Welcome to
City & Guilds of London Art School

Overview

This handbook will be your first point of reference throughout your studies at the Art School for information on your course, the Art School, learning and teaching, student support & services, academic regulations and policies. Copies of the handbooks are kept in the Art School office, your departmental office and the Library, and are always available online via the Art School's Moodle site.

Some of the documents which you will be given whilst studying at the Art School are important and you should keep them, particularly as future employers may wish to see evidence of your achievements. Make sure that you keep:

- the programme specification
- individual unit specifications
- your final UAL Awarding Body certificate – this is evidence of the qualification which you have obtained and is a record of your achievement, including the grade for the final assessment

In addition, you are advised to familiarise yourself with the contents of this Handbook and the associated regulations which are mentioned in it.

If you have any questions regarding the information herein, please contact your Head of Department, the Principal, Lois Rowe, l.rowe@cityandguildsartschool.ac.uk

Progression and UCAS Applications

Most applications for courses in the UK are made through UCAS (Universities and Colleges Admissions Service). We will supply further information about the application process at the appropriate times once the course is underway and will support you through all aspects of this process.

Comprehensive guidance about all activities related to progression and successfully making applications will be available on Moodle as follows:
- Timetable
- Setting up your UCAS Account
- Centre Buzzword
- Writing a Personal Statement
- Documenting Work and Portfolio Preparation (both digital and physical)
- Preparing a CV
- Preparing for Interviews

You can apply for a total of five courses through UCAS. Most courses have a 25th January deadline although we will expect you to have attended to the preparation of your applications by the end of the first term.

Interviews for further courses take place from mid-January onwards.

Familiarise yourself with the recruitment policies of any courses you might find potentially interesting as soon as possible by consulting the UCAS and institution websites, contacting courses directly and by visits on open days. Always let the school know when you will be absent to visit courses or attend interviews.

Information about the application process as well as course listings can be found on: www.ucas.com

Continuing your studies at the Art School

If you would like to continue your studies at the City & Guilds of London Art School, there are open days for all courses (Fine Art, Conservation Studies and Carving) throughout the year. Details of specific dates can be found on our website: www.cityandguildsartschool.ac.uk/making-an-application

If you wish to study on our BA (Hons) Fine Art course, you will be pleased to know that six places are reserved explicitly for students from the Foundation course, provided your application is received early in February; talk to Oona or Margarita in Admissions admissions@cityandguildsartschool.ac.uk to find out more.

Application forms can be obtained from the Art School Office or downloaded from our website.

Part One: Course information

Course information

The Course

This is a one-year, intensive, full-time course which provides an introduction to the understanding of and general practice in art and design. The completion of a Foundation course is still the preferred qualification for those who wish to go on to apply for a degree or diploma course in an art or design subject. As this Diploma is Level 4, it does not carry any UCAS points.

One of the main priorities for most Foundation students is to develop work and ideas to a high enough level to be able to demonstrate a personal commitment to their chosen subject areas and that they have the potential to benefit from further courses.

You are encouraged, as part of your own development as artists or designers, to take increasing responsibility for your learning and, as the course develops, to evaluate performance (your own, and that of your fellow students) in seminars, studio discussion and critiques. You are encouraged to develop research skills, to manage technical resources and to clearly communicate ideas through writing, speech and drawing. Increasing knowledge of historical, theoretical and cultural issues provides an invaluable frame of reference in understanding and developing ideas and concepts.

Course units are designed to progressively promote personal choice and are varied in terms of size and complexity. As the course progresses, you are expected to work more independently, organise your own work and projects and present proposals to a professional level of understanding.

Term Dates

The confirmed term dates for the first year of your course are detailed below, along with the unconfirmed dates for the following second and third years.

