

University for the Creative Arts  
at Canterbury, Epsom, Farnham, Maidstone and Rochester

# Extended Diploma in Art & Design

Full-Time  
Course Handbook

University for the Creative Arts at Canterbury  
Academic Year 2010/11

# CONTENTS

	PAGE NO
<b>1 YOUR COURSE</b>	
1.1 INTRODUCTION .....	7
1.2 COURSE PHILOSOPHY .....	7
1.3 COURSE AIMS.....	8
1.4 STAFF LIST.....	9
<b>2 COURSE STRUCTURE</b>	
2.1 STRUCTURE AND LEARNING HOURS.....	11
2.2 COURSE STRUCTURE DIAGRAM .....	14
<b>3 THE CURRICULUM</b>	
3.1 UNIT SPECIFICATIONS.....	16
<b>4 LEARNING, TEACHING AND ACADEMIC GUIDANCE</b>	
4.1 LEARNING & TEACHING METHODS USED ON YOUR COURSE ..	35
4.2 THE ROLE OF THE STAFF .....	36
4.3 CAREER PLANNING, EMPLOYABILITY AND SKILLS.....	37
<b>5 ASSESSMENT</b>	
5.1 ASSESSMENT REGULATIONS .....	39
5.2 ILLNESS AND MITIGATION .....	41
5.3 COURSE MANAGEMENT.....	43
5.4 COURSE STAFF .....	44
5.5 COLLEGE MANAGEMENT.....	45

## GLOSSARY OF TERMS

Aims	The purpose behind your work. Aims are course-related and express the course's intentions at particular points, whether relating to individual projects, stages of your course or indeed the course as a whole.
Appeal	The formal procedure whereby you challenge a decision made regarding your performance in assessment. Disagreement with academic judgement does not constitute grounds for appeal. Details about the appeals procedure are contained within the <i>Student Regulations Handbook</i> .
Assessment	<p>The processes and mechanisms through which the quality and standard of your work is measured and evaluated. Assessments are retrospective and do not credit future potential, although the feedback provided by marks and comments should be of assistance. A sample of marks from all units will be verified to ensure the quality of marking.</p> <p><i>Formative assessment</i> is an interim review of your work undertaken at key points during particular units. It provides an indicative measure of your progress, allows you to consider your work in relation to that of your peers, allows you to agree with staff any adjustments you need to make in order to satisfy course requirements, and is designed to help you improve your performance. It does not contribute to the final unit mark.</p> <p><i>Summative assessment</i> is that carried out at the end of a unit. It provides an evaluation of your progress during the unit, generates a unit mark, and confirms the conditions for referral and retake.</p> <p><i>Peer and Self-assessment</i> requires you to assess your own work and that of fellow students. It encourages a sense of ownership of the process of assessment, assists you to become an autonomous learner, helps to develop a range of transferable skills and makes assessment part of the learning process rather than an adjunct to it.</p>
Assessment Board	The generic term for a board of examiners at the University
Assessment Criteria	The particular characteristics against which your work will be assessed.
Assessment Requirement	What needs to be done as a means of demonstrating attainment of a unit's learning outcomes.
Award	The academic qualification conferred upon a student who has successfully met and completed the requirements of a specific course of study.
Course Leader	The member of staff responsible for the management and organisation of a course of study.
Content	The list of topics or points to be covered by a block of study.

Employability	The awareness, acquisition and application of subject-specific and generic knowledge and skills, as well as key personal qualities, to maximise potential through successful university study including postgraduate study, life-long learning and sustainable employment in a changing and competitive world.
External Examiners	Relevant subject experts, either academic or professional, from outside the University who moderate the assessment of students and contribute to the maintenance of academic standards in all courses of study of the University.
Learning Outcomes	That which has been learned or a student is able to do as a result of study or training. A list of learning outcomes coded 'LO' is set out for each unit.
Learning Support Groups	These are used to discuss and plan learning development based on your strengths and weaknesses and how these can be supported outside the taught sessions
Pathway	A pathway is a route through your course, which will enable you to decide on your future and help you prepare for application to Higher Education or employment.
Personal Tutor	All students are assigned a Personal Tutor. Their role is also distinct from the day-to-day tuition and tutorial guidance you will receive within the individual unit-teaching course. Your Personal Tutor will maintain an overview of your individual profile and provide advice on your overall progress. They will meet with their tutor groups following the publication of assessment profiles. They will also meet individually with you if they think you may have potential problems. They may also refer you to other sources of advice and support as appropriate.
Reference Material	The information which supports the aims of a unit and which students are advised to consult. Materials can take any form including visual, textual, websites etc. They may also be identified by the student or suggested by staff as work develops.
Referral	The means whereby a student is granted a further opportunity to be assessed in a unit, following initial failure. The opportunity is subject to qualifying conditions, and so may not be available to every student (see <i>Student Regulations Handbook</i> ).
Self Managed Study	Your ability to use the appropriate resources within the University and elsewhere to support your taught course.
Stage	The period of time leading up to a formal point of progression or award. It is normally associated with a year of study.
Study Visits	Visits in the UK or overseas selected for specific educational and cultural purposes. Where they require a financial contribution, you will be notified of any costs well in advance.
Syllabus	The list of topics or points to be covered by a block of study.
UCAS	Universities and Colleges Admissions Scheme.

Unit

A self-contained unit of study. Each unit has a set of specific learning outcomes.

## **1 Your Course**

- 1.1 Introduction
- 1.2 Course Philosophy
- 1.3 Course Aims
- 1.4 Staff List

## **1.1 Introduction**

You have joined a course leading to the award of Extended Diploma in Art & Design. This is one of the new BTEC Nationals, starting in September 2010, replacing the former National Diploma in Art & Design. The course is two years full-time.

The Extended Diploma in Art & Design course seeks to involve you in a demanding educational experience, which will identify, explore and extend your creative, perceptual, conceptual, technical and personal skills.

It will not only provide a thorough grounding in the disciplines and practices of Art & Design, but will also encourage personal growth and development through the educational experience.

Your course is spread over two years. Your course is divided into units, which cover particular areas you will study. Each specifies the aims, Learning Outcomes that support the learning undertaken within each stage of the course.

Many students on your course will progress to Higher Education. Part of your course has been designed to help you with this process. Key dates when applications are made to Degree and Foundation Degree courses via UCAS will be detailed to you as the course progresses.

The University has a long tradition of excellence in art and design education. We want you to enjoy your studies but if you have any problems, of any sort, please contact any member of the Course Staff or Student Services.

## **1.2 Course Philosophy**

The Extended Diploma in Art & Design course is dedicated to enabling you to learn how to approach and investigate many of the disciplines of art and design.

The University recognises that the most effective way to learn is for you to understand the importance of the relationship between a taught course and a structured timetable of self managed study. This will prepare you for selecting and undertaking appropriate applications to Higher Education courses in Art and Design.

