



Leeds Arts University  
Foundation Diploma in Art and Design  
Course Handbook  
2022-23

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**DISCLAIMER**

This handbook (and the documents referred to within it) is prepared well in advance of your arrival. Every effort is made to ensure that the information in the handbook is accurate at the time of publication. However, over time circumstances may change and we reserve the right to change or amend the information provided. The University does not accept any liability arising out of or in connection with any such changes.

This handbook should be read in conjunction with University’s [Further Education Student Handbook](#).



## 1. STAFF



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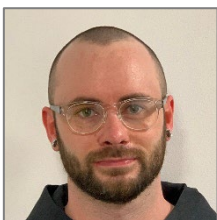
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## 2. YOUR COURSE

### Course Philosophy

The primary function of the course is to support you in identifying a specialist subject for study at degree level. This is achieved through linking the skills you have already acquired to new and alternative approaches to thinking and seeing, and engaging you in discovery and experimentation. Problems will be set to challenge your ideas, develop your abilities to critically assess your work and demonstrate an understanding of their application to art and design. You will develop an independence and understanding of contemporary art and design, which is essential to help you make appropriate choices for your progression into higher education or occasionally employment.

Research is considered to be one of the most important elements of the Foundation Course. It is the backbone to ideas and their development. As the year progresses you will begin to discover and confirm the most effective ways of collecting information in ways that challenge, disorientate and rebuild previously held thoughts or convictions. Most importantly, thorough research enables you to add to your established body of knowledge, make sense of what you discover and then proceed in an appropriate and informed direction.

*“Explorations are of a scientific and analytical nature yet deal with the instinctive mark and with primary sensations. Exercises are the starting point of possibilities and personal explorations, and one never knows quite what these involvements will trigger off in differing students in differing ways. There are no answers other than those offered by the student.”*

- Harry Thubron, on basic research. (Developer of the Foundation course)

### Course Aims

To enable you to:

1. Demonstrate awareness of the different perspectives, approaches and ethics within diverse creative practice.
2. Research, analyse and evaluate relevant information as part of creative practice.
3. Understand, adapt and safely use appropriate practical methods and skills for creative practice and production.
4. Explore solutions to complex problems through the application of practical, theoretical and technical understanding.
5. Take responsibility for research, planning and time management to access and action progression opportunities
6. Use critically evaluative and reflective skills in order to take responsibility for own learning, development and decision-making.
7. Effectively communicate and present ideas and creative practice to appropriate audiences.



## Course Structure

Unit title	Level	Assessed	Grade
Unit 1: Diagnostic Investigation into Creative Practice	3	Internal	Pass Fail
Unit 2: Developing Specialist Practice	3	Internal	Pass Fail
Unit 4: Consolidating Practice	4	Synoptic internal assessment (Externally Moderated)	Pass Merit Distinction Fail

### Unit 1: Diagnostic Investigation into Creative Practice

During the introductory period you have to deal with lots of different information, a new environment and new approaches. At first this can feel unsettling and difficult to relate to however in time this will settle as you will begin to feel more familiar with your new surroundings.

#### Studio work

We start the course with an induction week which will be an opportunity for you to meet some of your staff, become familiar with the campus and discuss your needs. During the first three weeks you will be taken through a series of underpinning sessions which will include a drawing project, research and context session, quick problem-solving tasks, reflection/studio practice and a sustainability and ethics briefing.

We will begin the process of inducting you into our specialist workshops starting with the IT induction. These inductions will allow you regular access to the facilities to develop and extend your work and skills base.

You will then work through a succession of short briefs which are designed to act as a formative experience of attitudes and disciplines that are the key to the Foundation course. You will have to work at different rates, solve problems in a number of different ways and develop ways of visualising ideas quickly and clearly to others.

In order for you to gain the most from this learning experience, you will need to be open-minded. It is essential that you are prepared to suspend your judgement in order that you can explore the unfamiliar, challenge past approaches in order to open new avenues of thought, and develop your understanding of materials and knowledge of contemporary practices.

You will begin to develop an understanding of research and will become more independent in your study. Your capacity to analyse and evaluate all aspects of your work will be developed through one to one teaching, formal tutorials and group critiques (crits). The crit sessions offer you the opportunity to discuss and share your work with a small group of your peers and tutors, and are seen as a supportive and constructive way of sharing knowledge and supporting each other.

The pace and effectiveness of your learning is enhanced by your ability to engage with the qualities in your work and the work of others. Your personal reflection and evaluation of work completed will be central to the work you do. This will be evidenced through working, drawing and thinking in your notebooks.

All the work you undertake will be formally assessed. You will submit your practical work in your online studio notebook, contextual research and writing in your online critical research journal and evaluation and reflection in your online reflective planner. The three template submission documents are created for you for each stage of the course and are accessed through your personal University gmail account.

### **Critical Research Journal**

Your understanding of contemporary and historical practices that can inform your ideas and work is developed from the outset of the course, when you are encouraged to think and write critically about the work of established artists and designers. It is our aim that you begin to realise and understand the importance of objective criticism of the visual and intellectual world around you. This takes the form of a Critical Research Journal and is supported academically by studio staff.

You are expected to support your work by visiting shows and exhibitions related to art and design where possible, in particular those related to your chosen field of study.

### **Specialist Area Talks**

During week commencing 10<sup>th</sup> October you will be asked to select which of our four specialist areas you wish to join after October half term. There is a programme of talks designed to support you in understanding the principles underpinning the different specialist areas and potential career routes into higher education and the creative industries.

The specialist area options to choose from are:

- 3D Design
- Fashion and Textiles
- Fine Art
- Graphic Communication

### **Assessment**

In the week beginning 10<sup>th</sup> October 2022 your work for unit 1 will be reviewed and you and a member of staff will discuss your progress. During week commencing 17<sup>th</sup> October 2022 your work will be formally assessed.

See section 5 for details on assessment, and below for the full details of all course units and descriptions.

### **Unit 2: Developing Specialist Practice**

Information will be provided at the beginning of this period that will explain your chosen specialist area in more detail.

Unit 2 is devoted to developing the approaches to thinking, making and evaluating that you have been introduced to in unit 1. The briefs are designed to introduce you to ways of thinking and working that are particular to the area of specialist study. A programme of advanced workshops further develops your skills base and understanding and will complement the studio activity.

It is important to remember that decisions made at this stage are not set in stone. The initial few weeks of specialist area are a settling in period and some students may realise that they are in the wrong specialist area and tutorials are held during this period to discuss emerging issues and support you in your decision-making.

Written work has to be completed at strategic points throughout the course. The brief for the Establishing a Creative Practice (approx. 750 words), Critical Journal and your group crit presentations are designed to help you to identify the areas of art and design you are interested in and keep you up-to-date with contemporary practice.

You will be given further instruction regarding the appropriate ways of referencing material taken from texts during your Research and Context session. It is important that sources are clearly referenced otherwise you may find yourself accused academic misconduct. To use the work of others and to present it as your own or to use your own work that you have previously submitted for this course or for other qualifications can result in you failing the course. The University makes use of software which automatically detects instances of plagiarised content.

You will be briefed on the process of application to higher education courses in November. You will be asked to complete research into courses, jobs etc and keep records of your applications, personal statements and decision-making regarding your career beyond the Foundation Course.

In December you will have an interim assessment meeting with your tutor to discuss your application to Higher Education (where appropriate) and your progress with studio work so far. An action plan will be drawn up from this discussion that will address any issues arising.

The period after Christmas is a very busy time. It is expected that you will become gradually more independent and confident in the planning of your time and the resources available to you.

During January and February, you will prepare your portfolio ready for future interviews.

The majority of our students go on to study creative subjects on undergraduate courses. Due to the diagnostic nature of the Foundation course, there are some students who decide to go on to study a different subject at university or go straight into employment. Impartial careers advice is available to all students to assist with vocational progression routes.

The second point of assessment occurs at the end of unit 2 (week commencing 30<sup>th</sup> January 2023). You will submit the work that you have produced throughout this period which will be assessed by staff that teach within your specialist area. After the assessment, you will receive written feedback on your progress and the body of work you have submitted.

See section 5 for details on assessment and below for the full details of all course units and descriptions.

#### **Unit 4: Consolidating Practice**

##### **Final Major Project and exhibition**

Unit 4 requires that you produce a complete final project. This project is originated, written, researched, managed, developed and realised independently and as a result the teaching team will support you through constructive critiques and tutorials, but they will not be setting you problems or telling you what to do.

The negotiated project should reflect the area you wish to go on to study, as well as confirm your ability to work independently. It must also be achievable within the time constraints identified by the awarding body and the resources available to you. You will be asked to write a '*Project Proposal*' to clarify your project, which is submitted alongside your practical work at the final assessment. The proposal will introduce the ideas and principles around which you wish to work, and will outline identified aims and objectives. It should also offer the opportunity for you to

critically reflect on your experiences so far, and consider how these can inform your project. It must be no more than 500 words and must be word-processed using the provided template.

You will be required to write an essay of approximately 1500 words which summarises the key sources of influence for this project.

This project is very important, not just because your grade for the qualification is based on it, but because your independence of thought and capacity to research, negotiate, originate, develop, analyse and realise your ambitions will be fundamental to your success in Higher Education or employment.

The work completed will be subject to Staff Assessment, Internal Verification, Internal Moderation and External Moderation. (See section 5 for details on assessments). Part of the grade for the Final Project is based upon your presentation/exhibition, which forms the basis of the end of year show.

