

ual: awarding
body



Creative Attributes

A benchmarking and assessment system for measuring student progress and achievement through creative competencies

Introduction

UAL Awarding Body believes in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

The UAL Awarding Body creative competencies assessment model has been designed to monitor student performance and progress. The assessment offers an alternative predictor of students' future attainment, based on their creative attributes enabling tutors to set aspirational and motivational targets and maximize student potential.

The initial questionnaire should be taken during the Term 1 induction and be followed up at intervals defined by the Centre and student need. It will help in identifying key areas for development and aid the setting of realistic and challenging targets.

Attributes

Agility – the ability to embrace new ideas and rapid change and retain an open mind

Communication – cognitive skills and the skills needed to present themselves and their work and ideas, to inspire others and respond to feedback

Connectivity – the ability to collaborate with others, create networks and develop and contribute to communities of practice

Curiosity – the enthusiasm to seek out new perspectives, to create and build on existing knowledge

Enterprise – the mindset that takes measured risks and that perceives and creates opportunities, and the resourcefulness to pursue these opportunities in an ethical and sustainable way

Proactivity – the initiative, hard work and passion required to make things happen in society, in the community, and in the workplace

Resilience – Willingness to adapt and remain motivated overcome obstacles and deal with ambiguity, uncertainty and rejection

Self-efficacy – confidence in their abilities, and the ability to respond positively to various situations

Storytelling – the ability to demonstrate their unique talents, abilities and experiences to others in an engaging manner

Completing the Assessment

Benchmark exercise to be completed during induction

Tutors should calculate the academic score based on previous achievement at Level 2

Calculations are based on the number of GCSEs achieved at grade 4 or above in the STEAM subject areas.

A Level 2 Diploma in a specialist subject at Pass will count as 3 at Merit will count as 4 and at Distinction will count as 5

In the example below a student with a level 2 Diploma in Art & Design at Merit will score 3, if in addition they have a GCSE at grade 6 in Drama they will add 1 to their Arts and Humanities score giving 4. By adding the GCSEs for their other subjects in this example English at grade 5 and French at grade 4 they will add 2 to their score providing an overall total of 6 for their academic score.

Example: Previous achievement score to be completed by the tutor at induction

	0	1	2	3	4	5
Science	X					
Technology	X					
English and other modern language			X			
Arts and humanities					X	
Maths	X					
Date:	Total: 6					

Students should answer the personal assessment questions, this can be in consultation with a tutor to agree a score for each question and provide the benchmark for the attribute.

Students should answer the five questions in each section scoring between 0 and 5 with 0 being the lowest, to provide a total score for each attribute.

The total score should be added to the previous achievement score and divided by 10 to provide the predicted grade as follows:

For the Level 3 Diploma

Score	0 - 9	10-19	20-25
Target grade	PASS	MERIT	DISTINCTION

These benchmarks will provide the student and tutor with a useful tool for measuring progress and achievement over the duration of the course. They may be used for setting targets and identifying areas for improvement.

Progress measure one to be completed at mid-point tutorial prior to formative assessment*

Repeat the exercise completed at induction noting areas of achievement and areas to be actioned for future improvement

Progress measure two to be completed at end-point tutorial prior to summative assessment*

Repeat the exercise completed at progress measure one noting areas of continued achievement and areas to be actioned to meet final target

*Centres may complete more than the minimum three progress point measures as required.

Previous Achievement

Previous achievement - score to be completed by the tutor based on qualifications in STEAM subjects at Level 2

Benchmark to be completed at induction

	0	1	2	3	4	5
Science						
Technology						
English and other modern languages						
Arts and humanities						
Maths						
Date:	Total:					

Agility

Agility – the ability to embrace new ideas and rapid change and retain an open mind

Benchmark to be completed at induction

	0	1	2	3	4	5
I am excited by new ideas						
I am an early adopter						
I can respond quickly to new challenges						
I am happy when plans change at short notice						
I am open to suggestions						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I am excited by new ideas						
I am an early adopter						
I can respond quickly to new challenges						
I am happy when plans change at short notice						
I am open to suggestions						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I am excited by new ideas						
I am an early adopter						
I can respond quickly to new challenges						
I am happy when plans change at short notice						
I am open to suggestions						
Date:	Total:					