We recognise the importance of preparation for all aspects of your future. While you are a student on this course you will learn to identify your particular creative abilities.

Tutorial guidance and assessments during the course will help form the sound basis upon which you can determine the direction of your future.

### 1.3 Course Aims

The programme offers students, normally at post 'GCSE' level, a two-year experience that is broad, appropriate and rigorous, as a preparation for entry to the diverse opportunities at H.E. level e.g. BA (Hons) Degree or Foundation Degree, and in some cases directly into employment. The structure of the programme enables students to make a valid and informed choice of specialist study.

The course has two chief **aims**:

- To provide an education and training in design that will enable you to apply with confidence either to a course of higher education to further your studies or for suitable employment.
- To extend your awareness of the social and commercial context, elements and applications of art and design, both historically and in contemporary society.

The course has two chief **objectives**. This is a two-year course of full-time study and successful completion provides the educational experience and qualification that will enable you to:

- Make application for a Higher Education course at BA or Foundation Degree level, usually related to your major study option;
- Or seek employment in an area of design usually related to your major study option.

At the end of Diploma Studies employment is likely to be at junior level with advancement being determined by experience gained through the job itself. However, most Diploma students choose to maximise their career opportunities by going on to study at Higher Education level.

## 1.4 Staff List

Dean with responsibility for Further Education	Laurence Wood
Kent Registrar	Andrew Varley
Associate Dean for Further Education	Mike Addison
Course Leader Further Education	Andrew Malone
Senior Lecturer Further Education	Andrew Smith
College Office Co-ordinator Course Administrator	Judy Batten Amanda Theodorakis
FE Contributing Staff – Lecturers	Rob MacDonald (1.0) Ian Bottle (1.0) Lucy Chick (0.5) John Dargan (0.5) Kate Welsford (0.5) Tony Mott (0.6) Sara Wicks (0.33)
Librarian	Lucy Hannaford
Kent Colleges Resources Manager	Sharon Carter
Technicians	Simon Nimmo Simon Mitchell Joy Hunt Jenny Grad

## **2 Course Structure**

- 2.1 Structure and Learning Hours
- 2.2 Course Structure Diagram

## 2.1 Structure and Learning Hours

There are 18 units in the full qualification

- Your course has 5 Mandatory units plus Professional Specialist or Specialist units that provide for a combined total of 1080 guided learning hours for the completed qualification
- **Mandatory Units** represent essential knowledge, skills and understanding
- **Specialist Units** allow a 'flavour' of the course to emerge. The 12 single and 1 double Specialist units have been chosen by the University for the Creative Arts from a range of approved Professional Specialist or Specialist units offered by Edexcel
- Students can specialise for a specific future career.

### THE UNITS

#### YEAR 1: 9 Units:

- 4 Mandatory Units
- 5 Professional Specialist Units

#### MANDATORY UNITS

##### Unit Title

Unit 1:	Visual Recording in Art & Design
Unit 2:	Materials, Techniques and Processes in Art & Design
Unit 3:	Ideas & Concepts in Art & Design
Unit 5:	Contextual Influences in Art & Design

#### PROFESSIONAL SPECIALIST UNITS

##### Unit Title

Unit 7:	Design Methods in Art & Design
Unit 48:	Narrative Image Making
Unit 77:	Fine Art Principles
Unit 89:	Developing and Realising Design Craft Ideas
Unit 117:	Surface Pattern

#### YEAR 2: 8 Units (1 of which is double weighted)

- 1 Mandatory Unit
- 1 double Professional Specialist Unit
- 2 single Professional Specialist Units
- 4 Specialist Units

#### MANDATORY UNITS

Unit 4:	Communication through Art & Design
---------	------------------------------------

## **SPECIALIST UNITS:**

Unit 79: Multi-Disciplinary Work in Fine Art  
Unit 85: Exploring Specialist Techniques  
Unit 86: Extending Specialist Techniques

AFTER YOU HAVE SELECTED YOUR SPECIALISM DURING THE AUTUMN TERM YOU WILL COMPLETE TWO OF THE FOLLOWING SPECIALIST AREA UNITS:

## **PROFESSIONAL SPECIALIST AREA UNITS:**

VISUAL COMMUNICATION	Unit 37: Graphic Media, Techniques & Technology
	Unit 38: Mixed Media Image Making
LENS BASED MEDIA	Unit 23: Photographic Media, Techniques & Technology
	Unit 32: Experimental Imagery in Photography
FASHION & TEXTILES	Unit 108: Extending Specialist Textile Techniques
	Unit 111: Fabric Manipulation
3D DESIGN	Unit 90: 3D Design Media, Techniques & Technology
	Unit 96: Human Scale Design
FINE ART	Unit 76: Generating Fine Art Ideas
	Unit 78: Developing and Realising Fine Art Ideas

All students in every specialist pathway must also undertake:

## **PROFESSIONAL SPECIALIST AREA UNIT (double weighted)**

Unit 6: Application, Exploration and Realisation

This unit is the Final Major Project (FMP) and is double weighted i.e. 120 GLH and carries 20 credits

## **SPECIALIST UNIT**

Unit 10: Personal & Professional Development in Art & Design

The taught days for Year 1 are Monday, Tuesday, Thursday and Friday. In Year 1 Wednesday is a self-directed study day. Students are expected to work on current projects, research for new projects and review, evaluate and add to previous project work on this day. There is access to studio space, workshops and the library, but the day is largely untutored (although there are technicians and tutors in college)

### **The times for the day are:**

09:30-11:00	Studio session 1
11:00-11:15	Break
11:15-12:30	Studio session 2
12:30-13:30	Lunch
13:30-15.30	Studio session 3

## 2.1 COURSE STRUCTURE DIAGRAM

The course consists of 17 units over two years. The first year has 9 Units. The 2<sup>nd</sup> year has 8 Units (Unit 6 is classed as a double unit). The diagram below indicates the relationship between the years and the Units.