In order to be awarded a Diploma a total of 120 credits must be accumulated, therefore all three units of the course must be completed in order for the Diploma to be awarded at Level 3. Full descriptors of each unit can be found in section 5. Assessment of this handbook.

The course is accredited by the University of the Arts London Awarding Body. A copy of the course specification can be found on [the University of the Arts London awarding body \(UAL\) website here](#).

### **End of Year Show**

Preparing for the end of year show is an essential part of your final assessment and your contribution to the preparation, building and hanging of the shows 'as a team' is taken into consideration.

The end of year show is an opportunity to show the public and celebrate with the rest of the University what you have achieved. It is also a chance for prospective students to see the type of work produced on the course.



### 3. LEARNING AND TEACHING

#### **Learning and Teaching Strategies**

All teaching and learning on the course is designed to support you to achieve the learning outcomes for the course.

Teaching Strategies include:

#### **Formal group teaching**

This is where a member of the teaching team or a specialist-visiting lecturer is delivering to a group of students. This might be in workgroups, tutorial groups or seminar groups brought together with a particular purpose in mind. These sessions will engage the student in discussion and activities that are designed to progress your practice.

#### **One-to-one teaching**

Much of art and design is taught on a one-to-one basis. During these times staff discuss your work with you in the studio or online through which appropriate actions are agreed.

#### **Peer support**

This is seen as an important element of a student's learning and is developed gradually through the course through group critiques and seminars. Objectivity and the need for an open and supportive attitude is vital for peer support to be constructive in helping to develop ideas, as it will form an important element of your critical support system in later years.

#### **Technical support**

Students are scheduled for technical workshops throughout the year to support the development of a broad and useful technical base from which to develop ideas. Workshop managers have ultimate responsibility for the safe and efficient working of the technical facilities and taught workshops are designed to ensure safe and proper use.

#### **Academic research**

Libraries play a very important role in broadening your understanding of art and design practices and supporting projects. The team of library staff will support you in advising on research methods and helping you locate research material across a range of subjects relating to your developing practice. You will also be encouraged to use the Henry Moore and University of Leeds Libraries.

#### **Learning and Teaching**

##### **Methods Lectures**

Where a member of staff or a visiting professional delivers a lecture on a particular subject to groups of students. Lectures are usually supported with visual material in the form of Powerpoint, film, or still imagery.

##### **Group Critiques (Crits)**

Groups of students are timetabled to meet with a member of the teaching team to discuss their work. At these meetings students can be selected to have their work discussed or all students will be asked to present. Crits usually take place in the studio or online

Group critiques commence as students are developing in their independence. We aim to encourage a collaborative, discursive ethos in the studio environment, which the group crits help to foster by encouraging student-led dialogue and the sharing of peer knowledge. The critiques are tiered

in relation to the different stages of the course, with staff input reducing as the critiques progress and the students taking ownership of the group situation. Group crits within a project are tiered to focus on different stages within the development of a project.

Crits provide an informal yet significant deadline within a project, encouraging reflection upon and evaluation of work to date and discussion of that work in a group environment. Students are given preparatory guidance, stating what they need to prepare in advance and what to bring to the session. Additional guidance will provide prompts for reference to encourage discussion and to prompt appropriate note-taking.

### **Seminars**

These are formal taught sessions with a member of staff and a group of students. Students are given a paper in advance of, or during, the session around which a discussion is held. As with all group sessions these require active participation and support the development of presentation and discussion skills.

### **Presentations**

These are formal taught sessions with a member of staff and a group of students. Students are asked to prepare work in advance to present to the rest of the group. As with all group sessions these require active participation and support the development of presentation and discussion skills.

### **Independent Learning**

A very important element of any programme of study is a student's ability to self-motivate and actively engage in the subject they are studying beyond that which is set by the teaching team. Personal initiative and engagement in the subject and problem to be solved will help you to work independently and to develop your ideas away from the one-to-one teaching and group teaching.

### **Peer learning**

This happens in formal group teaching situations and on a day-by-day basis out in the studio where students observe others, exchange ideas and opinions and is a vital component of your learning.

### **Demonstration**

This usually happens when specific equipment and methods are shown to students in order that they are worked with safely and appropriately. Most demonstrations happen in the workshop environment and are run by technical staff, but some small hand-held equipment can be demonstrated in the studios by your tutors

### **Briefings**

These are usually held at 9.30 in the morning. In the early stages of the course briefings are held at 13.30 too. Briefings are usually online and are supported with written material in the form of project briefs and support material. Briefings are designed to help you find in-roads to new projects and offer the student an opportunity to ask questions relating to the project.

### **Meetings**

These, like 'Briefings,' are usually held at 9.30 or 13.30, and are points at which tutors disseminate important information about the week ahead. Information that does not appear on timetables is verbally communicated at these points and it is the responsibility of the student to record this information.

## **Project briefs**

These are handed out at briefings and are designed to support you in identifying, isolating and building solutions to the problem set. Project briefs not only state the problem, but also contain vital information regarding points of research, deadlines, who is teaching you, what you are expected to learn (learning outcomes) and assessment criteria.

As the course progresses you will be asked to write your own project brief which reflects your particular area of interest. The design and writing of the 'independent project brief,' is supported through tutorials.

Project briefs will differ in their duration and will address specific assessment criteria within the units.

## **Tutorial groups**

Each tutorial group is assigned a tutor with whom you will work closely during the formative weeks of the course. Tutorials will be programmed on a one-to-one basis and/or in groups. These are important meetings where you will be able to discuss your progress and any issues arising from the projects set. Group tutorials are an opportunity for you to have a constructive exchange of ideas with your colleagues and often help students to expand their understanding of the work being completed, stimulating practical and theoretical research. They also support you in developing your presentation skills ready for future critiques and interviews.

The tutors you have during unit 1 of the course are likely to change at unit 2 in order that you are supported as effectively as possible by staff working in the specialist area which you have chosen to study.

## **Tutorials**

Tutorials are scheduled at strategic points throughout the course and are meetings between you and a tutor. These are very important points of contact and are designed to pinpoint specific issues relating to your work. Tutorials should be a constructive and worthwhile experience for both parties as it is important for you and your tutor to form an understanding of each other.

Each student will have:

- **Programmed tutorials**

From a tutor specifically allocated to monitor your progress through the first stage of the course. Written records will be kept from each meeting which are kept online and shared with you through Google drive. Your tutor through units two and three will support and monitor your progress through your specialist area. This tutor will guide you through the HE application process as well as supporting you with your general academic progress.

Formative and summative assessment is formally tracked online with written feedback and agreed actions.

- **Impromptu tutorials**

These are arranged where and when appropriate to discuss and support students who have specific needs at particular points in the course. These meetings are over and above the programmed tutorials and can be initiated by the student or tutor.

Your responsibilities:

- To attend at the agreed time
- To be an active participant in the discussion
- To prepare yourself in advance with questions or elements you want guidance on
- To agree an action plan and act on it
- To offer feedback to tutor on the course and projects
- To inform tutor of non-attendance (in advance where possible) and attend a meeting at alternative time if one is arranged.

Tutor responsibilities:

- To encourage students to evaluate their learning and progress
- To encourage and support self-directed learning
- To help students to identify how to develop and outline future projects and areas of work
- To provide a written summary of students' progress at strategic points in the course. All written information is inputted on the student's online Individual Learning Plan (ILP)
- To determine if additional support is required.

### **Feedback on your progress**

Your progress, including attendance and punctuality, is monitored throughout the course in different ways. During tutorials, issues relating to your progress are discussed and recorded. Your progress is summatively assessed at the three programmed assessment points during the year. At unit 1 and 2 assessments you will be given written feedback which will relate specifically to your performance in relation to the assessment criteria.

### **Access to staff policy**

Staff are in the University from 8.30am to 4.30pm and are generally on hand to discuss any issues you might have relating to academic work. The best way to contact your tutor is through email and their email addresses are available on eStudio. Please note staff do not use Gmail accounts. You must email the account ending in @leeds-art.ac.uk not @students.leeds-art.ac.uk.

### **Resources/Workshops**

As a student at the University you have access to excellent resources and can use these to broaden your technical skills base, support the development of ideas and gain understanding of processes artists and designers use. You will be introduced to the workshop areas as you progress through the course. Each student is introduced to the health and safety considerations relating to each workshop and no student can work in any resource area if the initial health and safety induction is not attended.

During the specialist areas you will be scheduled into additional workshops to support the development of your work in the direction of your chosen specialist area. These are designed and delivered by academic and technical staff at strategic points in the course.

As the course progresses and your pattern of work becomes more independent, you will be negotiating and managing time in the workshop facilities to best support the development of your ideas. 'Drop-in' time is available in all workshop areas and is posted in those areas.

Throughout the year students will be technically supported on a group and one-to-one basis, as



appropriate.

