**Camberwell College of Arts
Chelsea College of Art and Design
Wimbledon College of Art**

Foundation Diploma in Art and Design

Course Handbook 2011/12

University of the
Arts London

Message from the University

We at the University of the Arts London are committed to ensuring that the opportunity of studying art, design and communication is available to all who have the potential to succeed, regardless of background.

Our goals are fair access to University and the development of knowledge and skills with appropriate levels of support. I am wholeheartedly behind all the initiatives designed to encourage participation at this University by those who may not otherwise have considered entering Further or Higher Education and will continue to support the celebration of diversity amongst our students and staff - past, present and future.

Course Handbook

Course title	UAL Foundation Diploma in Art and Design
Awarding Body	University of the Arts London
Level of Study	Level 3/4
Mode	Full Time
College	CCW
Head of College	Professor Christopher Wainwright
Deans of College	Natalie Brett (Camberwell) George Blacklock (Chelsea) Simon Betts (Wimbledon)
Associate Dean of Progression	David Webster
Programme Director	Amanda Jenkins
Academic Session	2011/12
Enrolment	August 2011
Duration	Full Time 1 Academic Year
Attendance	Each term-time weekday
Disclaimer	In the day to day context, whilst every endeavour will be made to provide the courses and services described in this handbook, The University of the Arts, London reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances, including industrial action, beyond its control.

Contents

Introduction

Head of College welcome letter

This handbook tells you some of the things you should know so that you can have a successful and enjoyable time as a student at Camberwell, Chelsea or Wimbledon.

It contains information about the framework for your studies as well as describing stages and course requirements as you progress through the period of the course. The college staff and the course team will have taken great care to represent the important elements of the course accurately and clearly in this handbook. However, you will be certain to have questions about aspects of the course, which will be addressed during induction or by the course team. Each of you will have access to a tutor who will be available for you to talk to and discuss your academic progress on the course and also to discuss any kind of difficulties you may experience.

The course handbook is reviewed annually and all of our courses are subject to periodic review. This critical process requires us to question what we do and how we do it and we value your input into that process.

Student representation is an important part of belonging to the University of the Arts London community. We encourage and support the student voice on course committees and through student feedback and evaluation. These processes enable us to be both student-focussed and self-critical.

Whilst these processes and handbooks are important, I do appreciate that your experience as a student will largely be influenced by the friends you make, some wonderful ideas and the practice which unfolds and develops with you. We all look forward to working with you and hope that you will find your course stimulating and rewarding and that you will enjoy making the most of your time here.

Professor Chris Wainwright
Head of Colleges

Your Course in Context

The University of the Arts London

The University of the Arts London brings together in a single federated structure of six of the most famous art and design colleges in the world. It comprises Camberwell College of Arts, Central Saint Martins College of Art and Design, Chelsea College of Art and Design, London College of Fashion, London College of Communication and Wimbledon College of Art. Each of these has its own distinct approach, its own national and international reputation and its own established links with professional and cultural bodies. With a combined student population of 18000, the University of the Arts London is one of the world's largest academic centres for art, design and communication.

The Colleges attract students from every continent in the world. This enriches the diversity of the culture within the colleges and greatly adds to the variety and quality of the student body. Internationally known artists and designers contribute to the exciting learning environment in every subject area. Opportunities are available for students to undertake exchanges with many Universities and different centres of excellence across the world.

Each of the Colleges has a broad portfolio of courses ranging from the Foundation Diploma in Art and Design, through Undergraduate and Postgraduate study to MPhil and PhD research degrees. Each College has its own specialisms and offers a unique experience to students, encouraging interaction and collaboration between courses, Colleges and levels of study.

CCW

CCW's academic approach is to connect contemporary Art, Design and Communication practice to some of the traditions that have shaped its one hundred year history. One of the cornerstones of this history is best defined through the term *thinking through making*, another is the Progression Centre's relationship with its locale.

Thinking through making describes an approach that involves freely exploring ideas in relation to actions, media, methods, processes, technologies and cultural references while reflecting on and evaluating experiences in order to make connections between intentions, actions and

outcomes.

Our location, in Camberwell, Southwark and London is an indispensable resource and a rich and diverse context for ideas and art, design and communication practices. To test and grow these practices in this locale is to connect with international agendas and contribute to shaping the current debates within art and design, including cultural identity, sustainability, ethics and enterprise (including regeneration and social engagement).

CCW has courses at Further Education (FE), Undergraduate (BA Hons and Foundation Degrees) and Postgraduate (MA and PhD) level. The Foundation Diploma in Art and Design is an FE course.

1.3 **_London as a Learning Resource_**

For University of the Arts London students, the location of the colleges is a vital resource. Students benefit from London's cultural diversity and wealth of cultural resources such as: museums, state, commercial and community galleries, theatre, music, film, poetry, archives, libraries, artist studios and artist communities - all of which nourish the health, aims and content of the courses. Leading publicity houses, art and design journals and specialist arts organisations are also based in London. Each one of the courses draws on those involved in such areas as contributors to the debates within the courses, bringing clear benefits to students in terms of access to the centre of the country's artistic life and professional and cultural practices.

1.4 **_Course Team_**

FE Programme Director	Amanda Jenkins
Pathway Leaders	Claire McCormack (Design) Laurence Noga (Art) Amanda Jenkins (Communication)
Specialist Option Leaders in Art	David Batchelor (Painting) David Fusco (Sculpture/Drawing) Mervyn Arthur and Anna Boggon (Photography/Media)

Specialist Option Tutor in Art	Anna Vickers (Painting)
Specialist Option Leaders in Communication	Noel Bramley (Illustration) Wendy Carlton-Dewhirst (Graphics) Frank Owusu (Digital Media)
Specialist Option Leaders in Design	Susan Postlethwaite (Fashion/Textiles) Nikki Plews (3D Product Interior) Stuart Hembrow (Theatre, Film and TV)
Specialist Option Tutors	Michelle Wilde (Fashion/Textiles) Vannetta Seecharran
Technicians (3D)	Paul Lindley Amanda Hallal Carla Fallen Henrietta Simpson
Technicians (Digital Media)	Ameet Hindocha Chris Follows
Technicians (Printmaking)	Carla Fallon Henrietta Simpson
Administration	Sandie Beresford Ruhee Zangie Julie Van-Hagen

2		**Your Course**

2.1	*Course Rationale*	The Foundation Diploma in Art and Design is designed to enable you to learn through discovery and exploration; this is primarily achieved through your engagement with projects, lectures and study visits. The course is essentially a transitional experience in Art, Design and Communication preparing you for either a place in higher education or occasionally vocational aims.
		The wide range of specialist options available on the Foundation Diploma reflects the progression opportunities available at Degree level both within the College and the University as a whole. Via the specialist pathways students are able to develop their subject specific portfolios in preparation for degree course applications.

2.2	*Course Aims*	To enable the learner to:
2.2.1		Have a critical and contextual awareness of different perspectives and approaches within art and design subjects of study or work.
2.2.2		Research, analyse and evaluate relevant information and ideas in order to develop creative solutions.
2.2.3		Understand, adapt and safely use appropriate and practical methods and skills for creative production.
2.2.4		Solve complex problems through the application of art and design practical, theoretical and technical understanding.
2.2.5		Critically review the effectiveness and appropriateness of methods, actions and results.
2.2.6		Use evaluative and reflective skills to take responsibility for own learning, development and decision-making.
2.2.7		Take responsibility for the research, planning, time management and actions to access progression opportunities.
2.2.8		Effectively present themselves and their work to appropriate audiences.

Course Structure

Part One	*Part Two*	*Part Three*
Learning Skills and Context (40 Level 3 Credits)	Development and Progression (40 Level 4 Credits)	Proposal and Realisation (40 Level 4 Credits)
Unit 1 Art and Design Research Methods (10 Level 3 Credit)	**Unit 5** Integrated Art and Design Research, Ideas and Methods (30 Level 4 Credits)	**Unit 7** Art and Design Project Proposal and Realisation (40 Level 4 Credits)
Unit 2 Art and Design Ideas Development (10 Level 3 Credits)		
Unit 3 Art and Design Materials and Methods (10 Level 3 Credits)		
Unit 4 Evaluation and Reflection (10 Level 3 Credits)	**Unit 6** Preparation for Progression (10 Level 4 Credits)	

The course is divided into 3 Parts. Each Part is made up of Units and each Unit has a credit value. Units are the basic building blocks of your course and can be described as a self-contained package of learning defined in terms of learning time. This includes taught time, independent study, access to resources and assessment. Unit descriptions within your handbook outline what the intended learning outcomes and assessment criteria are for that Unit. This means what you are expected to be able to evidence once you have successfully completed that Unit.

Each Part is made up of 40 Credits: Part 1 consists of 40 Level 3 Credits and Parts 2 and 3 consist of 40 Level 4 Credits each. Credit is awarded for the achievement of the learning outcomes associated with a particular Unit. It is awarded at the point when that learning is assessed. Units are credit weighted in multiples of 10 and 1 credit is equivalent to 10 notional learning hours. However, the balance of how learning time is divided between taught time and independent study will differ according to the particular focus of the Unit and its level.

In order to progress to Part 2, students are expected to have successfully completed the Units of part 1.

In order to progress to Part 3, (Unit 7), students are expected to have successfully completed all previous Units. In order to be awarded a Foundation Diploma you must accumulate 120 credits in total. Therefore you must complete all Units of the course in order to be awarded the Foundation Diploma.

Course Units

Unit title	**Unit 1** Art and Design Research Methods
Level	**3**
Credit value	**10**

Unit Aim	To enable the learner to develop and effectively apply a research method which demonstrates contextual awareness and an ability to interpret and evaluate information.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Have a contextual awareness of different perspectives and approaches within art and design subjects	Explain different contextual perspectives within a range of art and design subjects
1.2		Demonstrate approaches within a range of art and design subjects
2.1	Research, interpret and evaluate information and ideas	Locate research information from primary and secondary sources
2.2		Interpret and evaluate information and ideas
3.1	Solve problems through the application of art and design theoretical understanding	Demonstrate an understanding of art and design theories
3.2		Use theoretical understanding to support creative problem solving
4.1	Use research skills and sources to develop self-reliant learning strategies	Identify research sources
4.2		Apply research skills to develop own learning

		Unit 2 Art and Design Ideas Development
Unit Title		**Unit 2** Art and Design Ideas Development
Level		**3**
Credit Value		**10**

Unit Aim To enable the learner to develop ideas within the context of art and design, using a broad range of approaches, appropriately and effectively.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Solve problems through the application of art and design practical understanding	Explore and apply art and design practical skills
1.2		Use practical understanding to solve creative problems
2.1	Develop and interrogate through observation, drawing and recording, a number of creative solutions	Use drawing and recording of observations to develop ideas and solutions
2.2	to a given objective, proposal or subject	Use approaches to drawing to interrogate different ideas
2.3		Develop creative ideas and solutions to a given objective, proposal or subject
3.1	Identify, select and use appropriate media, materials and technologies for creative solutions	Identify and select appropriate media, materials and technologies to explore ideas
3.2		Apply media, materials and technologies to creative solutions