### EXTENDED DIPLOMA IN ART AND DESIGN YEAR 1

#### AUTUMN TERM 2010/2011

Term 1 Units and Related Projects	Brief description and work expected <b>Note: These units are integrated and experienced concurrently with integrated assessment</b>	Total number of Weeks 15
	<p>MONDAY, TUESDAY, THURSDAY AND FRIDAY WILL BE STUDIO DAYS (09.30 – 3.30) TUESDAYS WILL ALSO INCLUDE LIBRARY RESEARCH, CONTEXTUAL STUDY AND STUDY SKILLS WEDNESDAY IS AN INDEPENDENT SELF STUDY DAY WHEN YOU MAY WORK EITHER IN STUDIO OR AT HOME</p>	
	<b>Enrolment / Induction week</b>	<b>Week 1</b>
<p><b>Unit 5 CONTEXTUAL INFLUENCES IN ART &amp; DESIGN</b></p> <p><b>Unit 1 VISUAL RECORDING IN ART &amp; DESIGN</b></p> <p><b>Unit 7 DESIGN METHODS IN ART &amp; DESIGN</b></p>	<p><b>Contextual Influences in Art &amp; Design runs throughout every unit &amp; project</b> during year 1 and year 2</p> <p>Introduction to drawing processes and concepts. Subject matter to include human figure, still life and architecture. Use of sketchbook to provide visual sources for composite drawings. Use of paint and collage will be included as an element of the drawing process.</p> <p>Research from Modern Architecture and Fashion leading to garment construction (results photographed). (your holiday project will be assessed with this unit)</p>	<p><b>Weeks 2-5</b></p> <p><b>Weeks 6-8</b></p>
Assessment of Units 1 & 7	Assessments/ feedback tutorial.	<b>Week 9</b>
Self Study Week	Essay Writing Week (Second Year Field trip to Amsterdam)	<b>Weeks 10</b>
<p><b>Unit 3 IDEAS &amp; CONCEPTS IN ART &amp; DESIGN</b></p>	Creating imagery from unusual words and making paintings, collages relief pieces. Exploration of graphics, type, text and numbers.	<b>Week 11-13</b>
<p><b>Unit 2 MATERIALS, TECHNIQUES &amp; PROCESSES IN ART &amp; DESIGN</b></p>	Exploration and evaluation of materials techniques and processes in relation to creating imagery through printmaking and developing artists books and altered books. Workshops in various printmaking processes and book construction techniques including, monoprint, linocut, drypoint, case, pamphlet and eastern binding.	<b>Weeks 14-15</b>

## EXTENDED DIPLOMA IN ART AND DESIGN YEAR 1

### SPRING TERM 2010/2011

Term 2 Units	Brief description and work expected <b>Note: These units are integrated and experienced concurrently with integrated assessment</b>	Total number of Weeks 14
Unit 2 <b>MATERIALS, TECHNIQUES &amp; PROCESSES IN ART &amp; DESIGN</b>	Printmaking and Book Arts projects continued	<b>Week 16</b>
Assessment of Units 2 & 3	Assessment/feedback tutorial	<b>Week 17</b>
Unit 48 <b>NARRATIVE IMAGE MAKING</b>	Digital animation project. A one minute animation film with sound - you will work in small teams. Concepts will be initiated on a story board and then developed with use of digital animation programmes, drawing and model making. The film will be digitally edited and sound added.	<b>Weeks 18-20</b>
Unit 77 <b>FINE ART PRINCIPLES</b>	This unit deals with the self-portrait. Paintings and constructions (Joseph Cornell inspired), which reveal identity and personality. Also research on extremes of self involvement (artists such as Orlan). Colour mixing and colour theory. Memorising colours and using colour to build up a figurative image (Chuck Close technique used as an example). Using collage material as colour medium. Mono printing and paper collage included.	<b>Weeks 21-23</b>
Assessment of Units 48 & 77	Assessment/feedback tutorial	<b>Week 24</b>
Unit 117 <b>SURFACE PATTERN</b>	Textile design project	<b>Week 25-27</b>
Unit 89 <b>DEVELOPING &amp; REALISING DESIGN CRAFT IDEAS</b>	Working with recycling you design and realise a chair structure	<b>Week 28-29</b>

## EXTENDED DIPLOMA IN ART AND DESIGN YEAR 1

### SUMMER TERM 2010/2011

Term 3 Units and Related Projects	Brief description and work expected <b>Note: These units are integrated and experienced concurrently with integrated assessment</b>	Total number of Weeks 4
Unit 89 continued <b>DEVELOPING &amp; REALISING CRAFT IDEAS</b> Recycling Project	Recycling/Chair project continued	<b>Week 30-31</b>
Assessment of Units 89 & 117	Assessments/ feedback tutorial.  An application process must be completed before entry to the second year of the course is possible. Holiday project delivered.	<b>Week 32</b>
	All studios to be cleared	<b>Week 33</b>

Due to the complexities of timetabling for the 2<sup>nd</sup> Year of the course, you will be given a separate timetable at the start of the Autumn Term 2011

## THE CURRICULUM

### 3.1 Unit Specifications

## Unit 1: Visual Recording in Art and Design

### Aim and purpose

This unit aims to extend learners' ability to select and visually record from a range of sources in order to communicate information to different audiences, using appropriate presentation methods and for a range of specific purposes.

### Unit introduction

This unit is about developing learners' visual recording skills as an exploratory tool in communicating different ideas. Learning to observe and select visual information from the world around them forms a vital part of this unit. Learners will use primary sources to work from direct observation, developing their skill and understanding, to communicate and express creative ideas. Our lives today are rich in creative visual imagery. Advertising, film, video and the internet have become an integral part of our visual experience. The quality of our visual world depends to a great extent on the visual recording skills of the artist or designer, and their ability to create exciting, innovative imagery. Recording skills lie at the heart of an artist's success in communicating their message. In the process of generating their ideas, artists, craftspeople and designers need to select, use and refine their recordings in order to communicate with their audience effectively.

The visual recording skills that learners develop through this unit will form the basis for all subsequent units and, therefore, underpin the whole qualification.

In this unit, learners will build their visual language skills and understanding through using the formal elements (line, tone, colour, shape, pattern, surface, structure etc) in a wide range of visual studies activities. Learners will develop the ability to identify and select for different purposes appropriate visual qualities from direct observation. Understanding the process of exploring and recording will involve experimenting with mark-making using varied materials, techniques and processes appropriate to learners' specialist pathways.

### Learning outcomes

On completion of this unit a learner should:

- 1 Know how to identify sources for visual recording
- 2 Be able to record visually
- 3 Understand visual recording in others' work
- 4 Understand own visual recording
- 5 Be able to develop visual recording to produce outcomes

## Assessment and grading criteria – Unit 1

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

	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>P1</b> identify primary and secondary sources for recording	<b>M1</b> research and respond to independently selected sources, consistently showing effective visual recording skills	<b>D1</b> demonstrate independence, innovation and individuality in evaluating and using sources, integrating visual recording skills and in-depth understanding in communicating information
<b>P2</b> record visually	<b>M2</b> show an individual approach to communicating, comparing, illustrating and expanding information and presenting work in a coherent and appropriate creative format.	
<b>P3</b> discuss visual recording in others' work		
<b>P4</b> review own visual recording		
<b>P5</b> develop visual recording to produce effective outcomes		

## **Unit 2: Materials, Techniques and Processes in Art and Design**

### **Aim and purpose**

The aim of this unit is to develop learners' skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway.

