, drawing books and personalised collections of edited research material.

Commitment: In this context relates to the level of endeavour and personal responsibility in pursuit of identified goals, likely to be evidenced in research journals, notebooks, drawing books and personalised collections of edited research material.

3. Problem Solving

Self direction: In this context relates to the level of personal initiative and commitment necessary to achieve identified goals, likely to be evidenced in personal reflective journals, notebooks, drawing books and in exploratory and summative drawings, images, constructions and artefacts.

Practical, theoretical and technical understanding: In this context relates to the level of comprehension, appreciation, knowledge and proficiency necessary to achieve identified goals, likely to be evidenced in personal reflective journals, notebooks, drawing books and in exploratory and summative drawings, images, constructions and artefacts.

4. Planning and Production

Planning: In this context relates to the ability to plan and organise work within a given timeframe, likely to be evidenced in project proposals, personal reflective journals, notebooks, personal timetables and diagrams.

Production: In this context relates to the efficient production of work within a given timeframe, likely to be evidenced in personal reflective journals, notebooks, exploratory drawings, images, constructions, artefacts and exhibitions.

5. Practical Skills

Skills: In this context relates to the ability to control materials and processes effectively to communicate ideas and sensations in pursuit of identified goals, likely to be evidenced in exploratory and summative drawings, images, constructions and artefacts.

6. Evaluation and Reflection

Critically evaluative: In this context relates to the application of intellectual curiosity and rigour in making judgements and establishing meaning and values, to progress and achieve identified goals, likely to be evidenced in personal reflective journals, notebooks, exploratory, summative drawings, images, constructions and artefacts and in the final critical review and evaluation of the project.

Reflective: In this context relates to the level of contemplation and deliberation necessary to progress and achieve identified goals, likely to be evidenced in personal reflective journals, notebooks, exploratory and summative drawings, images, constructions and artefacts.

7. Presentation

Capability: In this context relates to the degree of competence or proficiency shown in the organisation and presentation of themselves and the evidence generated by the project proposal and realisation.

Hiroko Matsushita

Level 4 Diploma in Art & Design -
Foundation Studies
Central Saint Martins, 2010



4. External moderation

Units 1–6

External Moderators, in addition to moderating assessment and grading decisions for Unit 7, are required to confirm through examination of relevant records that the internal assessment methodology for Units 1–6 is rigorous and ensures assessment decisions are fair, valid, consistent and free from bias.

Practically, this means that Centres should provide External Moderators with:

- An outline of the structure of the course assessment and standardisation process (internal moderation/internal verification)
- Examples of assessment and standardisation records sufficient to enable the External Moderator to confirm that the methodology is working in practice.

It is recognised that different Centres use different methodologies and nomenclature specific to their culture. Section 1.6 of this handbook contains some examples of good practice for the internal moderation of Units 1-6. However, all Centres are required to ensure that their methodologies are suitably robust.

Units 7

Candidates for Unit 7 are expected to 'take responsibility for their own learning' but may be supported through the normal tutorial system.

Once internal assessment and moderation have been completed, Centres must produce proposed grades for Unit 7 Project Proposal and Realisation in Art and Design (Final Major Project) for presentation to the External Moderator(s).

UAL Awarding Body will agree with each Centre the dates for the external moderation visit. The External Moderator/moderation team will be notified of the agreed dates. UAL Awarding Body will notify Centres of the appointed External Moderator(s). The (Lead) External Moderator will confirm the arrival time, and any other specific requirements of the external moderation team, to the Course Leader at least four weeks prior to the visit.

To facilitate External moderation all Centres must ensure that:

- All learners complete a copy of the UAL Awarding Body Candidate Authentication Form
- All learners provide a copy of their Project Proposal
- All learners display or appropriately present all evidence in support of their Project Realisation including evidence of critical review and evaluation
- When learners have legitimately worked collaboratively (e.g. film making) then the evidence presented must include indicators of the relative contributions made by each collaborator

Where learners are displaying, for reasons other than assessment, work in addition to their Project Realisation, then that additional work must be clearly labelled to avoid confusion.

It is appropriate for the course leader or other appointed member of staff to show the External Moderator(s) the location and extent of the Project Realisation display but not, at this stage, to enter into a discussion on the grading decisions.