Autumn Term	30 August 2022	-	16 December 2022
Autumn Half Term	25 October 2022	-	28 October 2022
Spring Term	09 January 2023	-	24 March 2023
Spring Half Term	13 February 2023	-	17 February 2023
Summer Term	17 April 2023	-	19 May 2023

The Year

1		**Part 1: Diagnostic Investigation into Creative Practice**
2		**Unit 1** (29 Level 3 credits) *Pass/Fail*
3		**Activities**
4		• *Subject Introductions*: Projects & Workshops
5		• *Art & Design Histories*: Lectures; Seminars; Visits
6		• *Research*: Methodology; Research & Sketch Book Development; Talks; Visits
7		• *Reflection & Evaluation*
		• *Professional Practice Talks*

Term 1: Autumn

Part 1 Activities:
- *Subject Introductions*: Projects & Workshops
- *Art & Design Histories*: Lectures; Seminars; Visits
- *Research*: Methodology; Research & Sketch Book Development; Talks; Visits
- *Reflection & Evaluation*
- *Professional Practice Talks*

8 — **Assessment** (Term 1, Week 8)

9

Part 2: Developing Specialist Practice
10 — **Unit 3** (46 Level 4 credits) *Pass/Fail*
11 — **Activities**
- *Studio Practice*
12
- *Workshops*
13
- *Art & Design Histories:* Lectures; Seminars; Workshops; Visits; Written Task
14
- *Research & Evaluation*
15
- *UCAS & Preparation for Progression*
- *Portfolio Development Statements*

1

2

3

Term 2: Spring

4

5 — **Assessment** (Term 2, Week 5)

6

Part 3: Consolidating Practice (Final Major Project)
7 — **Unit 4** (45 Level 4 credits) *Pass/Merit/Distinction/Fail*
8 — **Activities**
- *Project Proposal*
9
- *Project Development*
- *Studio Practice*
10
- *Documentation* (Research & Evaluation)
11
- *Presentation*

1

Term 3: Summer

2

3

4 — **Foundation Exhibition and Assessment (**Term 3, Weeks 5)

5

6

Structure		The Art School delivers the UAL Awarding Body Level 4 Foundation Diploma Art & Design, and as such apply the UAL Awarding Body assessment procedures.	
		To successfully complete the course students must pass the following mandatory units:	

Unit 1: Diagnostic Investigation into Creative Practice	Level	3
	Guided Learning Hours	190
	Total Learning Hours	290
	Assessment	Internal
	Grade	Pass/Fail

Unit 3: Developing Specialist Practice	Level	4
	Guided Learning Hours	190
	Total Learning Hours	460
	Assessment	Internal
	Grade	Pass/Fail

Unit 4: Consolidating Practice	Level	4
	Guided Learning Hours	180
	Total Learning Hours	450
	Assessment	Externally verified
	Grade	Pass/Merit/Distinction

Unit Achievement

Unit achievement is based on a student's ability to meet the learning outcomes. All units must at a minimum be passed; there is no compensation across learning outcomes.

- Units 1 & 3 can be awarded a Pass grade only.
- Unit 4 can be awarded a Pass, Merit or Distinction grade.

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have one opportunity to redeem their referral. Where a student has been referred, the centre must inform students of the learning outcomes that they have failed to meet and ensure that they are provided with opportunities to work towards meeting those learning outcomes within an appropriate timeframe. Referrals (R) that have been successfully redeemed will be capped at a Pass. Where possible, referrals should be redeemed before external moderation. Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a Fail (F).

Part 1 (Unit 1): Diagnostic Investigation
Into Specialist Practice

1 Overview	unit1

Level	3
Credits	29 credits (14.5 ECTs)
Overview	Throughout this unit, students will undertake a diagnostic investigation into visual language and creative practices. This exploratory investigation allows students to become familiar with and experiment within a range of creative disciplines (art, design and media) as part of their journey to, or reinforcement of, specialism in Part 2 (Unit 3). Students will develop their visual language, research methods, contextual awareness and evaluative ability to underpin a broad range of varied creative activities. They 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 their investigations. The diagnostic mode provides students with the opportunity to safely and effectively experience a wide range of art and design materials, methods and technologies within a professional practice.

This unit will give a broad diagnostic view of the creative industries that will develop the students' understanding of the interrelated nature of each discipline. The unit is designed to provide the student 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 their professional development. The type of practical skills will be variable, depending upon the context of the work undertaken. Sufficient and appropriate structure will be implemented to support and encourage ambition and initiative, whilst maintaining the facility for students to exercise a degree of self-determination in their choice of subject and to clarify their own longer-term goals as they progress into a more specialist approach in Unit 3. |
| Learning Outcomes | In order to successfully complete this unit your work should demonstrate:

1. *Apply, integrate and contextualise research methods and activities within a creative practice;*

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

	3. *Develop ideas, solve problems and apply learning strategies within the context of a range of diverse creative practices;*
	4. *Understand the conventions and application of critical evaluation and reflection for a range of audiences and purposes.*
Learning Hours	290 notional learning hours are divided as follows:
	Scheduled 65%
	Guided 00%
	Independent 35%
Essential Resources	Resources will depend on each individual project: tutors will offer advice and guidance as appropriate to your ambitions.