### **Unit introduction**

Artists, craftspeople and designers use a broad range of materials, techniques and processes in their work, sometimes combining traditional craft with contemporary art and design in innovative ways. Developments in new technologies have brought a wealth of new opportunities to the creative process. Practitioners' use of materials, techniques and processes has a direct bearing on the look and feel of artifacts and products, their presentation and the cost of production.

The aim of this unit is to develop learners' knowledge, skills and understanding in working safely and creatively with the materials, techniques and processes associated with their specialist pathway. It will enable learners to explore, experiment with and understand the use of a range of materials, techniques and processes.

As the unit develops, learners will be made aware of the importance of the health and safety issues related to the technologies associated with their specialist disciplines. As a result, the unit underpins all other units in the qualification and is essential in preparing learners for vocational progression.

Learners should demonstrate skill and understanding in their developmental work and in the production of finished work. In order to select and use appropriate materials and techniques, learners will evaluate the different qualities and properties associated with different media. They will learn to review their experiments critically at different stages of development in order to modify and refine their work as it progresses. Learners will also be made aware of the significance and value of studying the work of professional practitioners for the development of their own work.

### **Learning outcomes**

On completion of this unit a learner should:

- 1 Be able to explore materials, techniques and processes safely
- 2 Be able to use materials, techniques and processes
- 3 Understand the suitability of materials, techniques and processes

## Assessment and grading criteria – Unit 2

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> explore materials, techniques and processes safely	<b>M1</b> show considered understanding of the characteristics and uses of materials, techniques and processes through in-depth investigation and producing diverse experimental work	<b>D1</b> use analysis, evaluation and experimental techniques perceptively to develop work that recognises the full potential and limitations of materials, techniques and processes.
<b>P2</b> use materials, techniques and processes	<b>M2</b> carry out purposeful analysis and application of materials, techniques and processes.	
<b>P3</b> evaluate the suitability of selected materials, techniques and processes at relevant stages of process.		

## **Unit 3: Ideas & Concepts in Art and Design**

### **Aim and purpose**

This unit aims to broaden and deepen learner skills, knowledge and understanding of creative thinking, across contemporary and historical art and design, in order to inform their own practice.

### **Unit introduction**

Ideas and concepts are the core of all creative art and design thinking. Innovation, imagination and intuition in the vocational world of art and design are essential for practitioners to create successful artwork, designs and products. Professionals use a wide range of intellectual, intuitive and perceptual skills in generating and developing their ideas. In order to secure commissions, practitioners must generate innovative ideas and be able to refine and present their ideas in exciting, persuasive and convincing ways. They will investigate contextual sources to explore and analyse the creative ideas of different practitioners. Through this process learners will analyse the ideas and concepts used by practitioners for different purposes. This will involve studying language, images, artifacts, meaning, direct observation, perceptual sensitivity and the practitioners' own motivations in art and design. Researching and analysing the thought processes of art and design practitioners and theorists should inform and inspire learners' own creative thinking in generating, developing and communicating their ideas and concepts. Learners will develop an understanding of their own innovative thought processes through carrying out activities and briefs that give them opportunities to explore possibilities within a range of ideas and concepts. In working through this unit, learners will develop their communication skills. In preparing to progress to professional practice, learners must appreciate the need to create informed and stimulating presentations of their ideas for different audiences.

### **Learning outcomes**

On completion of this unit a learner should:

- 1 Understand how ideas and concepts inform art and design work
- 2 Know how to generate ideas
- 3 Be able to generate and refine ideas in response to given briefs
- 4 Be able to communicate and present ideas and outcomes to different audiences

## Assessment and grading criteria – Unit 3

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> compare ideas and concepts in art and design work	<b>M1</b> use the results of purposeful research and investigation to inform own ideas and concepts, demonstrating coherent direction in originating and developing ideas	<b>D1</b> independently analyse and interpret research to generate personal ideas and concepts, applying sophisticated thinking in generating, modifying and synthesising original ideas
<b>P2</b> investigate ideas generating techniques	<b>M2</b> demonstrate a considered approach to producing purposeful ideas and solutions in response to briefs, presenting work coherently and effectively.	<b>D2</b> demonstrate an individual and perceptive approach to producing and communicating innovative and engaging work, using sophisticated presentation methods.
<b>P3</b> generate and refine ideas in response to given briefs		
<b>P4</b> communicate and present ideas and outcomes to different audiences.		

# Unit 5: Contextual Influences in Art and Design

## **Aim and purpose**

The aim of this unit is to develop learners' skills and knowledge of how historical and cultural influences inform art, craft and design. Learners will achieve this by researching and recording information, whilst developing critical and analytical skills, and relating this to their own developing practice.

## **Unit introduction**

Artists, craftspeople and designers have always looked to the past for inspiration and innovation. In order to learn from the past and build on others' creativity, it is important for learners to appreciate some of the factors that are essential to a practitioner's professional development by understanding the importance of historical and cultural influences on art, craft and design. Practitioners in every field of the sector also recognise the need to, and value of, keeping abreast of contemporary art, craft and design developments, within and beyond their specialist practice.

This unit is intended to form the basis of learners' knowledge and understanding of contemporary and historical art, craft and design. It underpins all other units in the qualification and aims to promote and deepen learners' contextual awareness of their own work. Learners will develop knowledge and understanding of key movements within an historical context, which will provide a framework for their understanding of works of art, craft and design. Learners will also understand why many artists, craftspeople and designers are able to respond to emerging technologies and environmental issues. Learners will develop skills in identifying, researching, selecting and recording appropriate references for study from primary and secondary contextual sources. Through exploring and recording from a wide variety of sources learners will develop their critical and analytical skills by using combinations of visual, written and verbal presentations. This will contribute to a cycle of application, as contextual understanding contributes to the learner's practical skills and their practice gives them inside knowledge of other practitioners work.

## **Learning outcomes**

On completion of this unit a learner should:

- 1 Know about key developments and influences in art, craft and design
- 2 Be able to research and record historical, contemporary and contextual Information
- 3 Be able to review, produce and present outcomes from contextual sources

## Assessment and grading criteria – Unit 5

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> describe the characteristics and influences of key movements and the work of individuals	<b>M1</b> research and organise information about art, craft and design developments, effectively linking the contexts in which works were produced	<b>D1</b> extract and analyse complex information independently, from comprehensive research
<b>P2</b> show how cultural contexts relate to historical and contemporary art, craft and design	<b>M2</b> express coherent opinions, supported by examples drawn from established sources.	<b>D2</b> express informed judgements and argued conclusions, using specialist language fluently.
<b>P3</b> produce primary and secondary research		
<b>P4</b> review information and produce outcomes		
<b>P5</b> present outcomes		

## **Unit 7: Design Methods in Art and Design**

### **Aim and purpose**

The aim of this unit is to enable learners to develop skills and understanding of the design process and skills in applying this in the creation of art and design work.