The Centre will provide the External Moderator with a copy of the proposed grades. To ensure objectivity External Moderators must not enter into any form of discussion with the Candidate.

Sampling

The sample for moderation will constitute 10% of the total number of candidates at the Centre.

If the cohort is small and the 10% sample is fewer than six portfolios of student work, the External Moderator will select additional sets of work so that the sample consists of a minimum of six portfolios.

The External Moderator/Moderation team will choose the sample that they wish to see ensuring that it contains:

- Grades in all categories, Pass, Merit and Distinction
- Sufficient examples of the Referral category, to establish the Pass/referral boundary
- A range of art and design disciplines, reflecting the range of the qualification experience covered at the Centre.

If, after reviewing the 10% sample, the External Moderator/Moderation team are uncertain that agreed standards are being applied to assessment and grading decisions then they must extend the sample by a further 5% of candidates. If, after extending the sample they are still uncertain that agreed standards are being applied to assessment and grading decisions then they must use the procedures set out in Section 4.2 Centre Failure to apply Assessment and Grading Criteria to agreed standards.

All Centres must make all possible efforts to facilitate external moderation. Work must be appropriately displayed and/or presented and clearly labeled.

The External Moderator/Moderation team will:

- View the Project Proposal for each sample candidate
- View the Project Realisation evidence for each sample candidate
- Determine if agreed standards have been met or not
- Extend the sample by 5% if further evidence is required to confirm that agreed standards are being met
- Confirm provisional grades with the Centre where agreed standards have been met
- Identify action to be taken where agreed standards have not been met
- Provide feedback to the Centre, identifying areas for improvement or of good practice
- Agree the content of the written report
- Provide the Grade Confirmation Form for signatures.

If the External Moderator/Moderation team agree that the proposed grades meet the assessment and grading criteria then the External Assessment Record Form can be submitted and the Grade Confirmation Form signed by the External Moderator and the Course Leader. As this procedure represents the culmination of the entire assessment process, due care and attention should be taken to ensure that the correct, agreed grades are entered. The completed Grade Confirmation Form will be forwarded to UAL Awarding Body by the Lead Moderator.

The Lead Moderator, when more than one moderator is used, will be responsible for coordinating the writing of the external moderation report which should be forwarded to the awarding body within 10 working days. Centres will receive a copy of the External Moderator/Moderation teams report.

Centres may provide a response to the external moderation report to UAL Awarding Body.

Upon receipt of the External Assessment and Grade Confirmation Form, certification and awarding will be undertaken by UAL Awarding Body.

Only when UAL Awarding Body has confirmed the results to the Centre may the Centre publish the results to candidates.

5.1 Referral

Referral Units 1—6

Centres that, after assessment and internal moderation of Units 1—6, identify a learner's failure to meet assessment criteria must refer that learner. The Centre must identify to the learner the assessment criteria which they have failed to meet and provide them with opportunities to work toward meeting those assessment criteria within a suitable period of time. A candidate will only be allowed one opportunity to redeem a referral in each unit.

Candidates must gain credit for Units 1—6 before beginning Part 3, Unit 7 Project Proposal and Realisation in Art and Design.

Referral Unit 7

If, when a learner's work for Unit 7 Project Proposal and Realisation in Art and Design is submitted it does not meet the pass (assessment) criteria, the Centre will refer that learner using the procedure listed below.

- The Centre, making use of the Project Proposal and the work submitted for the Project Realisation, will inform the learners of those assessment criteria they have failed to meet and confirm that they have been referred. Records of all referrals will be recorded on the External Assessment Record and discussed with the External Moderator

- A relevant course tutor will agree with the learner a time framed action plan for the submission of additional work required to meet the assessment criteria. Centres will notify the Awarding Body of the final date for the submission of further evidence. The final date for submission of the required work will normally be mid-September but Centres may negotiate appropriate time frames as necessary
- The Centre will assess the learner's re-submitted Project Realisation against the assessment criteria
- If the Centre's previous assessment and grading decisions have been agreed as meeting national standards then no additional visit from an External Moderator is necessary. However, where there have been large numbers of referred learners or other reasonable concerns, UAL Awarding Body reserves the right to arrange another visit by an External Moderator. The cost of any additional visit will be borne by the Centre
- A candidate will only be allowed one opportunity to redeem a referral and can only achieve a pass grade.