	Unit Title	**Unit 3** Art and Design Materials and Methods
	Level	**3**
	Credit Value	**10**

| | *Unit Aim* | To enable the learner to develop the application of materials and methods to explore and solve creative solutions, safely and effectively. |

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Solve problems through the application of art and design technical understanding	Apply art and design technical skills
1.2		Use technical skills to resolve problems
2.1	Manipulate materials, tools and technologies safely, effectively and appropriately	Demonstrate the purpose of risk assessment
2.2		Use materials, tools and technology in accordance with health and safety regulations
3.1	Explore the potential and relevance of various methods, materials and media in relation to creative solutions	Demonstrate the possibilities of materials, tools and technologies
3.2		Select appropriate methods and materials to develop ideas and solutions

Unit Title	**Unit 4** Evaluation and Reflection	
Level	**3**	
Credit Value	**10**	

Unit Aim   To enable the learner to develop planning, recording, analytical, reflective and evaluative skills which support their own learning.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Use reflective skills in order to review how effective plans, methods and actions have been	Maintain reflective records e.g. reflective journal or log
1.2		Review how effective own learning, plans, methods and actions have been
2.1	Record and evaluate advice and guidance from a range of appropriate sources including staff and peers	Maintain records of advice and feedback from a range of sources
2.2		Evaluate advice and guidance to improve own learning
3.1	Analyse and reflect on own learning to inform on current progress and possible future study or work	Analyse own progress and performance
3.2		Identify relevant progression opportunities for future study or work
4.1	Present themselves and their own work	Effectively prepare and present themselves and their own work
4.2		Reflect on own communication skills

	Unit Title	**Unit 5** Integrated Art and Design Research, Ideas and Methods
Level		**4**
Credit Value		**30**
Unit Aim		To enable the learner to fully integrate research, ideas and methods within the context of a chosen art or design subject effectively.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Interpret, analyse and assess different perspectives and approaches within a chosen	Analyse different contextual perspectives within a chosen art or design subject
1.2	art or design subject	Demonstrate approaches within a chosen art or design subject
2.1	Research, analyse and evaluate relevant information and ideas in order to develop creative	Integrate research, interpretation and evaluation of information and ideas
2.2	solutions	Use analytical skills to develop creative solutions
3.1	Solve complex problems through the application of art or design practical, theoretical and technical	Integrate and apply practical, theoretical and technical understanding
3.2	understanding	Solve complex problems within a chosen art or design subject
4.1	Identify, adapt and use appropriate practical methods and skills for creative production	Identify and adapt appropriate methods and materials to develop ideas
4.2		Demonstrate practical methods and skills for creative production

5.1	Use evaluative and reflective skills in order to take responsibility for own learning and development	Maintain detailed, critically reflective records e.g. reflective journal or log
5.2		Review and evaluate how effective own learning, plans, methods and actions have been

	Unit Title	**Unit 6** Preparation for Progression in Art and Design
	Level	**4**
	Credit Value	**10**

Unit Aim		To enable the learner to develop skills with which they can make best use of appropriate progression opportunities.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Identify and articulate progression ambitions and opportunities appropriate to current level and subject	Articulate identified progression opportunities within a chosen field and at an appropriate level
2.1	Take responsibility for the research, planning, time management and actions to access progression opportunities for study or work	Plan time and actions to access progression opportunities
2.2		Organise self and work to meet deadlines and targets
3.1	Use presentation skills to effectively communicate to appropriate audiences	Organise and effectively present themselves and their work to an appropriate audience
3.2		Use communication skills effectively

	Unit Title	**Unit 7** Art and Design Project Proposal and Realisation

Level	**4**
Credit Value	**40**

Unit Aim	To enable the learner to take responsibility for their own learning by proposing and realising a project which integrates planning, research, ideas, methods, evaluation, reflection, and future progression/professional opportunities.

	Learning Outcomes The learner will:	**Assessment Criteria** The learner can:
1.1	Have a critical and contextual understanding of different perspectives and approaches within art and design subjects of study or work	Describe critical and contextual perspectives for a project proposal
1.2		Use critical and contextual approaches within the development of a proposed project
2.1	Research, analyse and evaluate specific information and ideas in order to develop creative solutions	Integrate proposed project research, interpretation and evaluation of information and ideas
2.2		Use analytical skills to develop creative solutions to realise a proposed project
3.1	Solve complex problems through the application of art and design practical, theoretical and technical understanding	Solve complex problems within a self-directed project proposal
3.2		Apply practical, theoretical and technical understanding in the realisation of a proposed project

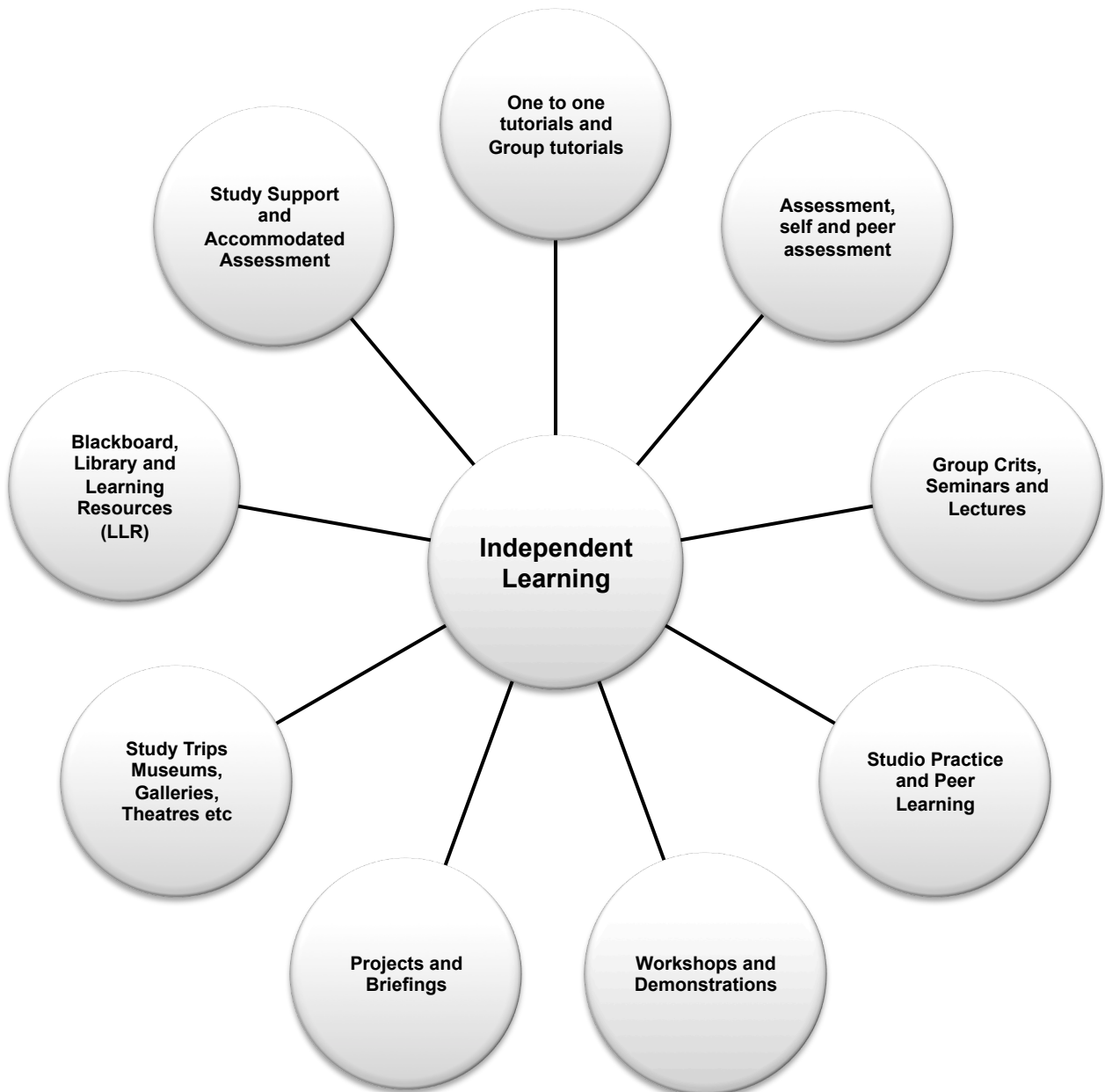|		
4.1	Adapt and use appropriate practical methods and skills for creative production	Demonstrate adaptation and application of appropriate practical methods and skills
4.2		Use appropriate practical methods and skills in the realisation of a proposed project
5.1	Use evaluative and reflective skills in order to take responsibility for own learning, development and effective decision making	Maintain detailed, critically evaluative and reflective records of project development
5.2		Use evaluative and reflective skills to make effective decisions
6.1	Critically review the effectiveness and appropriateness of planning, methods, actions and results	Explain how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project
7.1	Effectively present themselves and their work to appropriate audiences	Present themselves and their work to a specified audience in a professional context

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3   **Learning and Teaching**

3.1   *Learning and*   Learning and teaching strategies are the combination of
           Teaching Strategies   different types and styles of learning and teaching activities
                                       that collectively help students to achieve their full potential.
                                       Students benefit from a variety of different learning and
                                       teaching methods, environments and durations. The key
                                       delivery modes are detailed below in the diagram.

One to one
tutorials and
Group tutorials

Study Support
and
Accommodated
Assessment

Assessment,
self and peer
assessment

Blackboard,
Library and
Learning
Resources
(LLR)

**Independent
Learning**

Group Crits,
Seminars and
Lectures

Study Trips
Museums,
Galleries,
Theatres etc

Studio Practice
and Peer
Learning

Projects and
Briefings

Workshops and
Demonstrations

3.2   *Independent*   Independent learning is an essential skill that all students
                                       will need to acquire in order that they are well prepared for

	learning	BA study. Independent study means making the best use of non-taught sessions to reflect and evaluate on your own development. It is time in which to explore your research themes, source materials and techniques and make the best use of London as a learning resource.
3.3	*One to one tutorials or Personal tutorials*	One to one tutorials or Personal tutorials occur once per term (minimum of 20 minutes) and are an opportunity for formal feedback on your academic progress. Your personal tutor will discuss your work with you and give advice as to how you may further improve and develop your work. Written feedback summarising the discussion will be provided.
3.4	*Group tutorials*	Group tutorials provide a structured forum for students to compare their ideas and working methods with their peers and contribute to each others learning
3.5	*Assessment*	Assessment takes place at the end of a Unit or group of Units and is considered part of the learning process. See the Assessment section in this document for the full details.
3.6	*Self assessment / Peer assessment*	Self assessment encourages students to reflect on their own progress and to take responsibility for future planning and actions. Peer assessment provides students with the opportunity to informally assess each others work thereby increasing their familiarity with the assessment criteria and how they are applied.
3.7	*Group Crits*	Group Crits (critiques) are a common method by which tutors and students discuss and appraise practical work and the ideas behind them. Students are encouraged to participate and contribute to these group discussions and develop their self confidence and ability to articulate thoughts on their own and others work.
3.8	*Seminars*	Seminars are structured discussions with a tutor and a group of students. Students may be asked to make a presentation on a given topic which will then be discussed by the group.
3.9	*Lectures*	Lectures are usually illustrated presentations by tutors or invited speakers. Some lectures across the University are open to any student or member of staff.