### **Unit introduction**

When developing designs to meet the requirements of a brief, the development cycle used is vital in ensuring effective outcomes. The application of a design methodology will ensure that all significant factors are considered structured way. Designers need to be able to develop and communicate their ideas and concepts through 2D and 3D skills. It is important for learners to develop the necessary knowledge, skills and understanding to enable them to communicate their intentions effectively.

In this unit learners will develop an understanding of the importance of using the appropriate methods to achieve their creative intentions. They will develop ideas and focus concepts within the confines of specific briefs. They will learn to communicate their ideas and intentions professionally, through visual and verbal communication and the consultation process. Briefs should be written and presented in a vocational context, providing opportunities for learners to work on realistic scenarios and outcomes. Projects can be set in both 2D and 3D areas to meet the specific needs of learners.

Learners will develop the necessary research and analysis, synthesis, and time management skills, as well as teamwork and organisational skills. They will be introduced to the design development cycle through specific project briefs. Learners will need to be aware of legal constraints, such as copyright, building regulations and health and safety issues associated with specific materials, techniques and practices, which impact on their proposals. The unit gives learners the opportunity to explore all areas of visual communication, including mind mapping, concept sketches, experimental and scale modelling, proofs, mood boards, colour/sample boards and final presentations.

### **Learning outcomes**

On completion of this unit a learner should:

- 1 Understand the design development process
- 2 Be able to use the design development process in own work
- 3 Be able to communicate ideas and intentions clearly
- 4 Be able to work safely with others

## Assessment and grading criteria – Unit 7

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> describe the design development process	<b>M1</b> consistently show a clear understanding and effective application of the design process	<b>D1</b> show independence and creativity in the safe application of the design process, producing professional outcomes based on highly-focused research and collaborative development ideas.
<b>P2</b> use the design development process in own work	<b>M2</b> use verbal and visual communication with others confidently and effectively.	
<b>P3</b> communicate ideas and intentions clearly		
<b>P4</b> work safely with others.		

## Unit 48: Narrative Image Making

### Aim and purpose

The aim of this unit is to develop the learners skills and understanding of existing narrative image work and to enable them to build skills in creating narrative images of their own using a variety of media.

### Unit introduction

Graphic designers need understand and use imagery in a wide variety of situations. Narrative graphic image making requires a particular of how graphic images are used to communicate a message or tell a story. It may be one single image, such as a photograph sent back from a war zone, or a series of hundreds of images made to storyboard a film other examples are book and magazine illustrations, comics, street and T.V. advertisements, film and television titles, video and newspaper cartoons.

In this unit, learners will investigate a variety of narrative imagery from 19<sup>th</sup> century book illustration and satirical cartoons, Second World War propagandist photomontage, silent films and Film Noir through to Manga animation and multi-media advertisements. Learners will explore some of the processes used in the making

Of narrative images using illustrative and digital media to create single and sequential narrative images. Learners will be given opportunities to develop a variety of narrative imagery I response to given themes and will generate ideas using brainstorming and group work.

Field trips and cinema visits are an essential element of this unit as learners need to be shown many different types of narrative imagery, in as many situations as possible, in order to build up the necessary understanding of this type of visual communication. This will then feed into the development of their own ideas for narrative imagery.

Learners will also look at the way in which the work of artists and designers, in a historical and contemporary context, can influence their narrative image making work and provide further impetus for the generation and development of ideas.

Learners will present their work in variety of ways. This may include portfolio presentations of sequential photography, mounted illustrative work on exhibition display boards, on-screen and audio visual presentations.

### Learning outcomes

On completion of this unit a learner should:

- 1 Be able to investigate examples of narrative imagery
- 2 Understand the process of illustrating narrative
- 3 Be able to develop ideas for narrative imagery in response to given themes
- 4 Be able to present narrative imagery

## Assessment and grading criteria – Unit 48

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> investigate relevant examples of narrative imagery	<b>M1</b> apply detailed investigations to inform narrative image making responses	<b>D1</b> integrate in-depth investigation and evaluation with development of innovative image making responses
<b>P2</b> review the processes used in illustrating narrative	<b>M2</b> analyse the processes used in illustrating narratives	<b>D2</b> present diverse imaginative outcomes which demonstrate skilful narrative image making
<b>P3</b> develop ideas for narrative imagery in response to given themes	<b>M3</b> develop competent ideas for narrative imagery using effective visual language	
<b>P4</b> present narrative imagery	<b>M4</b> concisely present resolved narrative imagery	

# Unit 77: Fine Art Principles

## **Aim and purpose**

The aim of this unit is to develop learners skills, knowledge and understanding of the principles underpinning fine art work. Learners will do this by carrying out research into the work of selected fine artists, analyzing how and what influenced the ideas and finished work. Learners will apply and present such findings in their own projects.

## **Unit introduction**

The work of fine artists can be influenced by arrange of external factors; they are constantly on the look out for ideas around them to inform work in practice, with particular interest to the work of other fine artists past and present.

Awareness of current events around them may in some cases influence work produced; this may be a conscious or unconscious application by the artist.

Other influences on artists work, which may not always be obvious to them includes, fashion, music, literature, architecture, film from the past and present; personal life and background may also shape ideas, attitudes and approaches to art work.

For this unit learners are required to consider ideas, subjects and external factors that have been used by the artist; and explain how these have been considered and used to influence and direct art work.

Historical and contextual reference will also be considered.

From these considerations learners will develop and explore ideas, subjects and external influences that have been used or could be used in the production of their own work.

Knowledge and understanding gained from enquiry into the work of others should be used to inform the development process in future projects.

Learners will be encouraged to develop analytical and evaluation skills when considering the work of others and their own work. These skills should be recorded in technical logbooks, journals, sketchbooks or worksheets. An evaluation of all work collected should contribute to the final presentation.

Information and insights gained by learners in this unit may also be used as starting points for, or linked to practical work in other units.

## **Learning outcomes**

On completion of this unit a learner should:

- 1 Be able to research ideas and subject matter in fine art work
- 2 Know about the influence of external factors on others fine art work
- 3 Understand external influences in relation to own fine art work
- 4 Be able to present evaluated research findings

## Assessment and grading criteria – Unit 77

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> research ideas and subject matter in fine art work	<b>M1</b> purposefully research fine art ideas and subject matter, clearly relating the influence of external factors on the generation of others' fine art work	<b>D1</b> independently undertake thorough research of others' fine art work and practice, articulating original links to external influences
<b>P2</b> identify influences of external factors on others fine art work	<b>M2</b> show considered understanding of a range of influences directly related to own fine art work and how this has been generated and developed	<b>D2</b> demonstrate informed understanding of a broad range of influences that have explicitly and implicitly influenced own work from initial ideas through development to final realisation
<b>P3</b> discuss external influences in relation to own fine art work	<b>M3</b> produce a considered evaluation of investigations, linking to a coherent presentation of a broad range of research findings.	<b>D3</b> produce a comprehensive evaluation of all research, closely aligning influences of factors on others' and own work, providing a sophisticated and comprehensive presentation of findings.
<b>P4</b> evaluate research findings.		
<b>P5</b> present research findings		

## **Unit 89: Developing & Realising Design Craft Ideas**

### **Aim and purpose**

The aim of this unit is to enable learners to generate arrange of 2D and 3D work relating to contemporary design craft practice. The focus will be on the whole design process from research for generating ideas through to the making of finished pieces.