2 Learning & teaching	unit1
Learning & Teaching methods	The unit will be supported with a range of learning and teaching methods including: technical demonstrations, peer learning, one-to-one tutorials, and group discussion reviewing progress.

3 Assessment	unit1
Method of assessment	Unit 1 will be internally assessed and internally verified, measuring achievement of the Learning Outcomes against the Grading Criteria for the unit.
Submission Requirements	You should present:
	• outcomes from the project work undertaken during the Unit
	• research & development work produced during the Unit
Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.
Date & time	Formative Assessment takes place during the unit in the form of tutorial and peer feedback, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt

with under the Art School's Upholding of Academic Integrity Policy,

and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Unit 1 Grading	You must pass all the Learning Outcomes for the Unit to achieve a Pass; if you fail to pass a Learning Outcome, you will be Referred and will have one opportunity to make good the failure: see below for further details.

Grading Criteria	For feedback purposes, assessment staff will refer to The Unit 1 Grading Criteria across seven categories: Context; Research; Development of Creative Practice; Problem Solving; Planning, Progress & Production; Evaluation & Reflection; and Communicating & Presenting a Creative Practice. Each criteria are detailed below with descriptions of their characteristics for each of Pass and Fail.

Context

Understanding & application of subject knowledge & underlying principles Indicative Learning Outcomes LO1; LO3; LO4

Pass	A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements, articulate aims and clarify purpose.
Fail	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims & purpose.

Research

Identification and investigation of a range of academic, ethical and cultural sources. Indicative Learning Outcomes: LO1

Pass	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for creative activities.
Fail	Insufficient evidence presented of how research is used to inform and develop ideas.

Development of Creative Practice

Skills to enable the realisation of ideas, appropriate to creative practice. Indicative Learning Outcomes: LO2

Pass	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.
Fail	Skills development and processes are neither explored nor demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.

Problem Solving

Solve problems and adapt to unforeseen challenges in the realisation of creative practice. Indicative Learning Outcomes: LO2; LO3

Pass	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.

	Fail	Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.	

Planning, Progress & Production

Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment. Indicative Learning Outcomes: LO1; LO3; LO4

Pass	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.
Fail	Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.

Evaluation & Reflection

Taking active responsibility for own learning, development & decision making using critically evaluative and reflective skills. Indicative Learning Outcomes: LO1; LO3; LO4

Pass	A developed and considered on-going and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.
Fail	Insufficient evidence of on-going and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.

Communicating & Presenting a Creative Practice

Communicating and presenting a creative, individual or collaborative personal practice. Indicative Learning Outcomes: LO1; LO2; LO3; LO4

Pass	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.
Fail	Insufficient or ineffective communication and presentation of ideas.

Referral

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have one opportunity to redeem their failure. Where a student has been referred, the Art School will inform the student which learning outcomes they have failed to meet and provide an appropriate timeframe within which to make good the failure.

Referrals that have been successfully redeemed will be capped at a Pass. Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a Fail.

Please refer to the UAL Awarding Body course specification for more detail about assessment procedures and grading criteria:

https://www.arts.ac.uk/__data/assets/pdf_file/0024/305385/UAL558a-L34-Found-Dip-in-Art-and-Design-05a.pdf

Part 2 (Unit 3): Developing Specialist Practice

1 Overview	unit3

Level	4
Credits	46 credits (23 ECTs)
Overview	This unit is designed to build on the knowledge, skills and practices developed in Unit 1 of the qualification. It carries students deeper into their respective specialisms by allowing them to research, develop and refine their creative ideas. The content will be variable and largely self-defined by the students' artistic ideas as they practically test and develop their concepts and progress with their professional practice. The unit encourages students to be creative thinkers and to show innovation. It is expected that they 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 their chosen art, design or media specialist practice.
	This unit will provide the student with the opportunity to reflect on the knowledge, skills and practices they have developed in Unit 1 of the qualification, and to define their creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position their creative endeavour within their chosen specialist practice.
	The unit is a precursor to the student's final project, providing opportunity to enter a more personal interrogation and diagnosis to identify ambitions within a specific field. In doing so, they will begin to develop the requisite professional skills necessary for progression within their chosen specialist practice.
Learning Outcomes	In order to successfully complete this unit your work should demonstrate:

1. *Research and contextualise creative ambitions within specialist practice;*

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

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

4. *Use critical evaluation and reflective skills in order to take*

responsibility for own learning and development;

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

Learning Hours	460 notional learning hours are divided as follows:	
	Scheduled	40%
	Guided	20%
	Independent	40%

Essential Resources	Resources will depend on each individual project: tutors will offer advice and guidance as appropriate to your ambitions.