3.10	***Studio practice***	Studio practice refers to the development of ideas, processes and artefacts that constitute your artistic production. It includes many activities such as group discussions to generate ideas, drawing and the full range of materials exploration and making that can be safely carried out in a studio environment. Teaching can be with the whole class, smaller groups or one-to-one depending on the activities.
3.11	***Peer learning***	Peer learning means students learning from each other. Students bring to the Course a rich resource of ideas, knowledge, experience and cultural diversity
3.12	***Workshops***	Workshops are specialist environments equipped for the realisation of ideas in an appropriate medium and for experimenting with different techniques. (Some examples are: photographic darkrooms, print workshops, wood, metal and plastic workshops, ceramics, stitch, video editing, CAD) Students are supported in the practical realisation of their ideas by specialist technicians
3.13	***Demonstrations***	Demonstrations are an introduction to equipment, techniques, materials or processes by a member of staff. They are designed to show the potential application of the materials or techniques being demonstrated. All health and safety instructions must be adhered to at all times.
3.14	***Projects***	Projects are carefully designed assignments intended to introduce students to an area of study, relevant research sources and to guide you through a series of activities usually culminating in a body of work. Projects will include a [Harvard](#) referenced bibliography and an action plan or timetable. Projects are a vital learning and teaching tool and will ultimately assist students when they begin to write their own personal projects for Unit 7.
3.15	***Briefings***	Briefings are usually a verbal introduction to a project and the opportunity for students to ask questions and seek clarification or further explanation. Daily briefings are a reminder of the activities and intended outcomes for a specific day as described in the project timetable.
3.16	***Study trips***	Study trips will mainly consist of visits to some of the many cultural institutions to be found in London. London provides art and design students with a unique learning resource in

the form of museums, galleries, theatres, cinemas, libraries, design studios, specialist suppliers, retail outlets etc. Students will be encouraged to make use of this valuable resource as part of their self directed study time.

3.17	*Blackboard*	Blackboard is the University of the Arts London's virtual learning environment. Via your course site you will find all important Course information and teaching materials such as projects, supporting information, staff presentations and timetables. If you are experiencing difficulties accessing Blackboard please contact the technician in your nearest Open Access Computing area. Alternatively you can contact Blackboard support via email.

3.18   *Library and Learning Resources (LLR)*

Library membership gives you borrowing rights and access to an extensive range of resources and facilities across the University Library and Learning Resources service. These include a range of books, magazines and audio-visual collections and each of the libraries has specialist resources to support the courses within the College.

An extensive e-Library is available providing a single point of access for over 170 resources including more than 50 databases, 11,000 e-journals and a growing collection of e-books. These are accessed using the username and password from your university computer account.

Wireless access is available in all of the College libraries and instructions on setting up your computer to access this service are available.

Information about the library collections is available via the library catalogue OPAC. This gives access to the collections within the University. You can search the library catalogue from any networked computer within the University or from outside the University via the Library website. The catalogue allows you to do many things - search for books, DVDs and other items; check what items you have taken out and when they are due back; place reservations; check opening times and locations.

Borrowers must have their ID card to borrow items from the library and these are for periods of 3 weeks and 1 week. Some libraries have items available for shorter loan periods to support specific courses. Postgraduate students may

borrow up to 15 items, undergraduate and FdA students may borrow up to 12 items and further education students may borrow up to 8 items at a time. You may renew your items up to 4 times if they are not required by another user and this can be done through the My Account feature on the library catalogue OPAC, by telephoning any of the College Libraries or by presenting your ID card in person at any of the College Libraries.

You may return UAL items to any of the UAL college libraries and all libraries operate book return bins allowing you to return items outside of the normal opening hours of the library. Fines are charged on overdue items at the rate of 20p per day for one week loan items and 10p per day for three week loan items.

UAL Library Services has libraries in each of the Colleges. Contact details and opening time information for all of the College Libraries can be found on the Library website.

3.19	*Study Support*	Study Support provides students with tailored support in areas such as time management, referencing and bibliographies, essay writing, research, grammar and spelling, oral presentations and understanding project briefs. Please refer to the Important Contact Details section of this document for contact details of your Study Support Tutor.

Additional support for students with dyslexia or a disability is available. For further information contact your Disability Officer whose details can also be found in the Important Contact Details section of this document.

3.20	*Accommodated Assessment*	The University is fully committed to ensuring fairness of treatment for all students. In the case of students with a disability this means taking their needs into account in learning and teaching and in assessment. This is done through the University's Disability Policy which aims to support students throughout their course so that they may meet the course requirements and achieve their full potential.

Under this policy students with a disability will be able to discuss and agree the level and type of support with their studies that they need to enable them to succeed on the

course.

If you have a disability, you may have arrangements or adjustments made in relation to assessed course work and examinations. All accommodations must be agreed with your tutor. Examples of accommodated assessment include:

- Using a specific format like Braille, tape or large print

- Using specialist equipment or software

- Access to a separate room

- A person to take notes

- Being offered a viva or supported viva

- Submitting work in audio and kinaesthetic formats

- Adjusted deadlines

Students have a responsibility to discuss their needs, in confidence, with Course Directors and with the Disability Coordinator – either prior to enrolment or at the time the disability develops – so that the requisite support can be provided throughout the duration of their studies.

Contact details for the Disability and Learning Support Coordinators can be found in the Important Contact Details section of this document.

4		**Assessment**

4.1	***The aims of assessment***	The aims of assessment are to measure your achievement against the Learning Outcomes and Assessment Criteria for each Unit, to provide feedback on your progress and achievement and to provide a focus for self-evaluation and future learning.
		Assessment is an integral part of the learning process. It provides you with objective appraisal, allows for periodic evaluation and gives an indication of your progress and achievement. Assessment should also be seen as a guide to improving your own learning and raising your critical awareness.
		Assessment is divided into two main types:
	Formative Assessment	Formative assessment focuses on giving you written and/ or verbal feedback on your progress, so that you learn about your strengths and weaknesses and receive guidance on forward planning and how you may improve your work and learning. It is an ongoing feature of the course, occurring through tutorial discussions, peer assessment, formal and informal critique and self-evaluation.
	Summative assessment	Summative assessment occurs at the end of each Part of the course and is concerned with making judgements about the standard of your work in relation to Unit learning outcomes and assessment criteria.
4.2	***Assessment evidence***	Assessment evidence is the material that you gather as you progress through the course that evidences your learning. There are many forms of assessment evidence that you can present to show how you have achieved the Learning Outcomes. These include your portfolio, workbooks and sketchbooks and reflective journal or log. In addition you might have rough notes, maquettes, film, video, sound pieces, 3D works, test pieces etc, in fact, anything that shows what and how you have learned.

4.3	***Assessment Deadlines***	Planning, time management and meeting of deadlines are part of the professional skills that you will learn during your studies. For this reason, and to avoid students building up a backlog of work and to be fair to all students, no extensions beyond the notified submission date will be allowed. You should contact your Pathway Leader/Course Director at the earliest opportunity if you miss a deadline.
4.4	***Written feedback***	Written feedback is given at tutorial and at the end of Unit, explaining your achievement in relation to the assessment criteria and how you can improve your performance.
4.5	***Credit***	Credit is awarded for the successful completion of a Unit. In order to pass a Unit all assessment criteria must be satisfactorily achieved. Credit is not a measure of the quality of the work; it is simply an indicator that the components of each Unit or Level have been successfully completed. In order to be awarded the Foundation Diploma in Art and Design, you must accumulate 40 credits at Level 3 and 80 credits at Level 4.
4.6	***Referral***	If you do not achieve the learning outcomes for all Units within a Part of the course you will be given one opportunity to retrieve the Unit. This is called a Referral. Following discussion with your tutor, you will be set a body of work or an assignment to undertake, by a set deadline, in order to demonstrate that you are able to fulfill the Unit requirements.
4.7	***Non Submission***	If you do not submit your work at the given deadline, you will be referred for that Unit. However, your resubmission will be capped at a Pass. This means that you are unable to attain a higher Grade for this Unit. If you were unable to hand your work in on time because of an Extenuating Circumstance (see Regulations Section), this will be considered by the Extenuating Circumstances Panel and you will be offered the opportunity to retrieve that Unit or Part.
4.8	***Extenuating Circumstances***	There may on occasion be Extenuating Circumstances that might affect your ability to meet an assessment deadline or affect the level of your performance for assessment.

Extenuating Circumstances are normally defined as circumstances which are unexpected, significantly disruptive and beyond your control, and which may have affected your academic performance.

Where this occurs, you should complete an [Extenuating Circumstances claim form](#) and lodge this directly with the School/ College Office, together with written evidence to support your claim, as per UAL guidelines (available from the College or on the website of the University of the Arts London Secretary). The Students' Union can also advise you in this matter.

It is your responsibility to make such circumstances known to the Pathway Leader/Course Director and to submit the appropriate documentation within the deadlines set.

Extenuating Circumstances relating to late submissions will not be accepted without a copy of confirmation that the work has been handed in from the respective School/ Course Team. You are advised to submit work at the earliest opportunity on your return to College, even if as a result of the Extenuating Circumstance, it is incomplete.

In the case of retrieved Units where Extenuating Circumstances have been accepted by the Extenuating Circumstances Panel, your work will be marked 'as if for the first time' i.e. you will receive no penalty and you may go on to receive a Pass, Merit or Distinction.

4.9   ***Unit 7 Assessment***   The assessment of Unit 7 consists of the Project Proposal and the Project Realisation.

The Project Proposal is a written proposal outlining your intentions for the Project, which you then realise in Unit 7. The proposal asks you to reflect on what you have learnt and achieved on the course, the reasons why you have chosen a particular pathway through the course and to state the purpose and aims of your proposed project. You are also asked to state how you will evaluate your project, devise an action plan and attach a bibliography of research sources. Your proposal will develop through the realisation of the project and you will be asked to reflect and evaluate on this development and finally write an evaluation of the

process.

For the assessment of Unit 7, the Course Team will assess your achievement of the assessment criteria for the Unit. The quality of the work is assessed against the Grading Criteria and results in a grade. The grades for the final course assessment are subject to Internal Verification and External Moderation (see Regulations).

| 4.10 | ***Unit 7 Grade Criteria*** | Your classification for the Foundation Diploma in Art and Design will be determined by the objective judgement of your performance against the seven Grade Criteria. To attain a particular classification you must achieve all the Grade Criteria for that grade (i.e. only a student who attains a Distinction in all seven Grade Criteria will be given a Distinction). |

Please refer to the Grade Criteria in the Assessment section of this document.