### **Unit introduction**

This Unit will involve the collation and study of visual information relating to the work of craftspeople. This will engage learners in selecting and gathering information on crafts such as ceramics, pottery furniture design and making, forge work, spot welding, kiln formed glass, jewelry, mixed media, constructed and printed textiles, weaving and stone or wood carving.

Artists and craftspeople can in a variety of ways, making single handmade pieces or small-batch quantity production, working in studios, workshops or factories. Learners will investigate craft activities in their locality by visiting galleries, exhibitions, markets, festivals, craft fairs and local business outlets where possible. Heritage and tourist venues often display local craftwork. Learners can gather inspiration from the range of merchandise on view, for example pottery, jewelry, painted containers, cards and decorated papers.

Exploration and experimentation in craft-making skills will be nurtured through the use of open-ended thematic assignments. The development and realization of ideas will directly relate to the quality of research and the availability of specialist materials and equipment. Decisions will have to made as to the purpose; whether to develop purely decorative forms, or objects with practical functions that respond to clear aims set out in a design and craft project or projects. Learners can develop their ideas, elaborating themes on paper while making small test samples and maquettes, leading to finished craft pieces. As well as using traditional 2D and 3D craft media, the opportunity to use discarded materials and common everyday objects could be investigated. It is useful to consider what is available when operating on a tight budget. These materials may be transformed into interesting craft objects through creative repurposing.

Learners can also benefit from visits to the centre by local craftspeople, should they be available. The makers are often keen to talk about how they develop and realize their ideas, as they have to be confident enough to sell their work to shops, galleries and the general public.

## Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out research on design crafts to inform idea development
- 2 Be able to produce design craft solutions
- 3 Understand working methods and design craft outcomes.

## Assessment and grading criteria – Unit 89

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> carry out and record research	<b>M1</b> Effectively select ideas and subjects from purposeful research	<b>D1</b> demonstrate an independent analytical approach in selecting ideas and subjects from comprehensive research
<b>P2</b> develop ideas for design craft outcomes	<b>M2</b> consistently develop ideas for effective design crafts outcomes	<b>D2</b> independently develop sophisticated ideas for design craft outcomes
<b>P3</b> produce design craft outcomes	<b>M3</b> produce effective and considered design solutions	<b>D3</b> produce comprehensive, sophisticated and creative design solutions
<b>P4</b> review working methods and design craft out comes	<b>M4</b> effectively analyse and evaluate working methods and design crafts outcomes	<b>D4</b> demonstrate an independent approach to analysing and evaluating working methods and design crafts outcomes, reaching sophisticated conclusions

## **Unit 117: Surface Pattern**

### **Aim and purpose**

The aim of this unit is to explore the research and practical skills used in the development of surface pattern ideas. A variety of media, materials, techniques and processes will be used. Learners will be encouraged to analyse, review and refine ideas to produce a range of surface pattern samples.

### **Unit introduction**

Designers apply surface pattern in many ways. There are applications in decoration, interiors, wall coverings, papers, cards, furnishings, tiles and flooring. Alongside colour, it is an important aspect of textile design but can also be found across the crafts field, for example in ceramic work. In its everyday use it enriches and enlivens our surroundings. It can also be applied to protective and functional surfaces. Surface pattern is found worldwide, in some form in every culture.

Within an interior space surface pattern can be used to promote a sense of traditional values. Alternatively it can signify a contemporary and dynamic treatment of space. It can create a sense of space and mood or demonstrate mathematical qualities in its complexities. In fashion it can denote a trend, a decade or an era. There are a number of famous design companies that became known for their unique treatment and use of motifs in their surface pattern. Many of these designers are still used today to inspire contemporary pattern.

Learners will need to research the work of other artist in addition to collating primary and secondary source materials, which will inform ideas. They will develop design ideas by selecting, combining and using a variety of media, materials, techniques, technologies and processes. This information should be documented.

Learners will then have the opportunity to explore the potential of surface pattern making use of a range of surfaces and a variety of media and materials. Learners will explore the potential of surface pattern via the application of decoration to a diverse range of surfaces and materials. They will experiment with the formal elements of surface pattern by using media and materials together with the processes and technologies associated with printed, constructed and embroidered textiles. Learners will also be encouraged to reflect on and evaluate their use of different design approaches when creating surface pattern work. They are encouraged to reflect on their work and evaluate strengths and areas for development.

## Learning outcomes

On completion of this unit a learner should:

- 1 Know about visual sources for surface pattern.
- 2 Be able to explore and develop ideas for surface pattern.
- 3 Understand surface pattern ideas and processes.
- 4 be able to produce surface pattern outcomes.

## Assessment and grading criteria – Unit 117

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

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>P1</b> Identify surface pattern work of artists, designers and crafts people	<b>M1</b> describe diverse surface pattern work	<b>D1</b> Independently integrate research into sources, with imaginative development of ideas for surface pattern
<b>P2</b> select visual sources for surface pattern	<b>M2</b> use visual sources to explore and develop individual ideas for surface pattern	<b>D2</b> evaluate, refine and apply imaginative ideas to produce exciting and innovative outcomes
<b>P3</b> explore and develop surface pattern ideas	<b>M3</b> analyse, refine and apply diverse ideas and processes effectively to produce coherent outcomes	
<b>P4</b> review surface pattern ideas and processes		
<b>P5</b> produce surface pattern outcomes		

## **4 Learning, Teaching and Academic Guidance**

- 4.1 Learning and teaching methods used on your course
- 4.2 The role of the staff
- 4.3 Career Planning, Employability and Skills

## **4.1 Learning and teaching methods used on your course**

We aim to develop independent learning and competence in visual, oral and written expression. These aims are embedded in the University's Teaching, Learning and Assessment Strategy and are reflected in learning outcomes.

### **METHODS OF TEACHING INCLUDE:**

#### **LECTURES**

These involve the tutor addressing the student group, illustrating the lecture with slides, video, demonstration or other means. In some lectures information sheets are issued. At all times the student is expected to make notes that are later used in the preparation of written or project work.