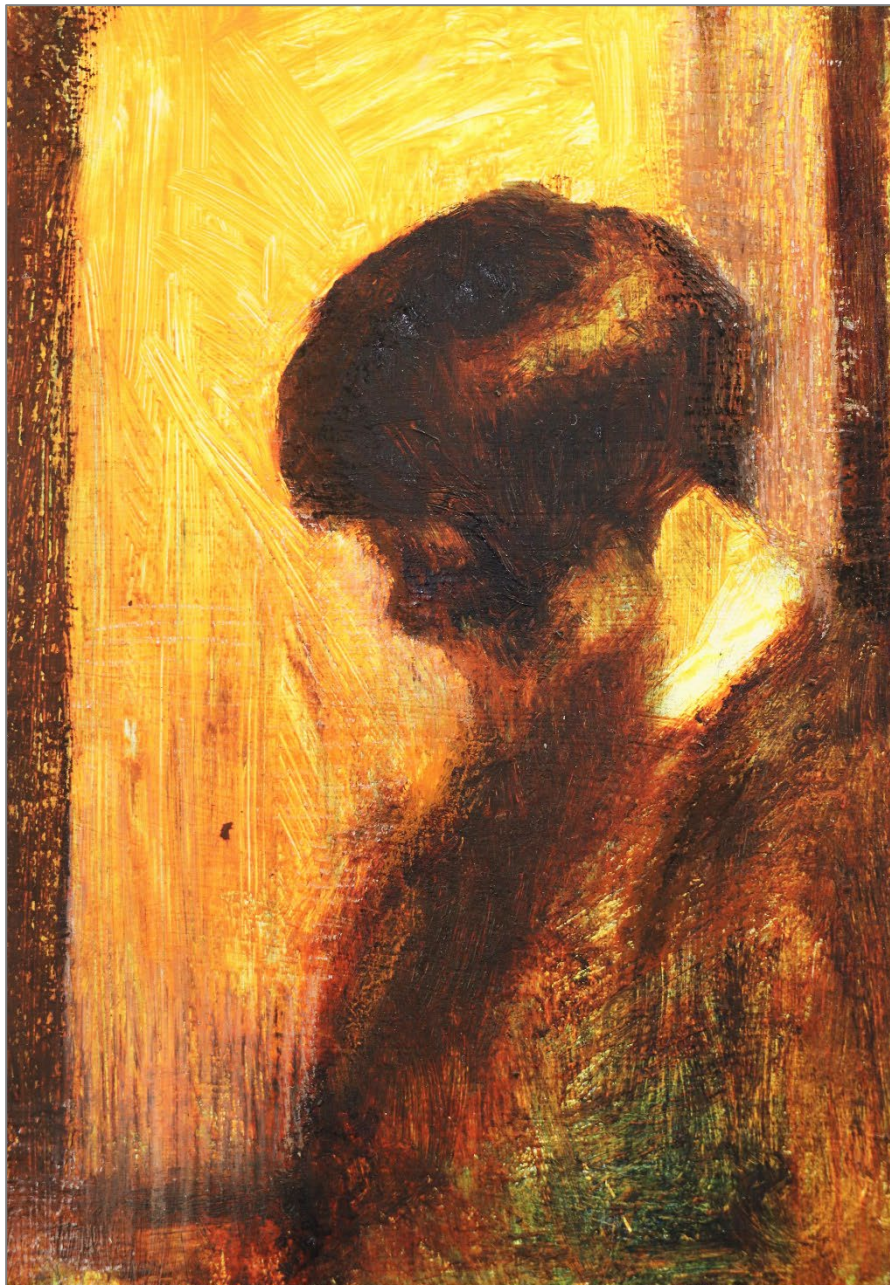
Students have access to computers; printmaking; wood, metal and plastics; photography and film; and the library.

[Click here to read more about the workshop resources](#) at Vernon and Rossington Street buildings.

### **Professional development**

The course provides students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the course will allow students to demonstrate:

- Communication
- Creative thinking
- Digital skills
- Effective participation
- Environmental awareness
- Ethics and sustainability
- Independent inquiry
- Initiative
- Literacy and Numeracy
- Presentation
- Project management
- Problem solving
- Reflective learning
- Research
- Self-management
- Social responsibility
- Team-working



## 4. BEING A STUDENT ON THE COURSE

### Attendance and Punctuality

We have an [Attendance Policy and Procedure](#) that outlines our commitment to providing a supportive learning environment that enables students to achieve their full potential. We have a duty to monitor attendance and to act on non-attendance so that students can be supported to complete their course of study.

The Foundation Diploma is a full-time course and requires attendance and participation on the days specified on your timetable. Work or other commitments **must** be scheduled around these times.

Arriving in good time for the start of each session is essential as lateness causes delays and disruption to the teaching and learning environment for all those who arrived on time. Punctual students are not expected to wait for latecomers to arrive and settle. It is the tutor's responsibility to prioritise those students who were punctual and ready on time.

Tutors are not expected to repeat introductions or briefings for the benefit of late students as this disrupts the teaching and learning environment. Any student who arrives late is responsible for finding out what work they have missed.

As a student at the University, you are expected to:

- attend all timetabled sessions as required by the course. This includes lectures, group sessions, workshops, tutorials and mandatory educational visits;
- arrive on time for sessions. Late arrival causes disruption to other students and is disruptive to the tutor;
- let us know in advance if you know you are going to miss a session, e.g. attending a University open day or interview, by informing your tutor and/or emailing [festudentabsence@leeds-art.ac.uk](mailto:festudentabsence@leeds-art.ac.uk);
- report any unforeseen absence due to illness or other reason to the University by 9.30am on the first and every subsequent day of absence, by emailing [festudentabsence@leeds-art.ac.uk](mailto:festudentabsence@leeds-art.ac.uk);
- avoid taking holiday during term time or making appointments during timetabled hours wherever possible;
- keep in regular contact with us in cases of ongoing absence and, wherever possible, provide evidence to support your absence (e.g. medical notes);
- catch up on any work missed due to absence or late arrival to a session.

### Leave of absence

At points through the course students may need to work off site, visit exhibitions or attend open days and/or interviews for degree courses. In such instances leave must be approved by your tutor prior to you taking the time off to ensure your absence is correctly recorded on the register. Doctor's appointments and other personal appointments should be scheduled outside of course timetabled hours.

### Assessment Deadlines

Meeting deadlines and the planning and management that goes into your work to achieve this is an essential part of your professional understanding and development. Assessment deadlines are clearly identified on timetables and project briefs and no extensions will be allowed unless applied for and approved in advance of the deadline. If you know you are going to miss a submission

deadline then you must contact your Course Tutor/Pathway Leader at the earliest opportunity. See Section 5 for further information about Assessment.

### **A creative working environment**

We provide an environment where learning and teaching will thrive. In order to achieve this, different elements come into play relating to the well-being of our creative community, these include that:

- Sound systems are NOT permitted in the studios other than when using headphones and never during briefings.
- The use of mobile phones must not be used for social purposes during taught sessions.
- Students in possession of drugs on the premises will face disciplinary procedures.
- Any student who is suspected of being under the influence of alcohol or drugs will be asked to leave the building.
- Your own and others' work in the studio and workshops must be respected.

### **When expenses occur**

We advise students which basic art materials to purchase and where possible aim to provide you with as many as possible to help you complete your projects. We realise that for most students, money is short and we do not expect you to buy any really expensive materials.

If you are applying to higher education, you should also be aware that you may need to pay for transport to visit university open days. You will need to budget your finances in order to buy and produce a portfolio to take to interviews that you may have. You will receive guidance for this by your personal tutor as the course progresses.

If you have a low household income, or find yourself in times of financial difficulty, you may qualify for additional help through a bursary or hardship fund. You can find out more about what schemes and funding is available on [the Student Finance page on eStudio](#).

Students are expected to attend all timetabled classes and payment of bursary support may be stopped if attendance drops below 90%.

### **How you can help us**

The currency of the course and its future development is in part reliant on your input and feedback to staff about your experiences, work, course structure etc.

Feedback can happen through your Student Representative at meetings with the course team, questionnaires (end of unit evaluations, termly questionnaires, the national Learner Satisfaction Survey), but most importantly through talking directly to staff as any issues arise.



## 5. ASSESSMENT

### Understanding Assessment

After you have read this section, you should have an understanding of:

- the purpose of assessment
- when and how assessment takes place
- how you can ensure that you provide evidence of all the progress you are making
- how you will be assessed and graded
- what you can do if you are unhappy about the way you have been assessed
- individual unit learning outcomes and grading criteria.

### Aims of Assessment

The aims of assessment are to:

- inform students of their individual progress
- ensure that the required academic standards are met, maintained and monitored
- develop the knowledge, skills and understanding of students
- provide informative feedback that enables students to make progress
- inform academic staff of the effectiveness of their teaching.

Specific requirements regarding assessment and grading are maintained by the University of the Arts London Awarding Body and are outlined in this section of the handbook.

### Understanding how and when you will be assessed

The key to understanding your assessment and in being able to do yourself justice lies in your understanding of the written project brief, which is given to you at the beginning of each assignment or project. The project briefs clearly indicate when each formal assessment point will take place. Briefings given by your tutors will also help you understand what the project is asking of you and how you will be assessed, so it is important that you attend.

All project briefs and assignments contributing to a unit assessment are available on eStudio.

### Understanding the Brief

Every brief you receive has the same structure and will contain all the information you need regarding project assessment. Listed below are explanations of headings you will see written on briefs. Please take time to read through the descriptions carefully.

- **Header**  
The top section of the brief includes the brief title, the unit(s) it covers, the staff who will be teaching you, the dates of the briefing, any interim crits and, most importantly, the submission deadline. It also includes the signature of the Internal Verifier, who is the person who has checked both the quality of the brief and that the project enables students to meet the assessment criteria required.
- **Context**  
This section of the brief is a basic introduction to the project/unit(s). It will outline what type of things you will be learning/exploring and give a general overview of the subject to be studied.