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5		**Studentship**

5.1	*Introduction*	Studentship is a term embracing a group of study-related desirable attributes. We believe that the qualities outlined below will not only help you in being a positive member of the education community but will also aid you in achieving your full potential on the course.
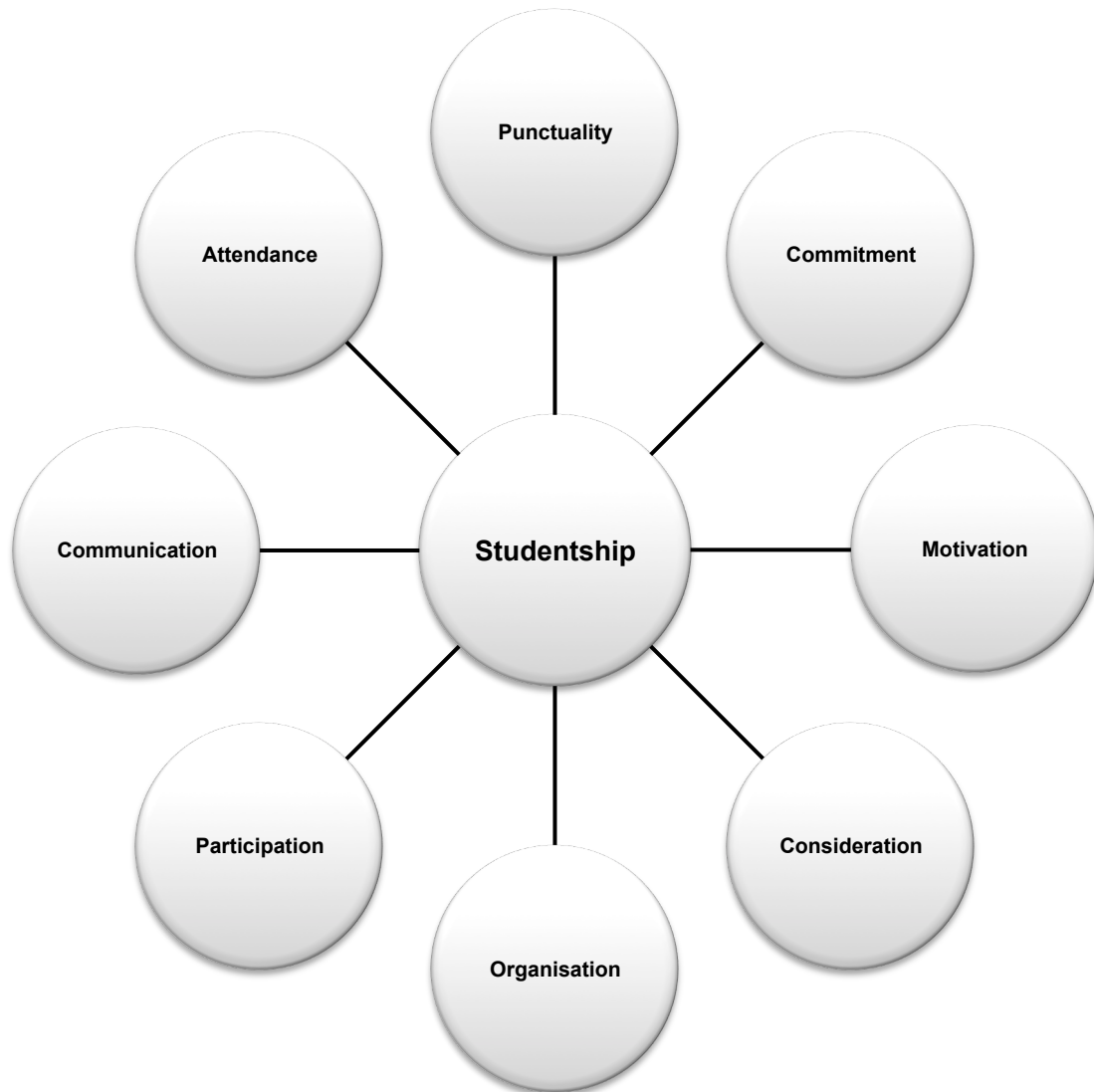
5.2	*Communication*	Throughout your time with us, you will inevitably experience times when 'life' affects your ability to study, concentrate and sometimes attend College. During these times it is important that you maintain contact with the College through your course tutors. It is also important that you talk to your fellow students – and hopefully make friends!

5.2.1	*Blackboard*	Blackboard is the University's virtual learning environment and can be accessed anywhere there is internet access. To aid your communication with us and each other your course has an active Blackboard site where you can find information and have online discussions.
5.2.2	*Language Centre*	If English is not your first language, there are also opportunities to improve your English through the [University's Language Centre](#).
5.3	***Attendance***	Though we recognise that occasionally events may prevent you from attending college, the course does require attendance and participation at all timetabled sessions. Timings for activities will be available on your timetable. For all students, any other commitments, such as paid employment, should be scheduled around the times you are expected to be studying in College. In our analysis of student achievement those students with the best attendance records achieve the higher grades!
5.3.1	*Attendance Policy*	For information on the UAL Attendance Policy please see the Course Regulations section of this document.
5.4	***Punctuality***	As well as attending when you should, it is also important that you are on time so that classes can start promptly: punctual students are not expected to wait for late-comers to arrive and tutors are not expected to repeat their introductions. Students who arrive late are not offered one-to-one catch up time with the tutor, as this disadvantages those who attend on time. Instead, late-comers are issued with the project brief (or whatever information has been distributed) and must wait to receive help or guidance when time allows. Remember that being late is disruptive and unfair to the tutor and the students that are on time.
5.4.1	*Punctuality Policy*	For information on the UAL Punctuality Policy please see the Course Regulations section of this document.
5.5	***Commitment***	As well as maintaining attendance and punctuality it is vital that you commit yourself and your effort to the course and your personal path of studies. It is possible that there will be parts of the course that you will enjoy less than others. Even if you do find something les engaging it is really important for your personal and artistic growth that you

persevere and complete all tasks.

5.6	***Participation***	As you will have already read, the student community and the opportunity to learn from your peers is a valuable part of the course experience. To ensure that you, and your fellow students, get the most from the course make a full contribution and be supportive of the input of others.
		Remember, it is often true that the question that you are afraid to ask, is the same question everybody else is thinking!
5.7	***Motivation***	While we have certain expectations of how you will perform and conduct yourself, ultimately your success on this course is dependent on your self motivation. The University, College and course provides you with many opportunities (academic, pastoral and social) but it is only you that can make full use of these resources and those of London itself.
5.8	***Organisation***	So that you can make the most of your time on the course while juggling a busy social life, responsibilities at home and part time work, you will need to be effective in managing yourself and your time.
		Your course tutors will help you as much as they can in organising your work schedule but if you feel that you are having problems with managing or you already know that this is an issue for you, talk to either your tutors or the learning support staff.
5.9	***Consideration***	You are now a member of a diverse and vibrant student community, which brings with it several responsibilities.
5.9.1	*Respect for Others*	The University is committed to creating a culture in which diversity and equality of opportunity are actively promoted and in which discrimination and any form of harassment or bullying is not tolerated.
		While the well-being of all of our students is the concern of the University, we expect you to take responsibility for your own behaviour and to respect others.
5.9.2	*Academic Conduct*	Part of the respect we expect of students is in relation to,

what is commonly known as, Academic Conduct.

We expect all of our students to behave honestly, openly and with integrity and we do not accept any form of cheating. Any form of misconduct, such as plagiarism, submitting assignments downloaded from the internet or colluding with others to submit work will be addressed through University procedures.

For further information on the UAL Academic Misconduct procedures, including how to avoid plagiarism, please see the Course Regulations section of this document.

5.9.3   *Health and Safety*   During your induction programme you will be given, or will have already received, workshop specific instructions on the safe use of materials and machinery. However, there are also general rules that you should abide by, to ensure the safety of yourself and others:

- be responsible for keeping your work space tidy;

- dispose of all your rubbish in the bins provided;

- if substances are spilt inform a member of staff immediately;

- follow instructions on the safe use of studio equipment such as craft knives, glue guns, soldering irons, etc;

- never leave fire doors propped open, or block a fire exit or route.

For more detailed information about staying safe in the College and in London, see the Helpful Information section of this document.

| 6 | | **Progression to Higher Education or Employment** |

6.1   ***Applications to Courses in Higher Education***

To apply to a full-time Degree (BA, BSc) or Foundation Degree (FdA), you need to use UCAS to apply. The UCAS website also provides detailed information about courses in the Entry Profiles and details of the application process.

Your course tutor will help and advise you to choose suitable courses. You can obtain further information and advice from the Creative Careers service on 020 7514 6165 or at www.arts.ac.uk/student/careers.

You are strongly advised to visit the courses that you are applying for as this will greatly improve your application and make sure that this is the right course for you.

NB. For some courses the deadline to apply is 15 January 2012, while for others it is 24 March 2012. You must check the UCAS website carefully for the appropriate deadline for any course which you intend to apply for.

6.2   ***Application to Courses at University of the Arts London***

If you choose to apply to a course at the University of the Arts London you will be guaranteed a portfolio review /interview. International applicants can apply on a direct application form.

September

October

Research courses open days

If you intend to apply to Ruskin or non art and design courses speak to your tutor

November

Register with UCAS

If you intend to apply to courses at UAL check deadline dates

Prepare Personal Statement

Start preparing portfolios for 15 Jan course interviews

December

Enter **15** January courses

January

Continue to research courses open days

Deadline 15 Jan courses
- - - - - - - - - - - - - -

**Start to enter
24 March courses**

February

Prepare Personal Statement

Final preparation of portfolios for later interviews

Interviews start

Enter **24** March courses

March

Interviews

Deadline 24 March courses
- - - - - - - - - - - - - -

April

Interviews

Interviews

May

Deadline results 15 Jan courses
- - - - - - - - - - - - - -

UCAS Extra

Interviews and UCAS Extra

June

| 6.4 | *Progressing to Employment* | The Foundation Diploma is designed to give you the opportunity to build a portfolio or prepare you for interview to enter Higher Education and subsequent employment. Unit 6 Preparation for Progression will enable you to analyse your own interests and ambitions and investigate directions to pursue. |

You can find advice and guidance within the University of the Arts London on career opportunities, work placements, CV and application letter writing. There are also opportunities to attend workshops on presentation and communication techniques in order to improve your performance at interview.

You can access information in support of your progression aims through using the library, student services and the Internet. Student Services can help you with career decisions, further study, job-hunting and self-employment. The site provides links to useful websites, careers information handouts, international opportunities and gallery profiles.

For more information go to:

[Student Services - Creative Careers](#)

7   Course Regulations

7.1	*Admission Regulations*	An applicant will be considered for admission who has already achieved an educational level equivalent to passes in one subject at GCSE Advanced Level, (80 UCAS tariff points) OR a twelve Unit AVCE. This should be supported by passes in three other subjects at GCSE Ordinary Level, Grade C or above.

This educational level may be demonstrated by:

- possession of the qualifications named in 7.1 above;

- possession of equivalent qualifications;

- prior experiential learning, the outcome of which can be demonstrated to be equivalent to formal qualifications otherwise required, or;

- a combination of formal qualifications and experiential learning which, taken together, can be demonstrated to be equivalent to formal qualifications otherwise required.