#### **INDUCTIONS**

Covering such areas as photography, printmaking, workshop practice or computer studies, where a body of theoretical and practical knowledge using specialist equipment needs to be assimilated. Following completion such studies are further developed in integrated project.

#### **INTEGRATED PROJECTS**

These bring together different units of Course work to encourage a broad interdisciplinary view of art and design studies.

#### **TUTORIAL GUIDANCE**

Individual advice or instruction, given during the course of the project, either as the tutor sees it to be necessary or at the request of the student.

#### **PERSONAL STUDY**

Work carried out outside college hours, including research, essay writing, completion of projects, development of drawing ability through use of sketch books, etc. Successful completion of the Course depends on a full commitment to personal study.

#### **DISCUSSION & CRITICISM**

On completion, some projects are assessed in group discussion, such discussion providing essential feedback for both tutor and student as to how the individual performs in the group.

#### **PERSONAL TUTORS**

At the commencement of the course you will be provided with a personal tutor who is a member of the full-time/fractional staff. The personal tutor will counsel you on your general progress and engagement with the course, and will offer you personal advice on any course matters of concern to you. You are required to meet with your personal tutor at least twice each term but may request assistance and guidance from him/her at any time.

#### **ASSESSMENT POINTS**

There are times when your tutor will examine your folio with you. This opportunity allows a whole body of work to be examined and discussed. A written report will be produced at these points.

## **EDUCATIONAL VISITS**

There will be a number of visits to museums and galleries or interesting locations to work from throughout your course.

### **4.2 The role of the staff**

#### **EXECUTIVE DEAN**

##### **DEAN**

##### **ASSOCIATE DEAN**

The Associate Dean has oversight and responsibility for the academic management and development of a range of related courses. They provide guidance and support to Course Leaders in the implementation of College policies and initiatives.

##### **KENT REGISTRAR**

The Kent Registrar directs the administration of the Kent Colleges, and is particularly responsible for the administration of assessment boards and results. The Kent Registrar will also advise you if you are thinking of submitting an academic appeal.

##### **COURSE LEADER**

The course is the basic unit of study representing the particular award for which students are enrolled. Course Leaders provide the leadership and direction for individual courses of study. They are responsible for the development of the curriculum and its delivery, and for the management of staff teams.

##### **PERSONAL TUTOR**

Personal tutors are usually full-time lecturers who will discuss in detail the direction of your work individually or in groups, and complete development reports for your academic file. You will receive at least one tutorial each semester from your personal tutor to discuss your overall performance on the course. These personal tutorials will cover all aspects of your studentship and offer you the opportunity to seek advice or air concerns that you may have regarding your studies. They will be referred to as general guidance tutorials.

##### **SESSIONAL/VISITING LECTURERS**

Artists, critics, industry professionals and academics visit the University on an occasional basis. They will deliver lectures either to specific student groups, or to any staff or students who are interested in attending. Your course team will advise you of any lectures which may be of particular relevance or interest to you; these will not necessarily be level specific, and may not be specific to your course.

##### **GENERAL COURSE TEAM RESPONSIBILITIES**

It is the responsibility of the Course Leader to organise the delivery of your teaching during the course. As there may be many aspects of study that are different to those on your previous course, it is important that you establish a strong, academically sound relationship with the course team as soon as possible.

### **TECHNICAL STAFF**

Technical staff will demonstrate the correct operation of equipment, tools and processes. If you encounter difficulties with tools, equipment, materials or processes they will provide advice in support of your learning.

### **ADMINISTRATION STAFF**

The staff in the Administration Office will support you in a wide variety of ways throughout your course of study. The Kent Registrar will provide guidance regarding assessment regulations if you are experiencing difficulties.

## **4.3 Career Planning, Employability and Skills**

The University Careers Service aims to provide a high quality careers education, information, advice and guidance service to all students. Our College Careers Advisers work closely with academic staff in supporting your career planning and enabling you to make well-informed decisions about your future. A comprehensive and up-to-date careers resource area is located within each Library and Learning Resource Centre providing access to information on further study, gap year, employment and self-employment opportunities. Our effective links with professional organisations and employers in the creative industries enables us to provide details of creative opportunities including work placements, residencies, volunteering, competitions and jobs via our new web resource [www.ucreative.ac.uk/careers](http://www.ucreative.ac.uk/careers) Full details of all our new policies and statements of service for students, staff and employers are available through our website or by contacting a member of the Careers team.

## **5 Assessment**

- 5.1 Assessment Regulations
- 5.2 Illness and Mitigation
- 5.3 Course Management
- 5.4 Course Staff
- 5.5 College Management

## 5.1 Assessment Regulations

Assessment is used to:

- Make appraisal of quality/level of performance in response to specified tasks and criteria.
- Provide 'feedback' to help determine modification/development of personal and group performance.
- Present a profile/record of performance relative to the whole course and its constituent parts.

You will be given **Formative** assessments throughout the course, and a **Summative** assessment at the end of the course when all of the units should be completed

Assessment **methods** may include:

- Studio based group criticisms involving students in assessing and articulating their own and peers' achievements
- Tutorial based and individual based (self/peer)
- Seminar based
- Student presentations
- Portfolio presentation
- Observation of studio and workshop practice
- Time-constrained assessments
- Work based projects

Assessment **evidence** can include:

- Portfolio of artwork
- Sketchbooks, notebooks, visual development sheets, disks, samples, test pieces, models, films, printouts, maquettes, supporting statements
- Personal study, critical investigation, products and texts, dissertation
- Personal reflective diary, annotations, reports, research journals, records from tutorials and critiques, skills workshops and visits.
- Records of self-evaluation and progression opportunities.
- CV, personal statement, letters of application, mock interview, witness statement, record of critical interaction with others.

The assessment **process** will:

- Record each student's achievement in relation to unit learning outcomes and grading criteria
- Identify areas for further development to tutors and students
- Provide regular feedback on student progress and is appropriate and encouraging.
- Record student response to the programme along with evaluation skills in relationship to their development as creative practitioners.
- Identify to tutors and students areas where further development of skill, knowledge, understanding or personal competencies is needed.

## INTERNAL ASSESSMENT

Your work will be assessed throughout the 2 years and you will be given grades at the end of each of the 17 units (Pass, Merit or Distinction). These are “Formative” or advisory grades. At the end of the 2-year course, you will be given “Summative” or final grades for each unit.

## CALCULATION OF THE QUALIFICATION GRADE

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. The number of points available will be dependent on the unit grade achieved and the credit value of the unit as determined by the stipulated guided learning hours.

For the calculation of a qualification grade for a BTEC Extended Diploma in Art & Design a learner must:

- complete all designated units
- achieve a minimum points score of 1300 points for a Extended Diploma
- achieve a pass (or above) grade for units with a combined total of 900 guided learning hours for an Extended Diploma.