- **Brief**

This section will outline exactly what you have to do for the brief. Some briefs will be short and others more complex. You should read them carefully and make sure you understand what you have to do. Please ask staff about anything that is unclear to you.

- **Work to be submitted**

This section outlines the work that you will be expected to submit. You must make sure that you hand in all the work that is requested, as staff will be unable to assess your work properly if parts are missing.

- **Supporting materials / resources / useful links**

This section will provide information on any supporting research that would be helpful. It might suggest books, journals, websites or exhibitions that you could attend to help inform your project.

- **Assessment criteria**

This section lists the learning outcomes and assessment criteria for the unit(s) that the brief/project covers and tells you what you must be able to do in order to pass the unit. The criteria and outcomes are different for each unit. Against each of the criteria, the assessment evidence lists where the tutor assessing your work will expect to see that you have met that criteria.

A **learning outcome** is a clear statement about what you will be able to know, do or understand for the award of credit for any given unit.

The **assessment criteria** define more precisely what you need to do to demonstrate the achievement of each learning outcome. If you don't achieve all the learning outcomes for a unit, you cannot be awarded credit for that unit and in the case of a graded unit, it will not be eligible for grading until all learning outcomes have been met.

## **Types of Assessment**

*Formative* (informal) 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 develop or improve your work and learning before final submission. It does not directly count towards your final grade. Circumstances where this type of assessment takes place are:

- Group crits
- One to one tutorials
- Tutorial discussion/presentations
- Interim assessment points

*Summative* (formal) assessment takes place on the completion of each unit, after the submission deadline as outlined on the project brief, and is concerned with making judgements about the standard of your work in relation to unit learning outcomes and assessment criteria.

Assessment not only takes place when you hand in a piece of work but also whilst you are producing this work. Tutors observe how you are managing your time schedule, how you are solving the problems you are encountering, to what extent you are demonstrating the require skills or developing your original ideas. That is why your research files, sketchbooks, learning journals and

reflective planners are so important.

### **Submitting work for assessment**

All work is to be submitted digitally using the Google slide documents provided in your Google Drive personal folder. Guidance on how to do this will be provided.

At each submission, you will sign an authentication form to confirm that the work is your own.

If you do not submit to the stated deadline for any of the units, without having an approved extension, then you will fail the unit. In the case of units 1 and 2, this means that you will be unable to proceed and will be withdrawn from the course. In the case of unit 4, it means that you will fail to achieve the Foundation Diploma.

### **Assessment Grading**

Units 1 and 2 can only be achieved at a pass level. To achieve a pass all of the assessment criteria must be met. These units are internally assessed by a tutor and internally verified to ensure the consistency of grades across all assessors and students. All assessed units must be successfully completed before attempting the graded unit.

Unit 4 is graded at either Pass, Merit, Distinction or Fail and will form the overall grade for the Foundation Diploma qualification. The unit is internally assessed by at least two tutors, internally verified and externally moderated by a member of staff from the UAL Awarding Body to ensure the consistency of grades across all assessors and students.

### **Grading of Unit 4**

The final unit provides for the evidence submitted to be assessed and graded. The grades that can be achieved are:

- **Pass**  
To achieve a Pass grade, you must achieve all of the Pass assessment criteria listed within Unit 4.
- **Merit**  
To achieve a Merit grade, you must achieve all of the Pass assessment criteria listed within Unit 4 plus all of the Merit grade criteria listed below.
- **Distinction**  
To achieve a Distinction grade, you must achieve all of the Pass assessment criteria listed within Unit 4 plus all of the Merit and Distinction grade criteria listed below.
- **Referral**  
If you provide insufficient evidence to meet all of the assessment criteria then your submission will be classed as a referral. You have **one further opportunity** to redeem the referral by submitting additional evidence to a new deadline and your work will be reassessed. If you achieve the assessment criteria following reassessment, you will be awarded a Pass grade. **Referral resubmissions are capped at a Pass grade and cannot achieve any higher.** If you fail to resubmit, or your resubmitted work does not meet the assessment criteria, you will receive a Fail grade.
- **Fail**  
If you fail to meet the assessment deadline, or following a referral are unable to provide further evidence that meets the assessment criteria, then you will receive a Fail grade. This

will mean that you will fail the unit and fail to achieve the Foundation Diploma.

The assessment process is monitored by the University's Internal Verifier and the awarding body's External Moderators to ensure that assessment procedures are fair and consistent

### **Assessment feedback**

Once your work for a brief has been assessed, you will receive clear feedback on your progress on assessment feedback sheets that are accessed online through Google Drive. The feedback will provide information on how well you have done in relation to the grading criteria so that you are then able to see how to progress further, and how to improve your work. If you do not understand the feedback provided you should ask for further guidance from your tutors.

If it is identified that you need to complete additional work to fulfil the pass criteria of the brief, this will be clearly indicated on the feedback sheet and a date by which the outstanding work should be presented will be given.

In the majority of cases you will receive written feedback on assignments within ten working days of submission. Feedback will also be discussed one-to-one at tutorial points, where staff will discuss with you your progress on the course and help you plan how you can continue to improve and make best use of your time.

### **Internal Verification**

The assessment process is monitored by the University's Internal Verification system where a sample of work is cross-marked to ensure that:

- Students gain access to fair and reliable assessment opportunities
- Tutors assess to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance.

More information on specific Internal Verification systems can be obtained from your tutor.

### **External Moderation**

The University of the Arts London awarding body employs External Moderators who are experienced within the sector to moderate the assessment of students' work. The purpose of External Moderation is to ensure that the academic standards appropriate to the qualification are maintained, and that in the processes of assessment candidates are treated fairly and equitably according to University of the Arts London awarding body policies.

External Moderation provides an independent commentary on the conduct of the assessment process and assures that procedures and regulations governing academic standards, quality and assessment are followed. A team of External Moderators will visit the University in the final stage of the course to moderate Unit 4 grades.



### **What you should do if you are unhappy about your assessment**

If you are confused or unhappy with your assessment, first talk to the tutor who has assessed your work or to your Personal Tutor. Normally any worries or difficulties can then be settled. If you do not feel comfortable with this or still feel unsatisfied contact the Course Leader who will arrange for your work to be looked at once more.

Tutors can, however, when re-assessing feel they have graded too generously rather than too harshly. Even if your assessment grade remains the same, the additional feedback you will have received should help you understand why you had not done quite as well as you thought.

If you are still unhappy with the assessment, the Course Leader will ask the Internal Verifier to look at your work. If, after this, you are still not happy, you are able to make a formal appeal through the University's [Academic Appeals Policy and Procedure](#); see section 6 for further information.

### **Recognition of Prior Learning**

At your first tutorial in the induction period, your Personal Tutor will discuss your educational and personal achievements with you, so that your learning programme can be planned for the course. It is helpful therefore, if you bring your Record of Achievement (if you have one) to the first tutorial. During the discussion it may become apparent that you have already learnt or experienced some of the subject matter of the course. You could be exempted for the unit.

Even if it were considered advisable that you attended these sessions, you would not have to be assessed. Your Personal Tutor, if this appears possible, will contact the Course Leader, who will explain the Recognition of Prior Learning procedure to you.



## Units and Assessment Criteria

Unit	Unit title	Level	Credit Value
1	Diagnostic Investigation into Creative Practice	3	24
2	Developing Specialist Practice	3	24
3	Consolidating Practice	4	24
			<b>120</b>

<b>Unit title:</b>	Unit 1: Diagnostic Investigation into Creative Practice
<b>Level:</b>	3
<b>Credits:</b>	29
<b>Assessment:</b>	Internally assessed and internally verified
<b>Grading:</b>	Pass/Fail

### Unit introduction

In this unit, you will undertake a diagnostic investigation into visual language and creative practices. This exploratory investigation allows you to become familiar with and experiment within a range of creative disciplines (art, design and media) as part of your journey to, or reinforcement of, specialism in units 2 and 4.

Throughout the unit, you will develop your language, research methods, contextual awareness and evaluative ability to underpin a broad range of varied creative activities. You will develop the necessary skills in planning, recording, analysis and reflection to support and communicate creative endeavour, while gaining an appreciation of the position and context of your investigations. The diagnostic mode provides you with the opportunity to safely and effectively experience a wide range of art and design materials, methods and technologies within a professional practice.

### Learning outcomes

On successful completion of this unit, you will be able to:

LO1 Apply, integrate and contextualise research methods and activities within a creative practice.

LO2 Identify, select and safely use appropriate materials, methods, media, tools and technologies in relation to a variety of creative practices.

LO3 Develop ideas, solve problems and apply learning strategies within the context of a range of diverse creative practices.

LO4 Understand the conventions and application of critical evaluation and reflection for a range of audiences and purposes.

### Indicative content

This unit is designed to provide you with a coherent body of knowledge and understanding, alongside the broad skill base that is associated with a range of art, design and media practices, in order to enhance and sustain your professional development. The type of practical skills will be variable, depending upon the context of the work undertaken and to clarify your own longer-term goals as you progress into a more specialist approach.

The content for this unit is not restricted to but will typically cover the following:

- Investigations into research methods, including ethical perspectives
- Analysis of creative practice
- Application of creative theory in support of practice
- Exploratory and experimental investigations into manual and/or digital techniques, processes and creative practices.
- Application of materials, techniques and processes for a variety of creative practices and audiences
- Investigations into the relationship between ideas, visual language and purpose.