2 Learning & teaching	unit3

Learning & Teaching methods	The unit will be supported with a range of learning and teaching methods including: technical demonstrations, peer learning, one-to-one tutorials, and group discussion reviewing progress.

3 Assessment	unit3

Method of assessment	Unit 3 will be internally assessed and internally verified, measuring achievement of the Learning Outcomes against the Grading Criteria for the unit.

Submission Requirements	You should present: • outcomes from the project work undertaken during the Unit • research & development work produced during the Unit

Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.

Date & time	Formative Assessment takes place midway through the unit in the form of a one-to-one tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.

Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's Upholding of Academic Integrity Policy, and penalties may involve the loss of academic credits.

Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will

find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Unit 3 Grading

You must pass all the Learning Outcomes for the Unit to achieve a Pass; if you fail to pass a Learning Outcome, you will be Referred and will have one opportunity to make good the failure: see below for further details.

Grading Criteria

For feedback purposes, assessment staff will refer to The Unit 3 Grading Criteria across seven categories: Context; Research; Development of Creative Practice; Problem Solving; Planning, Progress & Production; Evaluation & Reflection; and Communicating & Presenting a Creative Practice. Each criteria are detailed below with descriptions of their characteristics for each of Pass and Fail.

Context

Understanding & application of subject knowledge & underlying principles Indicative Learning Outcomes LO1; LO3; LO4; LO5

Pass	A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements, articulate aims and clarify purpose.
Fail	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims & purpose.

Research

Identification and investigation of a range of academic, ethical and cultural sources. Indicative Learning Outcomes: LO1; LO5

Pass	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for creative activities.
Fail	Insufficient evidence presented of how research is used to inform and develop ideas.

Development of Creative Practice

Skills to enable the realisation of ideas, appropriate to creative practice. Indicative Learning Outcomes: LO2; LO5

Pass	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.
Fail	Skills development and processes are neither explored nor demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.

Problem Solving

Solve problems and adapt to unforeseen challenges in the realisation of creative practice. Indicative Learning Outcomes: LO2; LO3; LO5

Pass	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.
Fail	Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.

Planning, Progress & Production		Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment. Indicative Learning Outcomes: LO1; LO3; LO4
	Pass	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.
	Fail	Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.
Evaluation & Reflection		Taking active responsibility for own learning, development & decision making using critically evaluative and reflective skills. Indicative Learning Outcomes: LO1; LO3; LO4; LO5
	Pass	A developed and considered on-going and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.
	Fail	Insufficient evidence of on-going and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.
Communicating & Presenting a Creative Practice		Communicating and presenting a creative, individual or collaborative personal practice. Indicative Learning Outcomes: LO1; LO2; LO3; LO4; LO5
	Pass	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.
	Fail	Insufficient or ineffective communication and presentation of ideas.

Referral

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have one opportunity to redeem their failure. Where a student has been referred, the Art School will inform the student which learning outcomes they have failed to meet and provide an appropriate timeframe within which to make good the failure.

Referrals that have been successfully redeemed will be capped at a Pass. Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a Fail.

Please refer to the UAL Awarding Body course specification for more detail about assessment procedures and grading criteria:

https://www.arts.ac.uk/__data/assets/pdf_file/0024/305385/UAL558a-L34-Found-Dip-in-Art-and-Design-05a.pdf

Part 3 (Unit 4): Consolidating Practice (Final Major Project)