The table below show the number of points scored per credit at the unit level and grade.

### Unit Points

QCF Level	Points per Credit		
	Pass	Merit	Distinction
Level 3	7	8	9

Grade boundaries BTEC Extended Diploma	Overall grade BTEC Extended Diploma	UCAS points
1300-1399	MPP	
1340-1379	MMP	
1380-1419	MMM	
1420-1459	DMM	
1460-1499	DDM	
1500-1529	DDD	
1530-1559	DDD*	
1560-1589	DD*D*	
1590 and above	D*D*D*	

## **EXTERNAL ASSESSMENT**

All your work will be marked by your tutors as you progress through the course. However, some units internally assessed by your tutors may be checked by an examiner who is employed by Edexcel (the Awarding Body). Unit 6: Application, Exploration and Realisation in Art & Design will take the form of a Final Major Project (FMP), which you will do, in the final year of your course. This Final Major Project will require you to work independently and experimentally on a project of your own choosing that will reflect your specialist interests and demonstrate the knowledge and skills you have gained from the previous units. Before starting your FMP you will be expected to submit a 'project proposal' that explains your intentions. All of the units, units have published grading criteria which you can find in the unit descriptions included in this Guide.

### **5.2 Illness and Mitigation**

Any claim for mitigation of poor performance by a student is initially dealt with by the Course Leader of FE Studies and then considered by the FE Assessment Board.

If a candidate fails to submit work or poor performance is due to certified illness or other cause found valid on production of acceptable evidence, the FE Assessment Board may exercise discretion appropriate to the case.

The FE Assessment Board may take on the following courses of action:

- Where sufficient work exists as a result of partial fulfilment of the Unit to award a pass.
- To seek evidence of learning by an appropriate means, including viva-voce examination and thereby award a pass.
- If the students and tutors can agree an appropriate timetable for new work to be produced which demonstrates that the assessment criteria have been met. This is not the same as the re-submission of work. In this case the unit will be assessed again as if for the first time.

It is the responsibility of the student to inform the Course Leader of mitigating circumstances prior to the assessment, if possible, and to provide appropriate evidence at the earliest opportunity to support the claim. It is the responsibility of the Course Leader to draw to the attention of the Course Board all claims for mitigation, a suitable plan of action proposed by the FE Assessment Board and documentary evidence on which their view has been based.

The FE Assessment Board will assure itself that claims for mitigation have been correctly dealt with and will confirm the award of an appropriate grade.

If a student presents evidence for assessment that does not satisfy any of the assessment criteria for the unit, they will have failed the unit.

If the evidence presented for assessment does not demonstrate that all assessment criteria have been met then the student may re-submit evidence at a date agreed with the tutor. This is called a **referral** and the student and tutor must agree and document, as a result of the initial assessment, what new evidence is required to demonstrate that the assessment criteria may be satisfied. The student and tutor meet at the date agreed and the tutor considers the new evidence produced in terms of the agreement made with the student at the original assessment.

If a student has not successfully achieved one or more assessment criteria at the initial assessment, they may at a later agreed date, present further evidence. If the new evidence demonstrates that those assessment criteria, which had not previously been satisfied, have now been satisfied then the student will pass the unit.

### **RETRIEVAL PROCEDURE**

If you do not pass a unit, you will be given a referral grade. A deadline will be agreed with your Tutor, to re-submit work for assessment.

At the end of your course if you still have any referred units, the Final Assessment Board will decide how you should retrieve these and you will be informed in writing.

The maximum grade for a resubmitted Unit following a referral is a pass.

### **EXTENUATING CIRCUMSTANCES**

If there are any personal problems affecting your work you should discuss these with your Tutor immediately.

### **APPEALS**

It is possible to appeal against an assessment decision if you feel you have grounds e.g. your work was affected by illness etc.

You should consult your Course Leader or the Head of Quality Assurance. More information on this can be found on the **Student Intranet**.

### **5.3 Course Management**

The University is conscious of the importance of the quality of its staff that determine the quality of the student, the level of practice, research and scholarships and its reputation. The University's staffing policy and structure is designed to:

- Provide the academic and administrative framework which enable the satisfactory implementation of the course
- Ensure that the integrity and standards of subjects are maintained by the appointment of qualified staff
- Complement specialist expertise by ensuring an adequate breadth of staffing across each course
- Maintain a proper balance between full and part-time staff
- Encourage personal practice from all academic staff
- Maintain and improve as necessary a course of staff development
- Ensure proper communications between all sections of the academic community, staff and students
- Encourage the creation of conditions under which each student is exposed to a variety of influence and of different points of view, through contact with designers, artists, historians, craftspeople, and scholars
- Encourage the maximum appropriate contribution from external practitioners relevant to the study of art and design, through lectures presentations, case studies, visits, etc.

## 5.4 Course Staff

Course Leader Further Education:	Andrew Malone
Senior Lecturer Further Education:	Andrew Smith
Pathway Leader in Fine Art:	Ian Bottle
Pathway Leader in Lens Based Media:	John Dargan
Pathway Leader in 3-D Design:	Katie Welsford
Pathway Leader in Fashion & Textiles:	Lucy Chick
Pathway Leader in Visual Communication:	Rob McDonald
0.6 Senior Lecturer:	Tony Mott
0.4 Lecturer:	Sara Wicks

A number of sessional lecturers will contribute to the course. The University has a tradition of employing experienced teaching staff who also maintain their own practice. It is felt that such lecturers can give students a more thorough and up to date view of specific art or design practice. Sessional lecturers contributing to the course are supervised and supported by the FE Course Leader and Senior Lecturer. New staff and key sessional staff are supported by the University's Induction course and staff development course.

At the beginning and end of each year course review and planning meetings are timetabled. All teaching staff who make a significant contribution to the course attend with, where ever possible student representation.

## **5.5 College Management**

The Deans, as Senior Managers, have responsibility for overseeing the academic management of courses and the application of resources, including staffing, to each course. For practical purposes, this is usually devolved to the Associate Deans.

### **COMMITTEE STRUCTURE:**

#### **COURSE BOARD OF STUDY**

An FE Course Board exists on for all FE provision. These Boards monitor the effectiveness of each course's delivery, and discusses its rationale, and teaching and learning methods together with any appropriate academic developments.

#### **COLLEGE BOARD OF STUDY**

These Boards are responsible to the University's Academic Board for the quality and academic standards of courses. College Board receive the minutes of the FE Course Board and Annual Academic Monitoring Reports for all Courses. Subject to Academic Board agreement, the Board approves adjustments to the curriculum and associated academic developments.

#### **FE ASSESSMENT BOARD**

The FE Assessment Board confirms the outcome of generic and subject specific units contributing to the course. External verifiers join with Internal Staff to review and confirm marking levels. The Examination Board ratifies the provisional marks given for each unit.