### **Assessment and evidence requirements**

You are able to demonstrate that the learning outcomes have been met in a variety of ways, however it is likely that a portfolio of evidence will be the main form of evidence generated.

Evidence is not prescribed but could typically include:

- Records of advice and guidance
- Records of analysis, active reflection and management of own and/or collaborative learning and progress.
- Records of communications and presentations
- Visual portfolio.

Evidence can be recorded in sketchbooks, critical journals, visual development sheets, digital material, constructions, samples, and reflective planners.

### **Delivery**

This unit will be delivered through a range of appropriately structured activities and assignments in order to enhance your exploration, understanding and application of research methods, ideas development and materials and methods, alongside planning, recording, analysis, reflection and evaluation to support your learning and creative endeavour.

Group critiques with peers and tutors, along with group discussions will promote reflective learning, and refine critical thinking skills. You will be encouraged to be open-minded, be increasingly autonomous in your approach to your learning and will be expected to conduct independent research in order to gain a sophisticated understanding of your creative practice.

Facilities and learning resources will be available to you outside of taught sessions, and could include: lectures, discussions, workshops, demonstrations, educational visits or other supporting events.

### **Assessment outcomes**

This unit is graded as Pass or Fail and must be passed before moving onto Unit 2.

Evidence submitted by you will be assessed and graded against the criteria assigned to this unit. If you submit evidence that fails to meet the Pass standard, you will be referred. You then have one further opportunity to redeem a referral by the submission of additional evidence prior to starting the next unit.

## Unit 1: Diagnostic Investigation into Creative Practice (Level 3) - Grading Grid

Criterion	Indicative Mapping to Learning Outcome	Achievement	
		Fail	Pass
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles	L01 L03 L04	Insufficient understanding of subject knowledge and underlying principles.  Context lacks clarity in aims and purpose.	Relevant understanding of subject context is used appropriately to make judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	L01	Insufficient evidence presented of how research is used to inform and develop ideas.	Relevant information has been gathered, documented and used in the development of ideas.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	L02 L03	Skills development and processes are neither explored or demonstrated.  Judgement and execution of techniques are poor and fail to communicate creative practice.	Relevant processes, skills and knowledge are applied to develop and realise ideas, showing a command of varied techniques.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	L02 L03	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Relevant understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	L01 L03 L04	Insufficient purpose or active reflection and planning.  Insufficient self- direction, subject engagement and evaluation against aims.	Relevant, meaningful and active planning and reflection, against aims. Evidence of self-direction, subject engagement and commitment.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	L03 L04	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	Relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.  Realistic evaluation of own practice used effectively to identify and communicate progress.

<p><b>7. Communicating and Presenting a Creative Practice.</b></p> <p>Communicating and presenting a creative, individual or collaborative personal practice.</p>	<p>L02 L03 L04</p>	<p>Insufficient or ineffective communication and presentation of ideas.</p>	<p>Relevant and effective communication, with sufficient clarity, organisation and consistency in presenting ideas appropriate to the intended audience.</p>
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<b>Unit title:</b>	Unit 2: Developing Specialist Practice
<b>Level:</b>	3
<b>Credits</b>	46
<b>Assessment:</b>	Internally assessed and internally verified
<b>Grading:</b>	Pass/Fail

### Unit introduction

This unit will provide you with the opportunity to reflect on the knowledge, skills and practices you have developed in Unit 1 of the qualification, and to define your creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position your creative endeavour within their chosen specialist practice.

The unit also serves as a precursor to your final project and will provide you with an opportunity to enter a more personal interrogation and diagnosis to identify ambitions within a specific field. In doing so, you will begin to develop the requisite professional skills necessary for progression within your chosen specialist practice.

### Learning outcomes

On successful completion of this unit, you will be able to:

LO1 Research and contextualise creative ambitions within specialist practice.

LO2 Apply research methodology and use technical skills and practical experimentation to develop ideas within a specialist practice.

LO3 Use self-reliant learning strategies to develop ideas and solve complex problems within the context of specialist practice to inform and realise creative solutions.

LO4 Use critical evaluation and reflective skills in order to take responsibility for own learning and development.

LO5 Review and apply presentation skills in order to communicate their creative practice to a selected audience.

### Indicative content

This unit is designed to build on the knowledge, skills and practices developed in Unit 1 of the qualification. It carries you deeper into your respective specialisms by allowing them to research, develop and refine your creative ideas. The content will be variable and largely self-defined by your artistic ideas as you practically test and develop your concepts and progress your professional practice. The unit encourages you to be creative thinkers and to show innovation. It is expected that you will develop a greater understanding of the progression opportunities available and it is also designed to encourage the development of more effective presentation and communication skills appropriate to your chosen art, design or media specialist practice.

The content for this unit is not restricted to but will typically cover the following:

- Reflection, analysis and evaluation to identify achievement and to recognise further opportunities for personal development
- Critical analysis and evaluation to assess the effectiveness of a range of research and contextual perspectives to explore ideas and develop creative solutions within a specialist creative practice

- Application of relevant skills and the necessary knowledge and understanding of a range of creative processes to develop solutions to complex problems within a selected specialist practice.

### **Assessment method and evidence requirements**

You are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that a **portfolio of evidence** will be the main form of evidence generated. This unit requires you to produce a piece of critical writing of **approximately 750 words**, which will include reasons for selecting your specialist area of study, making specific reference to your own developing creative practice, personal influences and research interests, artists and/or designers, exhibitions and creative ideas that have influenced your decision and why

In addition to the above, we would anticipate the following types of evidence to be generated, which might include:

- Records of critical analysis and evaluation to articulate working processes in support of decision-making and progress
- Records of advice and guidance
- Visual portfolio showing characteristics of the specialist discipline, to effectively communicate and present ideas and working practice to a range of appropriate audiences, and to explore progression opportunities
- Critical writing.

Evidence can be recorded in sketchbooks, critical journal, visual development sheets, other digital material, constructions, samples, and reflective planners.

### **Delivery**

This unit will be delivered through a range of appropriately structured activities and assignments in order to provide you with a greater understanding of your specialist field and how it is situated within a broader context. A range of activities might include lectures, discussions, workshops, demonstrations, visits or other supporting activities. Group critiques with peers and tutors will promote reflective learning, along with group discussions where critical thinking skills will continue to be refined and advanced. You will be encouraged to be autonomous in your approach to your learning and will be expected to conduct independent research in order to gain a sophisticated understanding of your personal creative practice and professional development. Facilities and learning resources will be available for you to access outside taught sessions.

### **Assessment outcomes**

This unit is graded as Pass or Fail and must be passed before moving onto the final unit, Unit 4.

Evidence submitted by you will be assessed and graded against the criteria assigned to this unit. If you submit evidence that fails to meet the Pass standard, you will be referred. You then have one further opportunity to redeem a referral by the submission of additional evidence prior to starting the next unit.

## Unit 2: Developing Specialist Practice (Level 3) - Grading Grid

Criterion	Indicative Mapping to Learning Outcome	Achievement	
		Fail	Pass
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles	LO1 LO3 LO4 LO5	Insufficient understanding of subject knowledge and underlying principles.  Context lacks clarity in aims and purpose.	Relevant understanding of subject context is used appropriately to make judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	LO1 LO5	Insufficient evidence presented of how research is used to inform and develop ideas.	Relevant information has been gathered, documented and used in the development of ideas.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	LO2 LO5	Skills development and processes are neither explored or demonstrated.  Judgement and execution of techniques is poor and fails to communicate creative practice.	Relevant processes, skills and knowledge are applied competently to develop and realise ideas, showing a command of varied techniques.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	LO2 LO3 LO5	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Relevant understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	LO1 LO3 LO4	Insufficient purpose or active reflection and planning.  Insufficient self-direction, subject engagement and evaluation against aims.	Relevant, meaningful and active planning and reflection, against aims. Evidence of self-direction, subject engagement and commitment.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	LO1 LO3 LO4 LO5	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	Relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.  Realistic evaluation of own practice used effectively to identify and communicate progress.



<p><b>7. Communicating and Presenting a Creative Practice.</b></p> <p>Communicating and presenting a creative, individual or collaborative personal practice.</p>	<p>L01 L02 L03 L04 L05</p>	<p>Insufficient or ineffective communication and presentation of ideas.</p>	<p>Relevant and effective communication, with sufficient clarity, organisation and consistency in presenting ideas appropriate to the intended audience.</p>
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<b>Unit title:</b>	Unit 4: Consolidating Practice
<b>Level:</b>	4
<b>Credit:</b>	45
<b>Assessment:</b>	Internally assessed, internally verified and externally moderated
<b>Grading:</b>	Pass/Merit/Distinction/Fail

### Unit introduction

This unit aims to provide you with an opportunity to take control of your own learning and demonstrate your achievement by independently initiating, researching, completing and evaluating a project proposal and its realisation within your chosen professional context.

The choice of the proposed subject, subsequent research, and all relevant activity will be defined by you however you will be supported through crits, tutorials and seminars.

### Learning outcomes

On successful completion of this unit you will be able to:

LO1 Initiate and develop a creative project proposal using a range of critical and contextual perspectives and approaches.

LO2 Use research, analysis and evaluation to develop ideas and solutions for a creative project.

LO3 Use appropriate methods and specialist skills in the realisation of a creative project.

