

Unit 3

Responding to a set brief

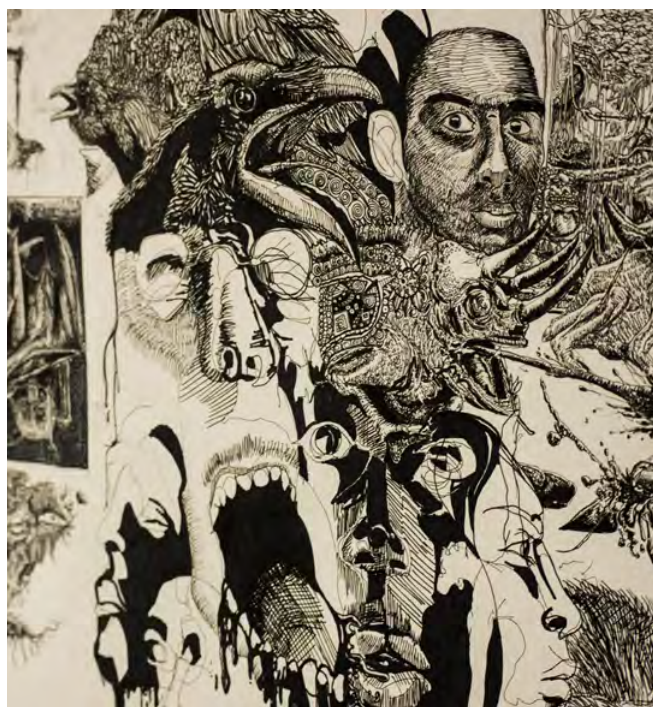
Unit overview

Level	3
Total Unit Time	240
Guided Learning Hours	180
Credits	24
Assessment	Internally assessed and externally moderated
Grade	Fail/Pass/Merit/Distinction
Resources	Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated art and design studios and workshops, IT facilities and information and research sources.

Unit aim

In this unit, students will be synoptically assessed on the all the learning they have developed throughout the qualification, by responding to a set vocational brief. They will demonstrate their ability to develop a project proposal, generate ideas and produce and present outcomes that respond to a set brief.

They will also be expected to demonstrate practical skills to realise creative outcomes, reflect on the creative process, and use reflective practice to inform and direct the choices they make and how successful they have been in meeting the brief.



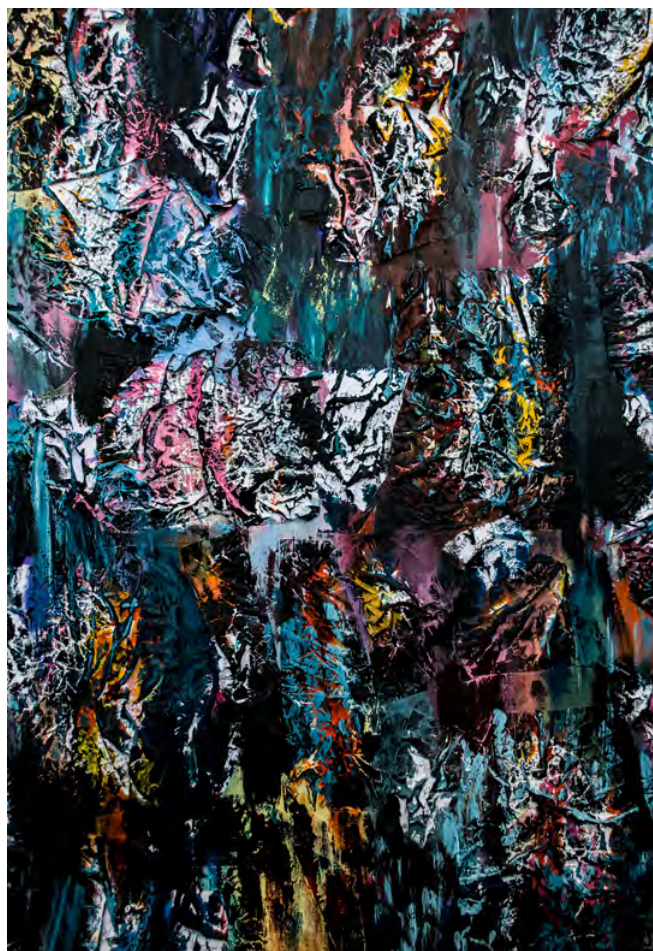
UAL Level 3

Diploma and Extended Diploma in Creative Practice: Art, Design and Communication

Assessment outcomes

On successful completion of this assessment unit, the student will have demonstrated that they can:

A01	Understand the requirements of a set brief within a vocational context
A02	Plan and realise a project in response to a brief
A03	Use research to inform a creative project
A04	Use practical skills to meet the requirements of a brief
A05	Generate and develop ideas in response to a brief
A06	Produce outcomes in response to a brief
A07	Present development work and outcomes
A08	Apply reflective practice to a creative project



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Grading grid

Assessment outcome	Pass
AO1 Understand the requirements of a set brief within a vocational context	Clearly presented project proposal that appropriately considers the requirements of the brief and is sufficient in supporting the development of ideas
AO2 Plan and realise a project in response to a brief	Planning is clear and relevant, outlining the valid realisation of solutions and outcomes in response to a brief
AO3 Use research to inform a creative project	Relevant but limited research is used to inform and direct activities and the satisfactory resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief
AO4 Use practical skills to meet the requirements of a brief	Competent use of appropriate materials, methods, processes and techniques to satisfactorily meet the requirements of the brief
AO5 Generate and develop ideas in response to a brief	Valid ideas are sufficiently developed and satisfactorily meet the requirements of a brief
AO6 Produce outcomes in response to a brief	Valid outcomes are attempted that capably communicate concepts and ideas to an identified consumer/audience
AO7 Present development work and outcomes	Presentation techniques are used appropriately to clearly present development work and outcomes that meet the requirements of the brief
AO8 Apply reflective practice to a creative project	Valid reflective practice is used sufficiently to inform and direct the project and final outcomes

Merit	Distinction
Purposefully presented project proposal that extensively considers the requirements of the brief and is effective in supporting the development of ideas	Imaginatively presented project proposal that comprehensively considers the requirements of the brief and is thorough in supporting the development of ideas
Planning is extensive and realistic, outlining the effective realisation of solutions and outcomes in response to a brief	Planning is comprehensive and insightful, outlining the imaginative realisation of solutions and outcomes in response to a brief
Extensive and purposeful research is used to inform and direct activities and the effective resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief	Comprehensive and imaginative research is used to inform and direct activities and the perceptive resolution of problems, consideration is given to ethical and environmental impact in the development of ideas and realisation of outcomes in response to a brief
Adept and effective use of materials, methods, processes and techniques to purposefully meet the requirements of the brief	Sophisticated and confident use of materials, methods, processes and techniques to imaginatively meet the requirements of the brief
Considered ideas are effectively developed and purposefully meet the requirements of a brief	Innovative ideas are comprehensively developed and thoroughly meets the requirements of a brief
Considered outcomes are realised and effectively communicate concepts and ideas to an identified consumer/audience	Imaginative outcomes are realised and decisively communicate concepts and ideas to an identified consumer/audience
Presentation techniques are used effectively to purposefully present development work and outcomes that meet the requirements of the brief	Presentation techniques are used skilfully to imaginatively present development work and outcomes that meet the requirements of the brief
Extensive and purposeful reflective practice is used effectively to inform and direct the project and final outcomes	Comprehensive and sustained reflective practice is used perceptively to inform and direct the project and final outcomes

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Assessment details and evidence requirements

This unit is synoptic and is assessed via an assignment set and graded by the centre. The assignment should be designed to mirror a vocational brief commonly used in the creative industry and require students to draw on a range of skills and knowledge developed throughout the qualification and apply them in an integrated way. Students *must* complete the graded synoptic assignment at the end of their learning programme.

Each student must produce evidence that demonstrates their achievement of all the learning outcomes within the unit. Students can demonstrate that the learning outcomes have been met in a variety of ways such as visually, written, orally, or in a digital or physical format.

As part of their evidence students must include:

- > A completed Project Proposal
- > A completed Summative Evaluation

Evidence *could* also include:

- > Records of reflection and evaluation
- > Records of advice and guidance
- > Records of contextual perspective
- > Records of research
- > Records of materials, processes and technical skills exploration
- > Records of visual language experimentation
- > Explorations of elements of visual language as a tool for creative activity.
- > Records of discussions, critiques and presentations
- > Annotated sketchbooks
- > Studio/workshop journals
- > Presentations
- > Blogs/vlogs
- > Records of outcomes development

This list is not exhaustive: students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Centres should assess the evidence holistically, recognising the integrated nature of evidence occurring across the learning outcomes.

For more guidance on the delivery of the assessment see Section 6 of the specification. UAL Awarding Body has also produced a sample brief to assist centres in developing assignments that allows students to access all grades within the qualification.

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