5.2 Failure to apply assessment and grading criteria to agreed standards

If the Centre's proposed grades are found by the External Moderator/Moderation team not to meet agreed standards then the following procedure will apply:

- If a small subset of the sample is in question, (e.g. a particular discipline area, or a specific grade band) then the Centre team will be required to re-assess and re-submit the grades to the External Moderator/Moderation team for confirmation on the day of the moderation visit
- If the External Moderator/Moderation team is able to confirm that the re-submitted grades are now in line with the assessment and grading criteria then the Grade Confirmation Form can be authorised
- If the re-submitted grades are still not in line with the assessment and grading criteria, then the Grade Confirmation Form for the entire cohort cannot be signed. A second visit, within a reasonable time scale, will then be made by a Senior External Moderator/Moderation team. The cost of this additional visit will be borne by the Centre. If a resolution cannot be reached the Centre may appeal against the assessment decision
- Where over/under grading occurs across the entire cohort, or there is substantial inconsistency in the grading, then the External Moderator/Moderation team will recommend that the Centre team reassess and re-grade across the entire cohort
- If this cannot be done on the day then the Centre and the External Moderator/Moderation team will arrange a mutually convenient time for a second moderation visit. The cost of this additional visit will be borne by the Centre
- If the External Moderator is able to confirm that the re-submitted grades are now in line with national standards then the Grade Confirmation Form can be authorised
- If the re-submitted grades are still not in line with the assessment and additional grading criteria then the Grade Confirmation Form for the entire cohort cannot be signed. A further visit, within a reasonable time scale, will then be made by a Senior External Moderator/Moderation team. The cost of this additional visit will be borne by the Centre. If a resolution still cannot be reached, the Centre may appeal against the assessment decision.

5.3 Reasonable adjustments

Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Standard assessment arrangements can be altered and adapted to reduce the impact of a disability that puts the learner at a disadvantage.

Given the nature of assessment in art and design, it would be expected that arrangements might be altered and adapted for a given learner from the outset of delivery.

What is 'reasonable' is determined by a learner's individual circumstances, the impact of the disability, and the cost and effectiveness of the proposed adjustments.

The assessment evidence produced by that learner will be marked against the assessment and/or grading criteria in the same way as all other learners.

Reasonable adjustments will not be considered if the achievement has already been claimed and certificated.

Some examples of these two categories are shown below:

| Reasonable Adjustments permitted at the discretion of the Centre | Reasonable adjustments requiring permission from UAL Awarding Body |
|---|---|
| Change in the organisation of assessment | Language modified assessment material |
| Use of coloured overlays, low visual aids | Assessment material in BSL |
| Use of bilingual translation dictionaries | Responses in BSL |
| Assessment material in a large format | Responses in Braille |
| Assessment material on coloured paper | BSL/English interpreter |
| Use of ICT | Other: Contact UAL Awarding Body for guidance |
| Responses using electronic devices | |

The assessment evidence produced by that learner will be marked against the assessment and/or grading criteria in the same way as all other learners.

5.4 Special consideration

Special consideration is consideration to be given to a learner who has temporarily experienced –

- (a) an illness or injury, or
- (b) some other event outside of the learner's control, which has had, or is reasonably likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Examples of circumstances in which a learner may be eligible for special consideration include:

- Category (a)** an injury or illness such as a broken arm or glandular fever
- Category (b)** bereavement or other form of emotional shock

Examples of circumstances in which a learner is not eligible for special consideration include:

- Where personal arrangements impact on assessment or attainment
- Where preparation for the assessment is affected by environmental factors within the centre such as building work or staff shortages

Special consideration given to a learner allows the extension of the original agreed timeframe for the completion of the assessment.

Responsibility for determining the need to apply special consideration, and the length of time appropriate is devolved

to Centres. They are best placed to make judgements on the specific circumstances of individual learners. Centres must keep a record of the decision made, and of the evidence to support this decision. Centres are expected to apply special consideration with integrity.

Centres must inform UAL Awarding Body of all decisions to apply special consideration in writing prior to, or as soon as possible after, their internal assessment process. The External Moderator must also be informed of all special consideration decisions at the start of their visit.