7.1.1	*English Language Ability*	Applicants whose first language is not English must demonstrate their competence in English to a minimum IELTS Level 5.0 for entry onto the Level 4 Foundation Diploma in Art and Design course by the production of an IELTS Certificate or evidence of an equivalent level of achievement.
7.1.2	*Admission with Academic Credit*	An applicant may be considered for admission at a point in the course later than the start of the planned programme of study, provided that the applicant has fulfilled, in a way judged to be equivalent, the requirements of the intended programme of study prior to the proposed point of entry.
7.1.3		In order for an applicant to be admitted under 7.1.2, the University must be satisfied that by successfully completing the remaining part of the course, the applicant would have fulfilled the objectives of the course and have the opportunity to attain the standard required for the award.

| 7.2 | ***Attendance Policy*** | The University is required to monitor your attendance and report, as appropriate, to the UK Borders Agency, the Local Education Authorities and the Student Loans Company. As such you must inform us of any changes to your contact details and /or immigration status (if relevant). |

As a student at the University of the Arts London you are expected to attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, inductions and demonstrations. Regular attendance means that you can take full advantage of the learning and teaching opportunities available to you and gain the greatest benefit from the course. Poor attendance not only affects you but also affects others who rely on you in group projects and for peer learning: where group work and peer learning is central to the subject, poor attendance can lead to failure of assessment.

If you regularly miss sessions you will be contacted by your Course Director or Personal Tutor and offered the opportunity to discuss any difficulties that might be affecting your attendance and ways in which the University might help you attend more regularly. If your attendance continues to be poor you will receive a warning letter, your visa or student loan could be revoked and, eventually, you will be withdrawn from the course.

The University recognises that you may need to undertake part time employment to support your studies and may have other commitments such as childcare or family or religious events. However the University does expect you, wherever possible, to fit these commitments around timetabled sessions in order to take part in the course fully. If you are aware of an event (for example, an offer of work experience or a religious holiday) that is going to disrupt your attendance at taught sessions you must discuss this with your personal tutor or Course Director. This helps to ensure that you do not miss important sessions that could affect your performance at assessment and also allows the University to make sure that the requirements of the Student Loans Company and UK Borders Agency continue to be met.

Remember, if you are studying with us on a student visa, the University has a legal obligation to inform the UK Borders Agency if you:

- do not enrol for your course by the latest agreed start date;

- withdraw, or are withdrawn, from your course, take time out from your course, or exceed the number of permitted unauthorised absences;

- change or transfer to a course of a shorter length;

- break the conditions of your permission to stay in the UK.

7.3   *Punctuality Policy*   Students who arrive late for classes disrupt the teaching and learning environment. It is important that all classes start promptly with the students who are there on time. Punctual students are not expected to wait for late-comers to arrive.

Lateness will be recorded against the student's name in the register.

Tutors are not expected to repeat their introduction for the benefit of late-comers as this is disruptive.

Students who arrive late will not be offered one to one catch up time with the tutor, as this disadvantages those who attend on time. Instead late-comers will be issued with the project brief or other written information distributed at the start of the session and will have to wait to receive help or guidance at the appropriate time alongside the other students.

If students are regularly late they will be sent a formal letter of concern instructing them to meet with their subject leader to discuss this.

If lateness continues the student will be asked to attend a meeting with the Course Director who will advise the student on future action that may be taken by the College.

| 7.4 | *External Moderator(s)* | At least one external moderator shall be appointed for the course by the UAL Awarding Body. |

The role and responsibility of the UAL Awarding Body external moderator is to ensure that standards of assessment and grading are accurately and consistently maintained when Units and qualifications are awarded in accordance with Awarding Body policies and procedures.

In order to carry out their primary responsibilities the external moderation team shall normally:

a) have access to work presented for Unit 7 assessment;

b) sample assessment evidence across art and design disciplines and grading levels appropriate to the course

c) moderate assessment grades;

d) report to the awarding body within an agreed timeframe their conclusions and recommendations

Each External Moderator shall be fully briefed by the Course Team on the course and its assessment.

Each External Moderator shall be fully briefed by the Awarding Body on his or her rights and responsibilities.

Following internal assessment of Unit 7 by the course team, the final proposed grades are recommended to the Awarding Body. All results are provisional until confirmed by the Awarding Body by means of the certificate.

| 7.5 | *General Examinations Regulations* | Except in the case of AP(E)L and/or credit accumulation and transfer, students are required to demonstrate their fulfilment of the learning outcomes for each Unit to be considered for assessment of Unit 7. |

Except in the case of AP(E)L and/or credit accumulation and transfer, in order to be awarded the Level 4 Foundation Diploma in Art and Design students must achieve a PASS in all the requisite Units.

Units 1 to 6 are graded on a PASS or FAIL basis although

formative feedback is given. Unit 7 is graded in line with the UAL Awarding Body criteria (see below): this single grade is the qualification grade.

Failure to submit work for assessment by the due date shall normally be deemed to constitute a failure in that assessment. However, where there is a good and sufficient reason for late submission, the student may complete an extenuating circumstances form for consideration.

Where the student is developing course work for assessment, e.g. in the studio, there is an obligation upon staff to oversee the student's work and provide counselling if the student appears to be heading for failure at the next stage assessment.

7.6   ***Deferral of Assessment – Academic Year***

Wherever possible the University of the Arts London tries to accommodate requests from students to take time out from their studies and to return at a later stage. Students wishing to do so must complete an Academic Year Out Form and submit it to the Extenuating Circumstances Panel, via the School/ College office.

If the request for a year or partial year out is agreed, the date for re-entry to the course will be agreed at the same time. Once set, this cannot normally be changed. There is a maximum period of registration i.e. the course must be completed within a certain number of years of the date of the initial enrolment.

7.7   ***Academic Misconduct***

Academic Misconduct refers to any form of academic cheating. Examples include:

- Plagiarism (presenting the work of others as if it were your own)

- Submitting assignments downloaded from the internet

- Commissioning another person to produce a piece of work without acknowledgement

- Cheating in examinations

- Colluding with others to submit work (including friends or family who work with you unacknowledged)

7.7.1 *Plagiarism*

Plagiarism is the commonest form of cheating and is defined as stealing another person's ideas and presenting them as though they were your own. Some examples include:

- Copying from a text-book, journal article, thesis, essay or website without providing adequate reference to the author

- Reproducing original artwork, designs, film, sound or performance and presenting them as though they were your own

- Copying someone else's programme, database, web-page or multimedia presentation without acknowledging their work

Throughout your studies, you will be encouraged to reference the work of other artists, writers, designers or performers in your work. Tutors will expect to find reference to the sources of your ideas in supporting documentation such as sketchbooks or initial drafts. This is an essential and valuable part of your education. **As long as the source of the ideas is acknowledged, this is not plagiarism.**

7.7.2 *How to avoid Academic Misconduct and Plagiarism*

Make sure that, for any assignment, you refer to the University's guidance on accepted and acceptable forms of referencing. This lists the correct way to reference any source, from books, journals and essays to works of art, computer programmes and web pages. You can find this on your course Blackboard site.

Always acknowledge anyone else's ideas that you use in your work by quoting the source of the information. There are different ways of doing this, for example:

- In an essay or assignment, when quoting another person's words "put their words in quotation marks" and

properly reference the author within the text and in the bibliography

- In computer software show where the information has come from in the acknowledgements or credits, e.g. programme design - A Brown, or Graphics - J Smith

- When using an artefact, put a caption against the object, e.g. "original photograph by Cartier-Bresson";

- If presenting an original piece of work based on an existing design or work of art, quote the source, e.g. "after Rodin", "after Eckersley"

- If using a strategy of `**appropriation**' (i.e. the deliberate and conscious use of the style and images of another artist) make sure you tell your tutors what you are doing and why and acknowledge the strategy when submitting work for assessment

- In a group project make sure all the members of the group are listed. If individuals undertake specific work within the project, make sure that this is acknowledged

- In **examinations** do not copy another person's work. Do not quote passages from a text-book or journal without acknowledging the source

Failure to acknowledge the use of another person's ideas in your work may be considered a breach of the University of the Arts London's academic regulations; it may also constitute a breach of intellectual property rights, e.g. copyright. Such an offence is likely to lead to failure of that assignment and/ or Unit and serious or repeated offences may lead to failure of the whole stage of the course, suspension or even expulsion. In addition a breach of copyright may lead to legal action.

7.8   *Internal Verification*   UAL implements a programme of internal verification to ensure that:

- Candidates gain access to fair and reliable assessment opportunities

- Assessment decisions of assessors are sampled and monitored to ensure consistency

- Assessors are supported with advice and guidance

Marking is expected to be in line with sector norms and fair to all students in a cohort and over time. Internal Verification is a final check, by a second group of subject experts that the marking is at the right level for the award.

Internal Verifiers will normally consider a minimum sample of 10% of student work. The sample is usually chosen by the External Moderators to reflect a range of achievement from across all grade bands. Internal Verifiers will confirm whether the grading of students in their sample is accurate. The verifying team may recommend that work be reassessed and, as a result, grades be changed. The final grades are confirmed by the External Moderators from the Awarding Body as Pass, Merit or Distinction using the Grade Criteria as below.

7.9   *Final Assessment*   Each student shall present Unit 7 (as detailed within the Unit specification) for final assessment at the time specified.

The recommendation of the awards of Level 4 Foundation Diploma in Art and Design, OR Level 4 Foundation Diploma in Art and Design with Merit, OR Level 4 Foundation Diploma in Art and Design with Distinction are made according to the following criteria set against the student's performance in Unit 7.

7.10   *Final Grade Criteria*

Context   **Pass.** Describe critical and contextual perspectives for a project proposal**.** Use critical and contextual approaches within the development of a proposed project

Merit. Describe and use high levels of critical and contextual perspective in the development of a proposed project.

Distinction. Describe and use very high levels of critical and contextual perspective in the development of

proposed project.

Research	**Pass.** Integrate proposed project research, interpretation and evaluation of information and ideas Use analytical skills to develop creative solutions to realise a proposed project
	Merit. Integrate and use high levels of research, interpretation, evaluation and analysis to realise a project proposal
	Distinction. Integrate and use very high levels of research, interpretation, evaluation and analysis to realise a project proposal
Problem Solving	**Pass.** Solve complex problems within a self directed project proposal. Apply practical, theoretical and technical understanding in the realisation of a proposed project
	Merit. Solve complex problems by applying high levels of self direction and practical, theoretical and technical understanding in the realisation of a proposed project.
	Distinction. Solve complex problems by applying very high levels of self direction and practical, theoretical and technical understanding in the realisation of a proposed project.
Practical Methods and Skills	**Pass.** Demonstrate adaptation and application of appropriate practical methods and skills Use appropriate practical methods and skills in the realisation of a proposed project
	Merit. Demonstrate and use high levels of adaption and application of skills in the realisation of a proposed project.
	Distinction. Demonstrate and use very high levels of adaption and application of skills in the realisation of a proposed project.
Evaluation and Reflection	**Pass.** Maintain detailed, critically evaluative and reflective records of project development. Use evaluative and reflective skills to make effective decisions.

Merit. Maintain and use high levels of detailed, critically evaluative and reflective records and skills to make effective decisions in the realisation of a proposed project.

Distinction. Maintain and use very high levels of detailed, critically evaluative and reflective records and skills to make effective decisions in the realisation of a proposed project.

Critical Review　　**Pass.** Explain how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project.

Merit. Explain and critically review, to a high level, how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project.

Distinction. Explain and critically review, to a very high level, how effective and appropriate planning, methods, actions and outcomes have been in realising a proposed project.