LO4 Integrate practical, theoretical and technical understanding to solve complex problems in order to realise a creative project.

LO5 Plan, organise and maintain records of progress in the production of a creative project.

LO6 Maintain records of critical analysis, reflection and evaluation to inform own learning.

LO7 Use appropriate techniques and methods to communicate and present a creative project to an intended audience.

### Indicative content

The unit content will vary according to the specific demands of your chosen individual or collaborative project, which is derived from proposals that have been developed in consultation with your tutors.

A continuous critical monitoring of the project's progress including self and peer assessment, group critiques and 1:1 reviews, will remain central to you successfully satisfying the demands of this unit and consolidating your own creative practice. Should the project be one of co-creation, individual roles must be evidenced as part of the collaborative experience.

The type of activities that you will be engaged with may include workshops, location-based activities such as field trips and gallery visits, planning, critical thinking and writing, practical exploration and experimentation, presentations etc.

### Assessment and evidence requirements

This unit requires you to produce:

A written **project proposal** of approximately 500 words, which should address the following:

- A review of progress and achievement through units 1 and 2 of the course
- The project concept
- Your approach to critical evaluation

- Timetabled action plan
- Bibliography

In addition to the requirements above, you will demonstrate that the learning outcomes have been met by submitting the following types of evidence:

- Planning, research and ideas development presented in sketchbooks, workbooks, digital format, note books, reflective planners
- Critical analysis, reflection and evaluation presented in sketchbooks, critical journal, digital format, note books or reflective planners
- Project development and realisation presented in sketchbooks, critical journal, digital format, visual development work, images, designs, media, artefacts, note books or reflective planners
- Implementing strategies considering presentation and communication of a personal self-directed project to a specified audience, presented in sketchbooks, workbooks, digital format, note books, reflective planners and any other appropriate format.

Please see below for further guidance about writing your project proposal.

### **Delivery**

This unit is a self-directed project and you will be supported throughout the process via regular tutorials, peer reviews and meetings with their tutor. Your tutors will provide advice and assistance concerning project strategies, time management and technical issues.

### **Assessment outcomes**

This unit is graded as Pass, Merit, Distinction or Fail and the overall grade for the qualification is determined by your achievement in this unit.

Evidence submitted by you will be assessed and graded against the criteria assigned to this unit. If you submit evidence that fails to meet the Pass standard, you will be referred. You then have one further opportunity to redeem a referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed by UAL Awarding Body. In this case, achievement will be capped at a Pass.

Please see Section 5 - Assessment for full learning outcomes and grading information

### **Project Proposal: Guidance for Students (Unit 4)**

In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Unit 4. In particular, you should understand the learning outcomes and grading criteria, which will be used to determine standards of achievement. You will need to balance ambition, time, and resources in the realisation of the project.

Unit 4 requires you to produce a project proposal of approximately 500 words, excluding the project action plan, timetable and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

Your project proposal should include:

- Centre name and number
- Candidate name and number
- Project proposal title and date
- Specialist discipline e.g. art, fashion, illustration etc.

**Section 1: Rationale** (approximately 150 words).

In this section, you must reflect on, review and summarise your progress and achievement throughout the course. It provides the opportunity to express the knowledge, skills and understanding you have acquired, and what it means to you now, compared with when you started the course. It also provides an opportunity for you to explain your reasons for choosing a particular discipline and to outline your longer-term aspirations. You should reflect upon how your choice of a particular discipline has informed your project proposal.

**Section 2: Project concept** (approximately 250 words).

In this section, you must clearly explain the concept and aims of your project, the ideas that will support and nourish its development, the research that you will undertake, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will present the project realisation. You should recognise that throughout the project realisation you may, in response to the evolution of your ideas and/or the availability of facilities and materials, make decisions which result in changes to the project concept and aims. It is important that any process of change is documented in both the work itself and through supporting records, e.g. a personal reflective journal.

**Section 3: Evaluation** (approximately 100 words).

In this section, you must explain how you will reflect on and evaluate your work throughout the project development as well as at the conclusion of the project. The critical review should reference the project aims and be reflective and analytical of learning and achievement, rather than a narrative of actions completed.

Additional requirements (not included in the 500-word limit of the proposal):

**Project action plan and timetable**

In this section, you must outline the sequence of actions necessary to progress the project over a period of weeks so that it may be brought to a successful conclusion within the agreed time-frame. It is important that you consider the ambition, scope and time carefully to ensure that your project is realistic.

**Bibliography** (*Harvard format*)

In this section, you must record the research sources that you have used. You should record your initial research sources for the project proposal and then continuously update the bibliography as the project progresses.

## Unit 4: Consolidating Practice (Level 4) - Grading Grid

Criterion	Indicative Mapping to Learning Outcome	Achievement			
		Fail	Pass	Merit	Distinction
<p><b>1. Context</b></p> <p>Understanding and application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>L01 L04 L06 L07</p>	<p>Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.</p>	<p>A developed understanding of key aspects of the subject context is used appropriately to make informed judgements, articulate aims and clarify purpose.</p>	<p>Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgements, articulate aims, and clarify purpose.</p>	<p>Exceptional understanding and knowledge of subject context is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p><b>2. Research</b></p> <p>Identification and investigation of a range of academic, ethical and cultural sources.</p>	<p>L01 L02 L04 L06</p>	<p>Insufficient evidence presented of how research is used to inform and develop ideas.</p>	<p>A developed interpretation, and selection from varied sources is used to make an investigation, consolidating ideas and solutions for creative activities.</p>	<p>Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for creative activities.</p>	<p>Exceptional level of sustained research and investigation of varied relevant sources leads to an insightful interpretation and synthesis of information to support and develop ideas and own creative practice.</p>
<p><b>3. Development of Creative Practice</b></p> <p>Skills to enable the realisation of ideas, appropriate to creative practice.</p>	<p>L03 L04 L06</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement and execution of techniques is poor and fails to communicate creative practice.</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions; showing a consistent</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and</p>

			techniques appropriate to creative practice.	command of varied techniques appropriate to creative practice.	flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to creative practice.
<b>4. Problem Solving</b>  Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	L02 L03 L04 L05 L06	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.	Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems.  Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.	Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing creative solutions.  Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals
<b>5. Planning, Progress and Production</b>  Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	L01 L03 L04	Insufficient purpose or active reflection and planning.  Insufficient self-direction, subject engagement and evaluation against aims.	A developed understanding and implementation of active planning and reflection against aims.  Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.  Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.  Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of

					impacts; and aims are realised within a set timeframe.
<p><b>6. Evaluation and Reflection</b></p> <p>Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>L02 L05 L06 L07</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas.</p> <p>A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation.</p> <p>Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p><b>7. Communicating and Presenting a Creative Practice</b></p> <p>Communicating and presenting a creative, individual or collaborative personal practice.</p>	<p>L01 L02 L03 L04 L05 L06 L07</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present creative practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly-developed awareness of context and audience.</p> <p>Message and medium are unified; communication is persuasive and compelling, taking full account of own creative practice.</p>





## 6. COURSE EXAMINATION REGULATIONS

### Unit submissions and deadlines

You are expected to meet all deadlines specified on the project briefs. Failure to submit work by the deadline will normally be seen to constitute a failure at that assessment, with no further opportunity to redeem it. This could mean that you will not be able to continue on the course or, in the case of the graded unit (unit 4), that you will be unable to achieve the Foundation Diploma.

If for any reason you are unable to meet a deadline then you **must** contact and speak to your tutor before the deadline date arrives. If there is a valid reason for you not being able to meet the deadline, you may be able to make a Special Consideration application which, if accepted, may allow you an extended deadline by which to complete your work. See below for further information about Special Consideration.

If you know of religious observance and holidays that will affect your ability to complete work or be present at the University you should tell your Pathway Leader ideally at the beginning of the term or as soon as you become aware of them.

### Reasonable Adjustments

A reasonable adjustment for assessment may be defined as an accommodation or alteration to an existing academic course which is necessary for students to have the opportunity to demonstrate their abilities, without being disadvantaged as a result of their disability. The implementation of a reasonable adjustment or alternative assessment will allow students to achieve their maximum potential whilst remaining within the boundaries of a framework of academic standards.

- What is 'reasonable' is determined by individual circumstances, the impact of the disability, and the cost and effectiveness of the proposed adjustments.
- Any assessment evidence produced will be marked against the assessment and/or grading criteria in the same way as all other learners.
- Reasonable adjustments will not be considered if your achievement has already been claimed and certificated.

We promote a culture where students feel comfortable to disclose access related needs and students are always involved in the decision-making process. It is our responsibility to provide the selected adjustment and arrange assistance for them.

Records are kept of reasonable adjustments for audit and evidence should support all applications. Appeals procedures are made available to all students so they can query decisions made with regard to adjustments.

If reasonable adjustments need to be considered, speak to your course tutor in the first instance.

### Our Responsibility

UAL Awarding Body have reviewed our policies, procedures and services for support through their Centre Approval process. We are expected to meet our responsibility to students in terms of current legislation and regulatory requirements for equal opportunities and under the Disability and Discrimination Act Part 4.

## Special Consideration

It is your responsibility to hand in assignments before or by the deadline given on the task brief. The submission deadline is specified in your assignment brief and any re-submission deadlines will be given to you in writing.