Notification of the decision to apply special consideration must confirm:

- That the centre has read and understood the Awarding Body's definition of special consideration as set out here
- The name of the learner
- The ULN of the learner
- The agreed timeframe for completion of the assessment

UAL Awarding Body will confirm to the Centre, in writing, that their special consideration decision has been accepted and recorded. The Awarding Body will monitor the use of special consideration over time, and will investigate its use within individual centres where necessary.

Learners can achieve Pass, Merit or Distinction.

Special consideration will not be considered if achievement has already been claimed and certificated.

5.5 Aegrotat award

Aegrotat awards may be awarded in exceptional circumstances, which may include chronic incapacitating illness or death. Aegrotat awards should only be considered where there is no prospect of the student ever being able to be reassessed.

Centres who wish to apply for an aegrotat award, on behalf of a learner, must do so in writing giving a full explanation for their request. This must include:

- That the centre has read and understood the Awarding Body's definition of aegrotat awards as set out here
- The name of the learner
- The ULN of the learner
- Evidence to support the request for an aegrotat award.

The timings of such requests will be dependent on the qualification but must be made before any formal claim for certification is made.

UAL Awarding Body will confirm to the Centre, in writing, that their request for an aegrotat award has been considered, accepted and recorded. If necessary, the Awarding Body will request further information. The Awarding Body will monitor the use of aegrotat awards over time, and will investigate its use within individual centres where necessary.

Aegrotat awards can only be made if the learner has generated sufficient evidence of achievement upon which to base the aegrotat assessment decision.

In cases where an aegrotat award is made, the maximum grade achievable is a pass.

5.6 Advisory visits

UAL Awarding Body will provide, on request by a Centre, a visit from a member of staff to provide advice and guidance on the delivery and assessment of the qualification. Qualification advisors will be familiar with the delivery of the qualification across a range of Centres and will have detailed knowledge of FAD assessment methodology.

The Advisor may be requested by the Centre to address specific issues or may be requested to provide a broad overview of the performance of the course, measured against the norm.

A written report will be provided, as appropriate, detailing the advice and guidance. Centres may wish to make use of this external analysis of their performance when making their own internal course self evaluation returns.

Whilst a Centre may request an advisory visit at any time, experience has shown that advisory visits are often most useful in the early stage of Part 2 of the course when any issues identified can still be resolved within the time span of the current cohort.

5.7 Glossary

Aegrotat award

An award made in exceptional circumstances where there is no prospect of the student ever being able to be reassessed.

Appeal

A process through which an awarding body may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting a Centre or individual.

Assessment

The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit.

Assessment criteria

The requirements that candidates need to meet in order to successfully complete the learning outcomes for a unit or qualification.

Authentication

Confirmation that evidence was produced by the candidate who is putting it forward for assessment in the form of a declaration of authenticity by the candidate.

Candidate

A person who is registered with an awarding body for a qualification or unit.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Certificate

The record of attainment in a unit or qualification issued by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment across Centres and over time.

External Moderation Final Visit Report Form

Records details of candidates sampled for the external moderation and a commentary on the conduct of the internal assessment and grading methodology at each Centre.

Grade

A point on a scale of performance used to differentiate achievement within a qualification.

Grade Confirmation Form

Records final agreement on grading decisions by both External Moderator and Centre contact signatures.

Internal assessment

Assessment where candidate's work is assessed wholly within the candidate's Centre, subject where appropriate to external moderation.

Internal moderator / verifier

An individual(s) appointed by the Centre to ensure accurate and consistent standards of assessment across assessors.

Qualification

An award made to a learner for the achievement of the specified combination of credits.

Reasonable adjustment

Adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification for that qualification.

Special consideration

Consideration given to a learner who has temporarily experienced an illness or injury, or some other event outside of the Learner's control, which has had, or is reasonably likely to have had, a material effect on that their ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Standardisation of assessment

A process to ensure that the assessment criteria for a qualification or unit are applied consistently by assessors. Standardisation can be carried out within Centres, (internal moderation) as well as by awarding bodies across their Centres.

Unit

The smallest part of a qualification that is capable of certification in its own right.

5.8 Contacts

You can contact University of the Arts London Awarding Body:

By email:

d.c.knight@arts.ac.uk

By phone:

020 7514 9853

By writing to:

University of the Arts London
Awarding Body
16 John Islip Street
London
SW1P 4RJ

You can also find all our documentation available to download on our website at:

www.arts.ac.uk/awarding