Presentation　　**Pass.** Present themselves and their work to a specified audience in a professional context

Merit. Present themselves and their work to a specified audience in a professional context to a high level.

Distinction. Present themselves and their work to a specified audience in a professional context to a very high level.

7.11　　***Reassessment***　　Where it is determined that a candidate for the Level 4 Foundation Diploma Art and Design qualification has not satisfied the conditions for the award and there are no extenuating circumstances material to that failure (see below) provision will normally be made for the student to retrieve the failure. Normally candidates will be given only one opportunity to retrieve failure. The elements of Unit 7 to be resubmitted and the period within which the resubmission is to be made will be specified to the candidate. Exceptionally, UAL may, at its discretion and for reasonable cause, recommend to the Awarding Body that a candidate who has failed to satisfy the Assessment Criteria

for Unit 7 may not be reassessed.

| 7.12 | ***Failure due to illness or other extenuating circumstances*** | If the internal assessment team (or extenuating circumstances panel) is satisfied after consideration of the extenuating circumstances form that a student's failure to submit work or poor performance was due to illness or other valid cause, it may adopt one of the following options. |

      a) Where the team is satisfied that there is sufficient evidence of the student's achievement, the award of a Level 4 Foundation Diploma Art and Design together with a Merit or Distinction if appropriate may be recommended. The candidate may refuse such an award and exercise the right to be assessed, as if for the first time, in the affected element of the assessment.

      b) It may be decided that it is necessary for the candidate to be assessed or reassessed in some or all of the elements of the assessment, or the candidate may opt for this under a) above. In either case, the assessment shall be as if for the first time.

      c) Exceptionally, where the internal assessment team does not have sufficient evidence of the student's achievement to make an award under a) above, and there are good reasons why reassessment under b) above is difficult or impossible, a recommendation may be made for the award of an Aegrotat Level 4 Foundation Diploma Art and Design if it is the view that the candidate nevertheless merits an award. The candidate may refuse such an award and exercise the right to be assessed, as if for the first time, in the affected elements of the assessment.

| 7.13 | ***Student Appeals*** | The University Appeals Committee may require a recommendation to be reconsidered by the college, provided that the former has been satisfied either: |

      a) that there are facts which were not known to the Internal Assessment team which, had they been known might, prima facie, have led the Internal Assessment team to a different decision (extenuating
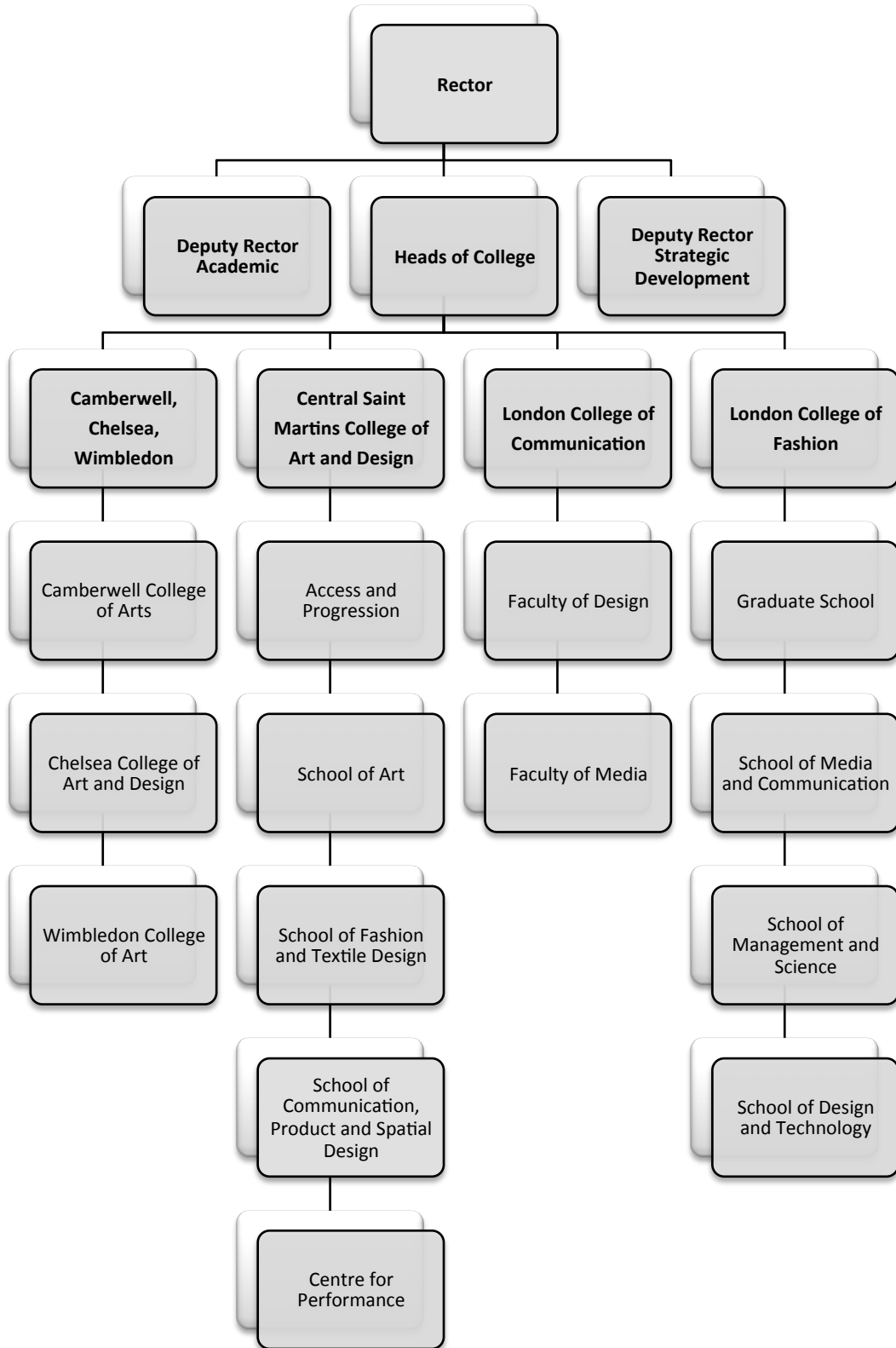
circumstances) **OR**

b)   that there was a material irregularity in the conduct of the assessment.

The procedure that a student must follow in appealing under this regulation is part of the University Appeals Procedure that is made available to all students. Should a student, after pursuing the University Appeals Procedure, be unsatisfied with the outcome it is possible to lodge an appeal with the UAL Awarding Body.

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The University and College Structure

8.1 *The University Management Structure*

- Rector
  - Deputy Rector Academic
  - Heads of College
  - Deputy Rector Strategic Development

- Camberwell, Chelsea, Wimbledon
  - Camberwell College of Arts
  - Chelsea College of Art and Design
  - Wimbledon College of Art

- Central Saint Martins College of Art and Design
  - Access and Progression
  - School of Art
  - School of Fashion and Textile Design
  - School of Communication, Product and Spatial Design
  - Centre for Performance

- London College of Communication
  - Faculty of Design
  - Faculty of Media

- London College of Fashion
  - Graduate School
  - School of Media and Communication
  - School of Management and Science
  - School of Design and Technology

8.2	***The College Management Structure***	The Head of College is supported by the Deans of School or College in the efficient running of the College. Each College has a management and committee structure which includes a range of fora for discussion, sharing of best practice, planning, decision-making and management of all activities undertaken by the colleges, their staff and students.
8.3	***Course Management***	
	The Course Director	The Course Director is responsible for the efficient running of the course. This includes recommending the appointment of visiting lecturers to the Dean; ensuring the proper briefing of new visiting lecturers and monitoring the efficiency of their teaching performance; the organising and timetabling of classes; the provision of consumable materials; health and safety matters and maintaining academic standards. It is the responsibility of the Course Director to ensure that all student programmes are academically coherent, appropriate and viable in terms of timetabling.
	Personal Tutors	Every student is assigned a personal tutor who is normally a full-time fractional or a substantial part-time member of staff whose remit covers both academic work and any immediate personal problems the student might experience. These tutors liaise closely with the Course Director. They may change as students progress through the course - normally this role is undertaken for at least one academic year.
	Librarians	In addition to academic staff there are qualified staff responsible for the efficient running of the College's libraries. The library staff also play an important role in advising and assisting students in research methods.
	Technicians	The technical staff are responsible for the efficient running of the many specialist workshops and studios within the College. They are also responsible for providing specialised technical assistance to students during the course and for ensuring that students adhere to the health and safety regulations in each workshop.

Course Committee

The Course Committee meets once every term. It primarily addresses issues related to the provision of resources, teaching and workshop facilities. Its other roles are:

- To monitor and review the progress of the course, and agree minor modifications to its delivery

- To consider external reports made on the course

- To agree an annual monitoring report on the progress of the course

- To make recommendations on course developments

- To arrange for the consideration of student views

- To make recommendations, as appropriate, to the Board of Studies, Dean or Course Director

- To undertake any other functions or tasks delegated to it by the Board of Studies.

The Committee consists of:

- Course Director (Chair)

- Dean of School or College (ex officio)

- Teaching staff with special responsibilities

- Representation of support staff

- At least one student rep from each year of the course, elected by a procedure agreed with the students

The Course Committee undertakes a continuous monitoring of the progress of the course and takes action where appropriate. Students' views of the course are gathered through annual feedback meetings or individual feedback questionnaires. Prioritised issues and a summary report of their views are submitted to the Course Committee for consideration. These reports, and subsequent action taken, are included in the annual Course Monitoring Report compiled by the Course Director

and considered by the Course Committee. This report, together with the relevant minutes of the Course Committee discussions and a record of any actions implemented, is submitted to the Board of Studies in the Autumn Term of the following academic session.

Student Representation

Each course has at least one Student Representative elected for each year of the course. Student representatives are important members of the various committees on which they sit. Early on in your course you will be asked to elect course representatives who provide one of the key routes for communicating the views of the student body to the different College committees. They are responsible for representing your views on the committees on which they sit, as well as feeding information back to you about issues discussed and ongoing developments.

Students' Union

The University of the Arts London Students' Union arranges elections for other representation such as sabbatical officers, later in the year.

All enrolled students of The University of the Arts London are automatically deemed to be full members of the Student Union, unless they choose not to be. See Section 10, Helpful Information, for more details of the Students' Union at the University.

8.4   **Student Feedback**   The opinion of students on the course is a valued part of the monitoring process for the course. It is canvassed in the following ways:

- through student feedback meetings

- through the contributions of elected representatives at Course Committee or Board of Studies meetings

- through focus groups and feedback questionnaires.

- in the annual University FE Student Survey.

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Helpful Information

Student Support

Student Centre

The University of the Arts London provides a wide range of support and advisory services that are available to you from its Student Centre which is open all the year round, usually Monday to Friday 9.00am - 5.00pm, and houses the University's Careers Information Centre. It is situated on the on the first floor of the University's headquarters at 272 High Holborn, London WC1V 7EY - telephone 020 7514 6900. The full range of services provided is set out in Student Zone, the guidebook to student life at the University of the Arts London which all students receive on enrolment.