Communication

Communication – cognitive skills and the skills needed to present themselves and their work and ideas, to inspire others and respond to feedback

Benchmark to be completed at induction

	0	1	2	3	4	5
I am good at writing						
I am good at listening to others						
I am good at reading and understanding what has been written						
I am confident speaking out in discussions						
I am confident presenting my work to an audience						

Date:	Total:
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Progress measure to be completed at mid-point tutorial

	0	1	2	3	4	5
I am good at writing						
I am good at listening to others						
I am good at reading and understanding what has been written						
I am confident speaking out in discussions						
I am confident presenting my work to an audience						
Date:	Total:					

Progress measure to be completed at end-point tutorial

	0	1	2	3	4	5
I am good at writing						
I am good at listening to others						
I am good at reading and understanding what has been written						
I am confident speaking out in discussions						
I am confident presenting my work to an audience						
Date:	Total:					

Connectivity

Connectivity – the ability to collaborate with others, create networks and develop and contribute to communities of practice.

Benchmark to be completed at induction

	0	1	2	3	4	5
I enjoy working with others as part of a team						
I am confident meeting new people						
Talking through my ideas helps me think more clearly about my work						
I use social media to interact with others who share the same interests						

I like working in a collaborative environment						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I enjoy working with others as part of a team						
I am confident meeting new people						
Talking through my ideas helps me think more clearly about my work						
I use social media to interact with others who share the same interests						
I like working in a collaborative environment						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I enjoy working with others as part of a team						
I am confident meeting new people						
Talking through my ideas helps me think more clearly about my work						
I use social media to interact with others who share the same interests						
I like working in a collaborative environment						
Date:	Total:					

Curiosity

Curiosity – the enthusiasm to seek out new perspectives, to create and build on existing knowledge

Benchmark to be completed at induction

	0	1	2	3	4	5
I am enthusiastic about trying new things						
I am excited when I discover something new						
I am interested in what is going on in the world						

I am inquisitive and enjoy researching for my work						
I am interested to hear other points of view						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I am enthusiastic about trying new things						
I am excited when I discover something new						
I am interested in what is going on in the world						
I am inquisitive and enjoy researching for my work						
I am interested to hear other points of view						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I am enthusiastic about trying new things						
I am excited when I discover something new						
I am interested in what is going on in the world						
I am inquisitive and enjoy researching for my work						
I am interested to hear other points of view						
Date:	Total:					

Enterprise

Enterprise – the mindset that takes measured risks and that perceives and creates opportunities, and the resourcefulness to pursue these opportunities in an ethical and sustainable way.

Benchmark to be completed at induction

	0	1	2	3	4	5
I consider the risks when making decisions						
I enjoy challenges and see them as opportunities						
I am good at finding alternative solutions to problems I encounter						

I care about the provenance of my purchases						
I care about the impact of my decisions on the environment						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I consider the risks when making decisions						
I enjoy challenges and see them as opportunities						
I am good at finding alternative solutions to problems I encounter						
I care about the provenance of my purchases						
I care about the impact of my decisions on the environment						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I consider the risks when making decisions						
I enjoy challenges and see them as opportunities						
I am good at finding alternative solutions to problems I encounter						
I care about the provenance of my purchases						
I care about the impact of my decisions on the environment						
Date:	Total:					

Proactivity

Proactivity – the initiative, hard work and passion required to make things happen in society, in the community, and in the workplace.