Occasionally there may be short-term problems, where for valid reasons you are unable to submit coursework by the deadline date. If you consider that due to such “exceptional reasons or mitigating circumstances” you are unable to submit your completed coursework by the deadline date, you should speak to your tutor about the possibility of submitting an application for Special Consideration. This is a written request for an extension which should be submitted and approved before the deadline date.

Special consideration is consideration to be given if a student has temporarily experienced:

- a) a temporary illness or injury, or
- b) circumstances outside of their control, which have, or are reasonably likely to have had, disadvantaged them at the time of assessment or to demonstrate their level of attainment in an assessment.

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

- Unanticipated personal illness, or a health condition that was unknown at the time of assessment
- Unanticipated worsening of a pre-existing medical condition or disability where the reasonable adjustment already afforded by the centre is no longer effective.
- Accident, personal injury or circumstances beyond your control which prohibited you from submitting your work within an agreed timeframe
- A bereavement of a close family member immediately prior to the assessment.

Examples of circumstances that would not normally be eligible for special consideration include:

- Personal arrangements that affect assessment or attainment such as holidays or unauthorised absence.
- Pre-existing medical conditions, disabilities or learning difficulties. In these circumstances you should declare your condition and needs prior to the assessment in order that the necessary reasonable adjustments may be implemented. (See above)

An application for special consideration should be submitted on the [Application for Special Consideration](#) available on Portal. All applications must be supported with independent, documentary evidence. Examples of the types of evidence which may be accepted are listed on the reverse of the application form.

Students who apply for special consideration will have their case considered by a panel comprising their Course leader, the FE Director and a representative from Student Support. Applications submitted without supporting documentary evidence will not be considered. The University of the Arts London awarding body will be informed of all special consideration decisions.

Special consideration given to you may allow an extension of the original agreed time for completion of assessment. You can achieve Pass, Merit or Distinction (for graded units using the special consideration process).

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

If you wish to apply for special consideration, please speak to your tutor in the first instance.

### **Academic Appeals**

If you are unhappy with your assessment, you should speak to your tutor to discuss the matter. Your tutor will explain how the grade was determined and, if necessary, investigate further. If the tutor is unable to resolve the issue they will refer it to the Course Leader. If you are not satisfied with the outcome of their response, you can submit a completed [Academic Appeal form](#) which will instigate a further investigation.

An appeal can only be made if the decision is related to:

- (i) final award
- (ii) progression from one stage of the course to the next
- (iii) assessment on the course.

Appeals will only be accepted on the following grounds:

1. Reasonable adjustment decision
2. Special consideration decision
3. Outcome of an investigation into malpractice or maladministration
4. Assessment decision.

The Student Welfare team or Students' Union are there to offer you guidance and support, if you wish to speak to someone outside of the department.

If, after having exhausted the University's appeals procedure, you are still not satisfied with the outcome of the investigation, you will be advised as to how you can contact the awarding body.

Please use this link to read the University's [Further Education Appeals Policy and Procedure](#).

### **Academic Misconduct**

#### **What constitutes plagiarism or cheating?**

If you submit an assignment that contains work that is not your own, without indicating this to the marker (acknowledging your sources), you are committing 'plagiarism' and this is an offence. This might occur in an assignment when:

- using a choice phrase or sentence that you have come across
- copying word-for-word directly from a text
- paraphrasing the words from a text very closely
- using text downloaded from the internet
- borrowing statistics or assembled facts from another person or source
- copying or downloading figures, photographs, pictures or diagrams without acknowledging your sources
- copying from the notes or essays of a fellow student
- copying from your own notes, on a text, tutorial, video or lecture, that contain direct quotations

- using work which you have produced for another project and/or which has previously been submitted for assessment, be that on your current course or at your former school or college.

Although you are encouraged to show the results of your reading by referring to and quoting from works on your subject, copying from such sources without acknowledgement is deemed to be plagiarism and will not be accepted. This means that you must make it clear which words and ideas are yours and which have come from elsewhere, through the use of quotation marks as well as in-text citations.

Where plagiarised material is included in assignments, tutors are likely to notice the shifts in style and may be aware of the source. Seek their advice on this early on in your study.

Submitting work that has been done by someone else and persistent borrowing of other people's work without citation are obvious instances of plagiarism and are regarded as cheating. Copying answers from social networking sites is cheating. Paying for work from other sources and submitting it as your own is also cheating.

It is intellectually dishonest to cheat and thus give one student an unfair advantage over others. Passing on your assignments to others, with the knowledge that another student may plagiarise the assignment will also lead to a penalty.

For further definitions on cheating and the penalties incurred, see the University's [Academic Misconduct Policy & Procedures](#) on Portal.

### **Referencing**

When you use other people's work, you should always indicate where you encountered it. If you are using your own work which has been produced for other units or previously submitted for assessment, you should also indicate this. There are systematic ways of doing this, collectively known as 'referencing'.

The basic principle that you should acknowledge your sources underpins good research practice. It demonstrates that you have the ability to select valid research from a range of credible sources and practitioners. Among other reasons, it is respectful to the original author of any work and would also be something that you would expect of other people if you have work published. Ask your tutor for more information on learning how to reference your work.

### **Results and Certification**

All results are provisional until confirmed by UAL Awarding Body.

When all quality assurance and External Moderation processes are complete, the University will receive your certificate from the UAL Awarding Body. Where students do not achieve the Foundation Diploma, a unit certificate listing the units and credits achieved will be provided.

UAL Awarding Body is required to transmit Foundation Diploma results to UCAS by the Level 3 results day in August.

Your certificate will be posted to your home address later in the year. It is your responsibility to keep the University updated with current address details. If you fail to do so, you may not receive your results, or other correspondence, promptly.



## 7. PROGRESSION

The majority of our students go on to study creative subjects on undergraduate courses in higher education. Due to the diagnostic nature of the Foundation course, some go on to study different subjects at university, e.g. English, Philosophy etc., or go straight into employment.

### Tutorial Support for Applications

The process of application to higher education courses begins in November. You are given group and one-to-one support to guide you through this process. These discussions are supported with handouts and tables containing information on courses and application options. Additional guidance and support are provided as required.

### UCAS - The System and Deadlines

In order to be considered for a place at a higher education institution, you need to apply through UCAS. This can be found at [www.ucas.com](http://www.ucas.com). UCAS handle all applications to BA, BSc, BMus, HND, FdA and HNC courses at almost all universities. You will be supported through the initial registration and inputting of information early in the course. This information will be progressively added to as you complete the decision-making process regarding selection of courses for future study.

It is important to note that some creative courses have a different system of application to academic courses e.g. Oxford and Cambridge.

The dates shown are absolute deadlines for application forms to reach UCAS. The course decides on 'internal' deadline dates that are reasonable in allowing staff to write references and check applications prior to them being sent off. These deadlines are usually set three weeks prior to these dates and depend on term breaks etc.

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Oxford (Fine Art at Ruskin) and Cambridge	<b>15 October 2022</b>
Application deadline for the receipt at UCAS of applications for all courses <b>except</b> those listed with a 15 October deadline. Check the 'Course information' screens on UCAS Course Search for the creative subject courses you are interested in, to find out if they have a 15 January deadline.	<b>26 January 2023</b>

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Applications received by the above deadlines are guaranteed to be considered by the universities and colleges. Applications received at UCAS after the deadlines, up until **30 June 2023**, will only be considered by the universities and colleges if they still have vacancies in the course(s) you have selected.

## UCAS Timetable

Date	Things to do
September	<ul style="list-style-type: none"> <li>• Declare a note of interest in applying to Ruskin School of Art at the University of Oxford to study Fine Art with your Course Leader, Andy Grayston.</li> <li>• Discuss this application with Fine Art Pathway Leader, Adam Stone.</li> <li>• Applications to academic courses at Oxford may need to be coordinated with your school. This should be discussed with the Course Leader first.</li> </ul>
Early October	<ul style="list-style-type: none"> <li>• <a href="#">Register with UCAS</a> - filling in all elements of the online application, except choices and personal statement. This is supported with a UCAS Apply booklet.</li> </ul>
<b>15<sup>th</sup> October 2022</b>	<ul style="list-style-type: none"> <li>• <b>Deadline for Ruskin School of Art applications to be submitted to UCAS.</b></li> </ul>
October - November	<ul style="list-style-type: none"> <li>• Research: Which course? Which institution?</li> <li>• Read support handouts thoroughly and identify courses of interest having explored their structure through visiting websites and reading prospectus.</li> <li>• It is essential that you discuss your choices and application with a tutor from your specialist area.</li> </ul>
Late November / early December	<ul style="list-style-type: none"> <li>• Decide on courses.</li> <li>• Write personal statement and ensure your tutor has seen it.</li> <li>• Complete application form online through UCAS website.</li> <li>• Check internal deadlines for references to be put in on time for UCAS deadline.</li> </ul>
by 12 <sup>th</sup> December 2022	<ul style="list-style-type: none"> <li>• Send UCAS form to personal tutor (referee).</li> </ul>
13 <sup>th</sup> December - 6 <sup>th</sup> January	<ul style="list-style-type: none"> <li>• UCAS forms checked and references uploaded by personal tutor (referee).</li> </ul>
10 <sup>th</sup> - 26 <sup>th</sup> January	<ul style="list-style-type: none"> <li>• Applications sent off to UCAS by academic staff.</li> </ul>
<b>25<sup>th</sup> January 2023</b>	<ul style="list-style-type: none"> <li>• <b>Deadline for all UCAS undergraduate applications to be submitted.</b></li> </ul>
26 <sup>th</sup> January onwards	<ul style="list-style-type: none"> <li>• Begin to prepare portfolios for interviews. This will include electronic and paper formats.</li> </ul>

## UCAS Tariff

The UCAS tariff for the Foundation Diploma is:

Grade	Tariff Points
Distinction	112
Merit	96
Pass	80

To calculate your total tariff points (including A Levels), please refer to the UCAS tariff point calculator at <https://www.ucas.com/ucas/tariff-calculator>.