In addition to the central office, there is also a College-based Student Centre offering a 'one-stop-shop' service of general and specialist advice and guidance as well as referral to specialist staff where appropriate.

The Student Centre College office is staffed by a Student Advisor who will usually be your first point of contact. The Student Advisor can give advice and guidance on a range of issues including grants, student loans, benefits, other sources of finance, accommodation and immigration rules. If your enquiry is more complex, or related to one of the areas covered by the other specialist teams, the Advisor may arrange for you to have a longer interview so that we can meet your guidance or counselling needs.

We also have a Blackboard site, which includes announcements about events, workshops, funding and more. Students can take part in online discussions, find all of our contact details, and download our publications as PDF files.

Log in to Blackboard with your normal University log in details, then, on the 'Start page' choose 'Student Services' under Organisations. Blackboard can also be accessed from the University's intranet.

Support for International

Each College has an International Office. Staff offer additional support when you arrive in order to ease your

Students	introduction into college life. Further support is provided throughout the duration of your studies to ensure that you may have a fulfilling and successful experience at the University.	

The University also has an International Student Advisor based at 272 High Holborn who can be contacted on 020 7514 6900. You may contact any Student Centre office for information if you have any questions.

Pastoral Care

'Pastoral care' describes the support and guidance provided to you if you have personal issues of concern that may be affecting your learning experience or academic progress.

Pastoral tutorials give you the opportunity to draw the attention of the course team to personal issues that might be affecting your learning experience, or to ask for advice about referral to the Student Centre or other agencies as appropriate.

If you are an overseas student and are experiencing specific problems relating to studying and living in London, in addition to support from a pastoral tutor, you may also receive advice from the University of the Arts London's International Student Co-ordinator, located in the Student Centre Office at 272 High Holborn.

9.2 **Students' Union**

The Students' Union represents you. We provide you with a range of services to make studying a little bit easier and a lot more fun.

Representation and Campaigns

The SU is your Students' Union. If you have a problem or idea that you think would improve your time at UAL, we are the people to get hold of. The Students' Union has course reps on every level of every course, a college committee, and a college officer on site to help and represent you. We are always looking for new people to get involved to help improve the University, so if you fancy an exciting challenge and making some new friends – get in touch.

When you first arrive

Starting at University of the Arts London is exciting, but we know that it will be new and different for you. That's why the Students' Union works with the University to make sure

you settle in when you first arrive. The second week, for FE students, of the Autumn Term each year is Freshers Festival This is an exciting week of activities and events to help you settle in to studying here. There are chances to meet new people, hear what former students have done since they left, attend seminars with staff and, for those who want to go, big parties with live acts and DJs. Pathfinding Week will also help you find your way around, and work out what services there are to support you. Our buddying scheme matches new students who want a little extra help settling in with a student who has been here for at least a year.

Activities

As a Students' Union member you can take part in many different student activities. We have over 40 student-run groups offering a wide range of activities including sports, religious groups, volunteering projects and cultural activities. If you're interested in something we don't offer, we'll help you set up your own group and maybe even give you funding towards it.

Advice Service

We hope your time at University is trouble free but if you come up against any problems then we are here to help you. Our full-time Advice Workers provide confidential advice and support for any problems you have.

Social Spaces and Entertainment

The SU runs seven social spaces including bars and cafes across the University, offering competitive prices and safe environments for people to meet. With regular promotions and events they are a great place to have bite to eat, a quiet drink or even to book one out for your own party. As a charity the Students' Union spends all the money it makes on you, the students. The SU organises events throughout the year for all students, including Freshers' Festival and Freshers' Parties in Pathfinding Week, the Christmas Ball and Graduation celebrations. Each year some of these events are held at top London venues such as KoKo, Fabric and The Ministry of Sound.

Show your Art

The SU produce the art magazine 'Less Common More Sense' which is open for students to get involved with. There is also the group exhibition 'Xhibit' which highlights students' work in an annual group show at the University's Arts Gallery. All students have the chance to be involved

with these great opportunities. We also have an online shop where you could even sell your work. You can also 'add us' as a friend on Facebook or 'twitter' by visiting the Student Union website.

For further information:

Students' Union
University of the Arts London
272 High Holborn, London WC1V 7EY

T: +44 (0) 20 7514 6270
info@su.arts.ac.uk

www.suarts.org

9.3   ***Health and Safety***

Materials

You will be shown how to work with a range of relevant materials and equipment safely, to protect your health and that of others working in the area. Many materials can be hazardous: wood dusts, dyes, solvents and fumes can cause cancer, asthma, contact dermatitis and liver damage, respectively. Always, therefore, use the protective measures which the College provides or requires, and handle all substances with respect. Understanding the properties of materials is an important factor and throughout professional life you may need to be able to assess the usefulness of new materials or techniques. COSHH (Control of Substances Hazardous to Health) Assessment data is available in all work areas for reference.

Processes, Machinery and Equipment

You will also be taught about Safe Systems of Work (SSOW), through induction sessions on the safe use of machinery and processes. These inductions are logged and you will not be allowed to use a process or machine without the training.

If you need to bring in your own electrical equipment (e.g. power tools) you must have permission from your Course Director. Appliances must be proven to have been electrically tested (known as PAT, Portable Appliance Testing) for safety before use in college. Electrical modifications or the construction of circuits are not permitted without Risk Assessment (see below) and work

being carried out in accordance with Electricity at Work Regulations. Constraints also relate to use of ladders and working at height, where again Risk Assessment is required.

Risk Assessment

There will be times when you are proposing an interpretation of part of your programme of study – a project or activity, especially an installation/ performance or live/external project – that requires an individual 'risk assessment' to be produced. The element of risk may be, for example, to do with hazardous or recycled materials or equipment that you plan to use, or it may be that it involves working in unusual conditions, at a height, with members of the public, a child or animal, or images/information that incite/s censorship debate.

The purpose of risk assessment is to identify and reduce potential hazards before undertaking the work. Completion of the risk assessment form supports your ability to make a professional work proposal: the forms are available from your College or School office or Senior Technician.

If in any doubt as to the necessity of completion of a risk assessment form, seek advice at the earliest possible point through discussion with appropriate tutors and technicians. If it is judged necessary for you to complete a form, ask for assistance if you need. You should return the form to a tutor who will help you to negotiate adjustments to your proposal with technical staff or do further research as necessary: you may need to update or monitor your initial risk assessment. When the level of risk associated with your proposal is judged reasonable, you can progress the work in accordance with the measures agreed. You should keep a copy of the form, attached to the relevant project brief or evaluation, as it should help evidence the professionalism of your approach at assessment.

Personal Awareness

Much health and safety practice is common sense and you are asked to be alert to your own and others' safety not only through compliance with signs, instructions and filling in forms, but through day to day consideration for the shared learning environment. You are expected to clear up after yourself, to participate in keeping areas in good order to prevent accidents or the creation of fire hazards, and to

report any faulty equipment, unsafe situation, alarming incident, or person behaving suspiciously immediately to a member of staff.

In the interests of security you must always carry your University ID card with you and show it to gain entry at all sites. Concerns relating to health and safety can be referred (via your Student Representative to Course Committee and the Board of Studies) to the College Health and Safety Officer.

9.4	*Accidents and Emergencies*	It is not permitted that less than three students remain working unsupervised in an area, in case of accident: this ensures that if one person is injured, one can remain with them whilst the other goes for help. Notices giving details of designated first-aiders and the location of first aid boxes are displayed on blue notice boards. The College is legally required to maintain a record of accidents which occur on its premises – if you are injured at College, a member of staff will help you to report it for the log held at the reception desk at each site.

During the College opening times a senior member of staff is on duty at each site as a point of contact, to liase with the Buildings staff and emergency services. The name of the Duty Manager is held at the reception desk of each building.

In the event of a fire or bomb alert, the procedures are:

Fire: when the alarm sounds leave the building immediately by the nearest signed fire exit route; do not stop to collect belongings; assemble at the designated point.

Bomb: the alarm will be given by word of mouth; keep calm, move away from the windows and be ready to evacuate when word is given, taking your personal belongings in case the building has to be searched. Switch off mobile phones as use can detonate bombs. If evacuated, assemble as above.

In any evacuation, including drills, the Duty Manager will be located at the assembly point to give instructions as soon as possible. Do not return to the building until word is given

by the Duty Manager or emergency services.

9.5 ***Personal Health and Safety***

As a student, you may be living independently for the first time, perhaps in an unfamiliar area, possibly very different from your home. Although this can be exciting, it is important for you to stay alert and be aware of what's going on around you.

- Know where you are going and how to get there.

- Carry an A-Z but use it discreetly.

- Always let someone know where you are going, who you are meeting and when you expect to return.

- If you're going out, make sure you've planned a safe route home (see Travel below) and avoid walking home late at night.

- Don't get so drunk that you're not sure who you're going home with.

- To prevent spiking, don't leave drinks unattended.

- Listen to your instincts and don't take any risks.

- Carry your keys, travel card and mobile phone in your pocket, so you can give up your bag if need be.

- Don't carry unnecessary cash and credit cards.

- Be alert when using your mobile phone. If your phone is stolen, call your network or 08701 123 123 to immobilise it.

- If you are trapped or in danger, yell/scream or use a personal alarm to attract attention.

If you have been the victim of a crime or attack, contact the police immediately on 999.   If you have been a victim of anti-gay abuse or violence, you can speak with the Lesbian and Gay Liaison Team, who work out of West End Central and Charing Cross Police Stations.

For information about health and safety aspects of living in privately rented accommodation, including fire safety, environmental health and gas appliances, visit the Housing Services website on the University Intranet.

Travel

Cabwise Text Service – 60835 (Transport for London)

Each month 10 women in London are raped or assaulted by men pretending to be cab drivers. Don't put yourself at risk. Always use a licensed minicab, black taxi or night bus to get home. Simply text the word CAB to 60835 and the phone numbers for two local licensed minicab operators will be sent direct to your mobile phone (cost 35p plus your standard network tariff). The service can be used in any part of the Capital 24 hours a day.

For further information, visit Cabwise

One Number Taxi – 0871 871 8710 (Transport for London approved)

You can now call one of 7,000 safe and reliable licensed black taxis by calling one number. No account is needed - passengers can simply pay with cash or by credit or debit card.

Oyster Cards

If you are 16 to 18, you can get a 16+ Zip Oyster photocard, to pay the child rate on tube and bus travel in London. The applications are available from anywhere selling London Transport tickets or on the Transport for London website.

If you are 18 or over and your course is at least 15 hours a week, you can apply for a London Transport Student Oyster photocard. It costs £10 and gives a 30% discount on bus, tube, DLR and rail travel in Greater London. Pick up an application form from your School or College Office after you enrol.

If you travel by overground train, you can buy a Young Persons Railcard to get 33% off any ticket for national rail travel after 10am Monday to Friday, and all day at weekends. Pick up an application form at any British Rail

train station.

Some Local Councils give grants for help with costs of travel to college, if you are under 19 years old, at the start of your course. Contact your Local Authority (LEA) for information or visit the Direct Gov website.