1 Overview	unit4

Level	4
Credits	45 credits (22.5 ECTs)
Overview	The final project is the culmination of the Foundation Course and the work produced during this phase of the programme will make up the bulk of your final show. It is this work that is considered as evidence when the final assessment takes place. At the start of this unit you will be asked to submit a Project Proposal. A project proposal form will be supplied for you to complete at the relevant time.
	The year ends with a Foundation Show to which your family and friends are invited to attend a special private view. This exhibition is also open to the general public and the Art School advertises the show and issues invitations to many distinguished guests. All students are expected to help with the preparation, curation, hanging and overseeing of the Foundation Show which takes place during the last week of the summer term. Involvement in the preparation of the exhibition is an important aspect of your professional development.
	Unit 4 will enable you to take responsibility for your own learning by demonstrating your achievement in proposing and realising a project which integrates contextual perspective, research, problem solving, planning and organization, evaluation and reflection, and practical, technical and presentational skills.
	The unit content will therefore vary according to the specific demands of the student's chosen individual or collaborative project, which is derived from proposals that have been developed in consultation with tutors.
Learning Outcomes	In order to successfully complete this unit your work should demonstrate:

1. *Initiate & develop a creative project proposal using a range of critical & contextual perspectives & approaches;*

2. *Use research, analysis & evaluation to develop ideas & solutions for a creative project;*

3. *Use appropriate methods & specialist skills in the realisation of a creative project;*

4. *Integrate practical, theoretical & technical understanding to solve complex problems in order to realise a creative project;*

	5. *Plan, organise & maintain records of progress in the production of a creative project;*
	6. *Maintain records of critical analysis, reflection & evaluation to inform own learning;*
	7. *Use appropriate techniques & methods to communicate & present a creative project to an intended audience.*

Learning Hours	450 notional learning hours are divided as follows:

Scheduled	40%
Guided	20%
Independent	40%

Essential Resources	Resources will depend on each individual project: tutors will offer advice and guidance as appropriate to your ambitions.

2 Learning & teaching	unit4
Learning & Teaching methods	The unit will be supported with a range of learning and teaching methods including: technical demonstrations, peer learning, one-to-one tutorials, and group discussion reviewing progress.
Final Major Project Proposal	You will need to produce a Final Major Project Proposal of approximately 500 words following the template below.
	When writing your Project Proposal you should be aware of and understand the learning outcomes and grading criteria that are used to determine standards of achievement. Your Project Proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria. Project Proposals should not be so succinct that they do not address the requirements listed above, nor should they be excessively long and unfocused.
	Your Final Major Project Proposal should be set out in four parts, as follows:
Final Major Project Proposal Template Intro	Centre name: City & Guilds of London Art School Centre number: Candidate name: Candidate number: Project proposal name: Date: Main area of activity/specialist interest: (eg, fine art, fashion, illustration etc)
Final Major Project Proposal Template Section 1	Review of progress and achievement through Part 1 and Part 2: You are required to review, reflect on, and summarise the knowledge, skills and understanding acquired through the first two units of the course; what you now know, and what it means to you, compared with what you knew, and could do, before you

started the course.

You should also explain your reasons for choosing your pathway and outline your longer-term aspirations. You should reflect upon how your choice of a particular pathway has informed your project proposal, how it is situated within a broader context and what immediate aspirations will be satisfied through the Project Realisation. (Approximately 150 words)

Final Major Project Proposal Template Section 2	**Project concept:** You are required to clearly explain the concept and aims of your project; what you will be researching; what problems are you seeking to resolve; what types of practical methods and skills you are seeking to develop; and what technical resources you may need; along with an indication of the form in which you will present your 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, eg, a Personal Reflective Journal. (Approximately 250 words)
Final Major Project Proposal Template Section 3	**Evaluation:** You are required to explain the means by which you will reflect on, and evaluate your work, as both a continuous activity and in summation at the conclusion of the project. The critical review should reference the Project's stated aims and be reflective and analytical of learning and achievement rather than a narrative of actions completed. (Approximately 100 words)
Final Major Project Action-plan	Your Final Major Project Action-plan should detail the necessary sequence of actions to progress the project to a successful conclusion within the timeframe available. It is important that you consider how you will balance ambition, time and resources in the organisation and realisation of the project.
Final Major Project Bibliography	You must formally record, using the Harvard format, the research sources that you have used in a Final Major Project Bibliography. You should record your initial research sources for the project proposal and then continuously update the bibliography as the project progresses.

3 Assessment	unit4
Method of assessment	Unit 4 will be internally assessed, internally verified and externally moderated, measuring achievement of the Learning Outcomes against the Grading Criteria for the unit.