Benchmark to be completed at induction

	0	1	2	3	4	5
I usually get on with tasks straight away						
I always work hard and finish before deadlines						

I often volunteer for things						
When I see something that isn't right I try to change it						
I don't wait to be told to do things that need doing						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I usually get on with tasks straight away						
I always work hard and finish before deadlines						
I often volunteer for things						
When I see something that isn't right I try to change it						
I don't wait to be told to do things that need doing						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I usually get on with tasks straight away						
I always work hard and finish before deadlines						
I often volunteer for things						
When I see something that isn't right I try to change it						
I don't wait to be told to do things that need doing						
Date:	Total:					

Resilience

Resilience – Willingness to adapt and remain motivated overcome obstacles and deal with ambiguity, uncertainty and rejection

Benchmark to be completed at induction

	0	1	2	3	4	5
I enjoy challenges						

I am good a coping when things go wrong for me						
I am comfortable with questions where there is no right or wrong answer						
I respond well to criticism						
Set-backs make me more determined						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I enjoy challenges						
I am good a coping when things go wrong for me						
I am comfortable with questions where there is no right or wrong answer						
I respond well to criticism						
Set-backs make me more determined						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I enjoy challenges						
I am good a coping when things go wrong for me						
I am comfortable with questions where there is no right or wrong answer						
I respond well to criticism						
Set-backs make me more determined						
Date:	Total:					

Self-efficacy

Self-efficacy – confidence in their abilities, and the ability to respond positively to various situations.

Benchmark to be completed at induction

	0	1	2	3	4	5
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I am capable at what I do						
I am usually pleased with my work						
I am able to solve problems I encounter						
I prefer to make decisions independently						
I have a good sense of self-worth						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I am capable at what I do						
I am usually pleased with my work						
I am able to solve problems I encounter						
I prefer to make decisions independently						
I have a good sense of self-worth						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I am capable at what I do						
I am usually pleased with my work						
I am able to solve problems I encounter						
I prefer to make decisions independently						
I have a good sense of self-worth						
Date:	Total:					

Storytelling

Storytelling – the ability to demonstrate their unique talents, abilities and experiences to others in an engaging manner.

Benchmark to be completed at induction

	0	1	2	3	4	5
I enjoy showing people what I can do						
I feel happy to share my experiences with others						
I am comfortable talking about my self						
I enjoy group critiques						
I receive good feedback on presentation from my peers						
Date:	Total:					

Progress measure one

	0	1	2	3	4	5
I enjoy showing people what I can do						
I feel happy to share my experiences with others						
I am comfortable talking about my self						
I enjoy group critiques						
I receive good feedback on presentation from my peers						
Date:	Total:					

Progress measure two

	0	1	2	3	4	5
I enjoy showing people what I can do						
I feel happy to share my experiences with others						
I am comfortable talking about my self						

I enjoy group critiques						
I receive good feedback on presentation from my peers						
Date:	Total:					

Progress Measure Score

Course:

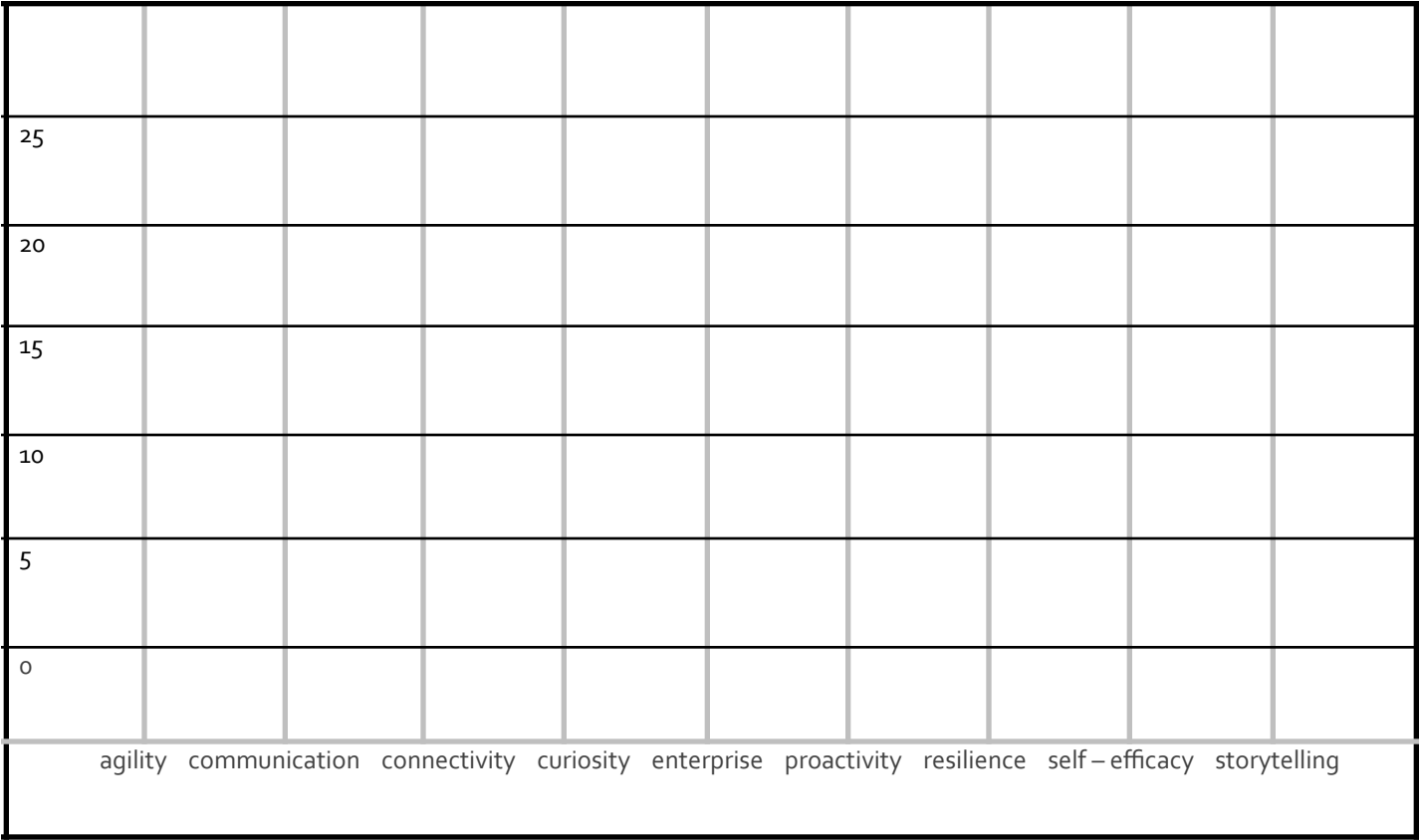
Student Name:

Tutor Group:

Attribute	Induction score Date:	Progress measure one Date:	Progress measure two Date:
Previous Achievement			
Agility			
Communication			
Connectivity			
Curiosity			
Enterprise			
Proactivity			
Resilience			
Self-efficacy			
Storytelling			
Overall Total:			
Divided by 10:			
Predicted Grade:			

Creative Attributes Score

The chart can be used
to plot the score
from the three opportunities
for measuring progress



Induction -----

Progress Measure 1 -----

Guidance for Tutors

When carrying out the initial assessment student should be given the opportunity to discuss and understand the meaning of each of the attributes.

UAL Awarding Body recommend that this is achieved through a combination of tutor lead, group and one to one discussion prior to students completing the questionnaire. The following guide suggests examples for students to consider when rating their personal attributes.

Agility

- Making the best use of available resources
- Multi tasking
- Quickly learning how to use new tools both traditional and digital when needed

Communication

- Having been a school rep or held another position of authority
- Holding a part time job where there is a need to deal with the public
- Producing and posting media on-line

Connectivity

- Involvement with collaborative projects
- Activity on professional networking sites
- Building a big following on social media

Curiosity

- Awareness of social and political issues
- Wider general knowledge
- Engagement with contemporary culture

Enterprise

- Running a crowd funding campaign
- Making and selling products
- Using personal skills to create an income

Proactivity

- Having used on-line networks for support and expertise
- Holding a current CV
- Developing a digital portfolio or showreel

Resilience

- Having overcome personal or professional challenges
- Achieving something after having been told it isn't possible
- Being alert to risk and acting responsibly

Self-efficacy

- Independently mastering a new technique
- Having a clear idea about future direction
- Completing an internship or holding a part time job

Storytelling

- Blogging or tweeting about work
- Giving presentations to large groups
- Publicly showcasing or exhibiting work outside of school or college