9.6   *Registering with a Doctor*

It is very important that you register with a local doctor (GP) as soon as possible, you can search for your local practice on the NHS website. In some areas of London, GP practices are fully booked. This means that if you become ill, and you are not registered, you may not be able to see a doctor of your choice and may have to be allocated one from your local Primary Care Trust. This is the last thing you need when you are ill. Even if you tend to always be healthy, do not tempt fate. For UK students who have been registered with a doctor at home, you can still see your family doctor as a temporary patient over the holidays if you need to.

A consultation with your doctor is free.

Your doctor can help with:

•   Vaccinations

•   Contraceptive advice and medication

•   Cervical Screening

•   Referrals to other specialist health services

•   Sick notes for extenuating circumstances (if you are unwell for more than seven days)

Meningitis

The risk of contracting Meningitis is small, but new students are one of the groups at risk. If you are aged 24 years or under and have not already had the Meningitis C vaccination, make an appointment with your doctor for a free vaccination as soon as possible.

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Glossary

The following list provides a glossary of key terms used to describe aspects of learning, teaching and assessment that you will encounter during your time as a student:

Action Plan

A negotiated learning plan that sets out the learning goals that a student is set.

Accommodated Assessment

If you have a disability, you may have arrangements or adjustments made in relation to assessed course work and examinations. All adjustments are agreed with your tutor.

Assessment Criteria

Each Unit of study includes Assessment Criteria, which the course team will use to assess your work against. The Assessment Criteria outline what you should be able to demonstrate on completion of the Unit.

Assessment Feedback

Your progress is continually monitored through the tutorial system and through other formative assessment. At the end of the Unit, you will receive written feedback on your academic level of achievement which will relate specifically to your performance in relation to the assessment criteria.

Briefings

A verbal briefing usually takes place at the beginning of a project. This is to explain the details of the project and help you with the initial stages. It is normally the point that the project brief is distributed and discussed and is occasionally supported by additional handouts. This is the most important opportunity for you to ask questions relating to the brief and hear the questions of your peers.

Collaborative Projects

These provide you with an opportunity to work with students across several specialisms. This gives you the opportunity to develop and exchange ideas and experiences.

Competitions and Live Projects

These provide you with an opportunity to participate in live projects set by industry or other external bodies.

Continuous Assessment

Continuous assessment makes a link between formative and summative assessment. Achievement, feedback and goal setting during tutorials, crits and other contact is recorded through the Assessment Record. The Record

provides students with a continuous record of their progress against the learning outcomes and provides course teams with comprehensive data for summative assessment points. This emphasises the learning and achievement within the Unit, documenting and developing the process employed in the realisation of the end product.

Credit

Credit is awarded for the achievement of the learning outcomes associated with a particular Unit. It is awarded at the point when that learning is assessed. Units are credit weighted in multiples of 10 and 1 credit is equivalent to 10 notional learning hours. However, the balance of how learning time is divided between taught time and independent study will differ according to the particular focus of the Unit and it's level. In order to be awarded a Foundation Diploma you must accumulate 120 credits in total: therefore you must complete all Units of the course in order to be awarded the Foundation Diploma.

Demonstration

This is the first introduction to a machine, technique or process to a group of students by a member of academic or technical support staff. Its aim is to make you aware of the potential and characteristics of equipment and skills.

Essays

These are intended to encourage study skills and research methodology as well as an ability to express concepts coherently in written form.

Extenuating Circumstances

There may be exceptional circumstances that might affect your ability to meet an assessment deadline or affect your performance in an assessment. Where appropriate these circumstances may be taken into account by the Board of Examiners in making a decision.

Formative Assessment

Formative assessment focuses on giving you written and/or verbal feedback on your progress, so that you learn about your strengths and weaknesses and receive guidance on forward planning and how you may improve your work and learning. It is an ongoing feature of the course, occurring through tutorial discussions, peer assessment, formal and informal critique and self-evaluation.

Group Critique	Commonly known as group 'Crits'. On these occasions a group of students and members of staff will discuss the work of one or more students present. Group crits normally take place in the studios or work space; occasionally, the work to be discussed might be more formally exhibited. On some occasions students are given the responsibility of organising the crit. Discussion of this kind often provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Group crits also provide an invaluable form of self-appraisal, since you will not only receive individual tuition, but will also indirectly learn by means of the discussion centred upon the work of other members of the group. Crits are a means of formative assessment and may occur at interim points as well as at the end of a project or assignment.
Group Tutorials	Tutor groups create a forum for the discussion of shared issues arising from the work in progress and encourage an interchange of ideas. They help students to expand the context for their work, stimulate practical and theoretical research, and develop presentation skills. A course tutor leads each tutor group.
Independent Learning	Self-motivation, commitment and initiative are important skills to develop in the course of your studies. A significant part of your learning will be self-directed. This means that you will develop your projects independently, guided by a supportive tutorial structure.
Induction	At the beginning of the year, students will be introduced to staff, facilities, Health and Safety regulations and precautions, techniques and processes in the workshops related to their course. Further inductions may be undertaken throughout the year for the use of specialist equipment for project work.
Internal Verification	The process by which an independent member of staff checks the accuracy and consistency of the marks allocated by the original assessor(s). Normally the verifier checks a sample of at least 10% of the work submitted for assessment.
Learning Outcomes	Each Unit has associated Learning Outcomes. These articulate the learning which you should be able to

demonstrate at the end of the Unit.

Lectures	A member of staff or invited guest will speak on a particular subject to groups of between 20 - 200 students. Lectures are usually well illustrated by slide-projection.
Level	Levels are the way in which the different progressive levels of education are defined. Many of you will have come from A Levels or a GNVQ Advanced course. Both of these courses are at Level 3. The Foundation Diploma in Art and Design is at Level 3 and 4. This means that the first part of the course is at Level 3 and the second and third is at Level 4. This also means that the Foundation Diploma develops your learning and skills to a higher level.
One to One Tutorials	Tutorials offer the opportunity for sustained in-depth discussion. You will receive a minimum of one scheduled tutorial per term, in which the tutor will discuss with you a range of issues relating to your progress, development and future intentions. Tutorials are advisory and focus on action planning against your achievement of the learning outcomes for the Unit. These are with a member of the full time, part time or specialist visiting staff. You may have separate tutors for different elements of the course.
Part	The course is divided into 3 Parts. Each Part is made up of Units and each Unit has a credit value. Part 1 consists of 4 Units of 10 credits each, all of which are at Level 3. Part 2 is at Level 4 and consists of 2 Units: Unit 5 is made up of 30 credits and Unit 6 is made up of 10 credits. Part 3 consists of 1 Unit of 40 Level 4 Credits. This Part determines your grade and classification for the course.
Peer Learning/ Peer Supported Tutorials	This is another vital component of teaching and learning practice. The work of most courses is studio-based, and peer learning enables you to understand and observe each other's work and to discuss issues informally.
Portfolio	Your portfolio is the central part of your evidence of learning and progress for each Unit assessment. Initially it will contain all project work and other forms of documentation, including experimentation and

investigation, however, as you progress through the course, you will need to edit your portfolio in preparation for progression. Three-dimensional work which is alongside your two-dimensional folder is considered as part of your portfolio. Advice about ways of presenting your work and methods of editing will be discussed in your particular pathway and at tutorials.

Presentations   These are usually delivered as part of a group assignment and are usually accompanied by visual aids.

Projects   The term 'project' is used in two ways. In the earlier stage of the course particularly, you are set projects by academic staff. These consist of a set of objectives and procedures that are linked to a given theme and are designed for a particular group of students. This kind of project usually has a strict deadline. Later in the course you may begin to devise your own projects. This kind of project is a self-initiated body of work reflecting your specific interests and which may be developed over a period of time agreed between the individual student and a member of academic staff. Projects run for differing lengths of time, from one day to several weeks, and address specific assessment criteria across the Units.

Project Brief /
Assignment Brief   All project briefs and assignments contributing to a Unit assessment will be given to you in writing. Each project or assignment brief will indicate what you need to complete, the relevant learning outcomes, the assessment criteria which your work will be measured against and the deadline by which you will have to hand it in.

Project Proposal   The Project Proposal is a written proposal outlining your intentions for the Project which you realise in Unit 7. The proposal asks you to reflect on what you have learnt and achieved on the course, the reasons why you have chosen a particular pathway through the course and to state the purpose and aims of your proposed project. You are also asked to state how you will evaluate your project, devise an action plan and attach a bibliography of research sources. Your proposal will develop through the realisation of the project and you will be asked to reflect and evaluate on this development and finally write an evaluation of the process.

Reflective Journal or Log	The Reflective Journal or Log is an indispensable document of the thoughts and processes that underpin your work. It will contain notes from exhibitions, lectures, tutorial conversations and technical experiments and provides an opportunity for you to analyse and reflect on your practice. Regular handouts will be given to you and these should be kept in your book so that it becomes your primary reference point.
Seminar	A group of students working with a member of staff to explore or expand on an aspect of the course. Discussion is an integral part of a seminar.
Sketch Books	You will already be familiar with the idea of sketchbooks as a means of making an ongoing visual record through drawing, and you will be expected to make full use of sketchbooks whilst you are on the course, and as an integral element of your portfolio.
Study Skills	Study skills largely refers to the acquisition of communication skills, techniques of information retrieval and strategies of self-management in relation to study. Above all, study skills means 'learning how to learn'.
Study Visits	A study visit will involve travelling to particular places of interest, such as museums, galleries or studios. They are an essential part of your learning, allowing you to see examples of art and design practice at first hand.
Summative Assessment	Summative assessment occurs at the end of a Unit of study and is concerned with making judgements about the standard of your work in relation to Unit learning outcomes and assessment criteria.
Tutorials	These may be one to one or in a group. Tutorials enable staff and students to review progress and plan ahead.
Unit	Units are the basic building blocks of your course and can be described as a self-contained package of learning defined in terms of learning time. This includes taught time, independent study, access to resources and assessment. Unit descriptions within your handbook outline what the intended learning outcomes and assessment criteria are for that Unit. This means what you are expected to be able to

demonstrate once you have successfully completed that Unit.

Workbooks

In addition to sketchbooks you should maintain workbooks, which are rather like sketchbooks but broader in the range of material collected. The workbook is a means of capturing ideas and information, through drawings, writing, cuttings, samples and so on, which you encounter, and which seem relevant to you and your work. The aims and form of workbooks will be introduced to you when you start the course, and these will become an important element in the development of your ideas and approaches in parallel with your sketch books.

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Important Contact Details

Programme Director	Amanda Jenkins a.e.jenkins@camberwell.arts.ac.uk
Course Admin Contact	SandieBeresford Ruhee Zangie Julie Van-Hagen ccw.admin@arts.ac.uk
College Academic/Learning Support Coordinator	Christine Bowmaker c.bowmaker@camberwell.arts.ac.uk
College Student Services	Term time only: Lesley Madden student.advisers@arts.ac.uk Outside of term time: student.advisers@arts.ac.uk
College Disability Support	Christine Bowmaker c.bowmaker@camberwell.arts.ac.uk
Students' Union	University of the Arts London 272 High Holborn, London WC1V 7EY T: +44 (0) 20 7514 6270 info@su.arts.ac.uk www.suarts.org
Library and Learning Resources	Jan Morgan j.morgan@camberwell.arts.ac.uk

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