Submission Requirements	You should present: • your Final Major Project Proposal • your Final Major Project Action-plan • your Final Major Project Bibliography • outcomes from your Final Major Project • research & development work for your Final Major Project
Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs' assessment.
Date & time	Formative Assessment takes place midway through the unit in the form of a one-to-one tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's Upholding of Academic Integrity Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.
Unit 4 Grading	Grades for Unit 4 are given according to the highest level for which you are judged to have met all learning outcomes, using the grading criteria detailed below. To achieve the grade of: • Pass, students must evidence all of the learning outcomes to, at least, the Pass standard; • Merit, students must evidence all of the learning outcomes to, at least, the Merit standard; • Distinction, students must evidence all of the learning outcomes to the Distinction standard. The final grade for the UAL Awarding Body Level 4 Foundation Diploma in Art & Design is determined entirely by the grade achieved in Unit 4.
Grading Criteria	The Unit 4 Grading Criteria are organised across seven categories: Context; Research; Development of Creative Practice; Problem

Solving; Planning, Progress & Production; Evaluation & Reflection; and Communicating & Presenting a Creative Practice. Each criteria are detailed below with descriptions of their characteristics for each of Distinction, Merit, Pass and Fail.

Context

Understanding & application of subject knowledge & underlying principles, with appropriate breadth & depth to support the project development & realisation. Indicative Learning Outcomes: LO1; LO4; LO6; LO7

Distinction	Exceptional understanding & knowledge of subject context is used to communicate complex concepts, challenge ambitions & articulate purpose to extend intellectual enquiry.
Merit	Confident & highly developed understanding & knowledge of subject context & relevant debate, is used to communicate sound judgements, articulate aims & clarify purpose.
Pass	A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements, articulate aims and clarify purpose.
Fail	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims & purpose.

Research

Identification and investigation of a range of academic, ethical and cultural sources. Indicative Learning Outcomes: LO1; LO2; LO4; LO6

Distinction	Exceptional level of sustained research & investigation of varied relevant sources leads to an insightful interpretation & synthesis of information to support & develop ideas & own creative practice.
Merit	Confident & highly developed research & investigation of varied relevant sources are used effectively in the interpretation & synthesis of information to support & develop ideas & solutions for creative activities.
Pass	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for creative activities.
Fail	Insufficient evidence presented of how research is used to inform and develop ideas.

Development of Creative Practice

Skills to enable the realisation of ideas, appropriate to creative practice. Indicative Learning Outcomes: LO3; LO4; LO6

Distinction	Exceptional understanding & application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness & an imaginative & flexible approach to extensive enquiry, leading to ambitious & inventive solutions appropriate to creative practice.
Merit	A confident & highly developed understanding & application of relevant processes, skills & knowledge are used effectively to extend enquiry & develop & realise creative solutions; showing a consistent command of varied techniques appropriate to creative practice.
Pass	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.
Fail	Skills development and processes are neither explored nor demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.

Problem Solving

Solve problems and adapt to unforeseen challenges in the realisation of creative practice.
Indicative Learning Outcomes: LO2; LO3; LO4; LO5; LO6

Distinction	Demonstrates exceptional initiative in balancing the complexities of theoretical & practical problems, autonomously implementing creative solutions. Adapts positively to the impact of unanticipated practical & theoretical challenges, using inventiveness & ambition to achieve identified goals.
Merit	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.
Pass	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.
Fail	Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.

Planning, Progress & Production

Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment. Indicative Learning Outcomes: LO1; LO3; LO4

Distinction	Consistently demonstrates an exceptional responsibility for own learning & development through iterative cycles & well-articulated purposeful analysis & planning. Self-direction, negotiation, subject commitment & engagement are supported by extensive evidence of impacts & aims are realised within a set timeframe.
Merit	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.
Pass	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.
Fail	Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.

Evaluation & Reflection

Taking active responsibility for own learning, development & decision making using critically evaluative and reflective skills. Indicative Learning Outcomes: LO2; LO5; LO6; LO7

Distinction	Exceptionally developed on-going and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.
Merit	Confident, highly developed on-going 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.
Pass	A developed and considered on-going and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.

| | Fail | Insufficient evidence of on-going and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making. |

Communicating & Presenting a Creative Practice

Communicating and presenting a creative, individual or collaborative personal practice.
Indicative Learning Outcomes: LO1; LO2; LO3; LO4; LO5; LO6; LO7

Distinction	Exceptional understanding of the nature & strengths of appropriate communication media. Information has been selected, organised & presented showing a highly developed awareness of context & audience. Message & medium are unified; communication is persuasive & compelling, taking full account of own creative practice.
Merit	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.
Pass	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.
Fail	Insufficient or ineffective communication and presentation of ideas.