### **Alternative progression routes**

The course is designed to help students make decisions about their future and the opportunities available to them across creative subjects.

Tutors are on hand to discuss individual needs and choices. Your personal direction within the breadth of current creative practice is a self-revelatory process, which requires time for personal and shared reflection and evaluation with peers and tutors.

Academic staff will support students in preparing a portfolio of work for job interviews, are available to advise on applications and will write references.



### **External Careers Advice and Guidance**

For additional support with careers guidance, we work with an external agency, Aspire careers information and guidance services, to deliver a series of group and individual sessions to help students achieve both their learning and career aspirations. Aspire also provides a dedicated careers information and advice email service for students to use throughout the year.

The key aim for Aspire is to provide added value to that which is already delivered by the course team and for students to know they have access to independent and impartial careers advice and guidance, delivered by qualified and experienced careers guidance professionals.

The Aspire careers guidance programme and resources are posted on the [course eStudio homepage](#).

### **Employment in the Creative Sector**

Whilst studying on the course, you may wish to gain some work experience to enhance your employability opportunities. There are a number of initiatives you can take; please talk to your tutor first but also consider some of the guidance listed below:

- Check websites of main creative professional organisations and trade associations.
- Study related journals and magazines for job advertisements and articles.
- Attend careers fairs and events.
- Produce a traditional portfolio along with a digital version, or feature your work on a website.
- Develop a list of potential contacts from media, employment and careers websites, fairs and recruitment agencies and personal contacts.
- Try and improve your skills through practical work experience.
- Enter national competitions to build your reputation.





## 8. GLOSSARY OF TERMS

This glossary has been provided as an aid to help you to understand some of the terms used as you progress through the course and in the learning outcomes and assessment grids.

<b>4 Dimensional</b>	The exploration of narrative and images by time-based processes such as film, animation, and photography.
<b>Alternative</b>	A choice of two or more things, propositions, courses of action that are different or unusual and offers the possibility of choice.
<b>Analyse</b>	Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis
<b>Analysis</b>	The breaking down of exploration, ideas and resolutions to be able to assess the potential of each.
<b>Appropriate</b>	Suitable or fitting for a particular purpose,
<b>Apply</b>	To make use of, relevant, suitable skills or knowledge, for a particular purpose.
<b>Audience</b>	Specific to whom images and ideas would be directed. For example -applications to Higher Education Centres, external clients, gallery, retailers, marketing companies.
<b>Benchmarking</b>	A benchmark acts as the minimum threshold of performance and can be used to ensure that all pathways are being measured using the same minimum requirements.
<b>Breadth</b>	A broad array; range or extent.
<b>Brief</b>	The brief is the means by which we identify what it is that you are required to do for a specific assessment. It will contain clear information about the context of the project and identify the specific learning outcomes for each of the relevant modules.
<b>Complex</b>	A problem specific to the vocational area that has several interrelated elements.
<b>Concept</b>	A general notion formed by considered or intuitive thought process. The formative stage of ideas.
<b>Contextual/ Context</b>	The analysis, evaluation and understanding of the broader context/situation within which the line of enquiry may be situated.
<b>Course Board</b>	The formal method of communication between students and the Course staff. These meetings are minuted.
<b>Course specification</b>	Course specification provides information about what, when and how you will learn, including the expected standard of the award you are studying towards.
<b>Creative Practice</b>	Could include, but not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design,

	and Media.
<b>Creative Process</b>	Term used to describe the essential steps for the development of ideas.
<b>Critical</b>	<p><b>Critical thinking:</b> the objective analysis and evaluation of an issue in order to form a judgement.</p> <p><b>Critical reflection:</b> a purposeful activity for making considered changes and improvements to practice, knowledge and meanings made from learning</p> <p><b>Critical analysis:</b> an expression of the writer's opinion or evaluation responding to, interpreting meaning, and making judgements about specific creative practice.</p> <p><b>Critical evaluation:</b> a piece of writing and/or recording using appropriate language to look at the project as a whole and discuss its successes and weaknesses, thereby helping others to understand to what extent the initial aims were achieved.</p>
<b>Describe</b>	Defines, explains the topic or activity giving detailed information.
<b>Demonstrate</b>	To make evident the application and ability of skills, or the understanding of knowledge.
<b>Depth</b>	The extent to which specific topics are focused upon, amplified and explored.
<b>Develop</b>	To identify and build on an idea.
<b>Developed</b>	Advanced or elaborated to a specified degree.
<b>Differentiate</b>	Identifies the differences between two or more things.
<b>Disciplines</b>	Could include but are not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design, and Media.
<b>End of Unit/Stage/Project Evaluation</b>	<p>This feedback from you will allow us to gauge the success of the project/stage from the students' point of view.</p> <p>You will be asked to complete the evaluation form giving your opinions after you have completed it the stage/project.</p>
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and / or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.
<b>Exceptional</b>	Unusually good; outstanding.
<b>Experimentation</b>	Trial of different methods and techniques.
<b>Formative Assessment</b>	A form of assessment that refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

<b>Indicative</b>	Serving as a sign or indication of something. ‘Indicative content’ in this sense refers to suggested activities, processes and themes for exploration within the curriculum.
<b>Innovation</b>	A new (to the student) and different approach discovered and developed by the student and applied to their work that influences meaning and presentation in a positive way.
<b>Interim Assessment</b>	Ongoing assessment that can take place prior to formative or summative assessment.  (1) evaluate where students are in their learning progress  determine whether they are on track to performing well on future assessments
<b>Internal Moderation</b>	A process of ensuring the maintenance of standards, consistency of marking and fairness to students across all specialisms within the qualification.
<b>Internal Verification</b>	The process of ensuring that everyone who assesses a particular qualification is assessing to the same standards.
<b>Outcome</b>	Creative products or an end result.
<b>Plan</b>	A detailed proposal for doing or achieving something.
<b>Practical skills</b>	Skills performed by hand or with human intervention using equipment, tools or technology requiring guidance, force or movement.
<b>Presentation</b>	How work is organised, showed or explained to an audience.
<b>Private Study Self-Directed Study</b>	This is time during your normal working week which you should use to develop the understanding and skills that you have been introduced to during your contact hours.
<b>Problem solving</b>	The process of finding solutions to complex and non- routine problems.
<b>Production</b>	The process of transforming tangible inputs (e.g. materials) and intangible inputs (e.g. ideas) into a creative product or end result.
<b>Project</b>	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review.
<b>Range of</b>	A variety, an assortment, a spread.
<b>Recognition of Prior Learning (RPL)</b>	Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.  Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.
<b>Reflection</b>	Considers own actions, experiences or learning and the implications of this for their practice and/or professional development. This allows students to reflect on their own skills and knowledge and use that to progress or make improvements. skills and development and make suggestions for their own

	development.
<b>Relate</b>	To link or make a connection.
<b>Relevant</b>	Closely connected or appropriate to what is being done or considered.
<b>Research</b>	Identify and collect data or information about a subject and present it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.
<b>Solve</b>	Find an answer to, explanation for, or means of dealing with a problem, mystery etc. At this level students are expected to draw on their practical, theoretical or technical knowledge to address/inform actions and problems in a range of contexts and situations. Problems are expected to be complex and non-routine but well- defined.
<b>Solution</b>	A particular instance or method of solving; an explanation or answer to an identified questions or problem.
<b>Specialist Practice</b>	The process whereby the student exercises individual control and reasonable responsibility over the creation, communication and presentation of creative outcomes within a chosen specialist discipline.
<b>Standardisation</b>	The process by which the centre ensures the alignment of standards for Fail, Pass, Merit and Distinction grades across the various qualification pathways.
<b>Student Representative</b>	The elected member of the group who acts as a formal voice for the other students at Programme Boards and University-wide meetings.
<b>Summative Assessment</b>	A form of assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, programme, or academic year.
<b>Synoptic assessment</b>	A form of assessment which requires a student to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.
<b>Technical problems</b>	Problems that arise through the use of materials, machinery and equipment, can be traditional or digital.
<b>Theoretical problems</b>	The interrogation of ideas or the theory of a subject or area of study rather than its practical application.
<b>Tutorial</b>	An individual or small group discussion with a member of academic staff to consider academic progress or an individual discussion with a tutor to consider personal/pastoral issues.

<b>Understand</b>	Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine
<b>Unit</b>	A unit is the term used to describe one of the subject areas that the course is divided into.
<b>Unit Learning Outcomes (Expectations)</b>	The learning outcomes describe what it is that you should be able to do after completing the particular task. They are written into the course specifications and project briefs.
<b>Various</b>	Of different kinds, several, many.
<b>Visual language</b>	The language of visual communication, expressed through its formal elements (e.g. line, shape, form tone, texture, pattern, colour) to produce images and objects that embody meanings, messages, feelings and ideas.
<b>Walkthrough</b>	The act of talking students step by step through an example assessment experience such as a project or assignment.