Referral

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have one opportunity to redeem their failure. Where a student has been referred, the Art School will inform the student which learning outcomes they have failed to meet and provide an appropriate timeframe within which to make good the failure.

Referrals that have been successfully redeemed will be capped at a Pass. Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a Fail.

Please refer to the UAL Awarding Body course specification for more detail about assessment procedures and grading criteria:

https://www.arts.ac.uk/__data/assets/pdf_file/0024/305385/UAL558a-L34-Found-Dip-in-Art-and-Design-05a.pdf

Part Two: Learning & Teaching

Learning and Teaching

Learning & Teaching Strategy

The Art School provides a high level of staff contact time so that our students receive the intensive tuition and individual attention that we believe our subjects require. As active professionals and experts in their subjects, our tutors are committed to teaching at the Art School and enthusiastic about working with our students because of the level of critical engagement and the high standard of work.

We prioritise skill-based teaching and cultivate knowledge and curiosity in the historical and contemporary contexts of our subjects. The relationships between tradition and innovation and the interaction between the different subjects provide important insights and this is supported through the shared study centres of Drawing and Art Histories.

Learning is supported in a number of ways through lectures, group discussion, tutorials, seminars, field trips, workshops, demonstrations and group critiques as well as individual supervision of projects. You will be encouraged and supported to develop your research and practice skills and to develop communication skills to articulate your ideas, proposals and document your work through writing, verbal presentations, and visual recording. As the course progresses your knowledge of

1

historical, theoretical and cultural issues will provide you with an

invaluable frame of reference to understand and develop your practice.

Courses are delivered in the departmental studios and in workshops through projects /course units, group and seminar discussion, and tutorials. You will be encouraged to take increasing responsibility for your own learning and as the course develops, you will evaluate your learning and progress in seminars, studio discussion, critiques, and tutorials.

The Art School's full Learning & Teaching Strategy follows in the section.

Teaching methods

Tutorials

Definition of Terms

All members of staff have responsibility for the welfare of any Art School student; this is known as Duty of Care. In addition to this you can expect:

1. a named Pastoral Tutor who is a point of contact for matters of a personal nature that may impact on your studies; and
2. a named Personal Progress Tutor responsible for supporting you in areas relating to your academic progress, through:
   a. the systematic monitoring of your progress with an agreed record in writing; and
   b. the discussion of unit specific and general progress.

While each of the roles are clearly defined with distinct responsibilities, it is possible for you to be allocated the same person for your Pastoral Tutor as for your Personal Progress Tutor. The tutorial system is integral to the course. In addition to the frequent contact time that you have with tutors through either sign up tutorials or tutor supervised sessions, there are at least two formally arranged tutorials for you per term with a tutorial report written each term recording your progress and advice given.

For more information on tutorials, see the Art School's Tutorial Policy, available to access on Moodle>Policies & Procedures.

Personal Progress Tutor

Personal Progress Tutors have responsibility to support you in your learning on all units of the academic year. Personal Progress Tutors are allocated in the first term. Your tutor will arrange tutorials with you directly.

Pastoral Tutor

Your Pastoral Tutor will have knowledge of the support services available, the Art School's processes and procedures and your curriculum in order to advise and support you in how best to manage the implications of personal matters. You will be notified of the name and contact details of your Pastoral Tutor in the first few days of study at the Art School. This is important to assure

that

you are aware of the opportunity to discuss any personal concerns, and with whom, should it be necessary at any time. The need for Pastoral Tutorials is variable and unpredictable, though it is usually relatively low. Should you need to see your Pastoral Tutor you should contact them directly by their cityandguildsartschool.ac.uk email to book a meeting.

Personal Progress Tutorial	Conducted between you and your Personal Progress Tutor, reviewing your progress and monitoring development with reference to a portfolio of your work in progress. To get the most out of tutorials you are advised to prepare for them in advance. It is advisable to have all of the material you wish to discuss with you in an easily accessible form, a list of the key things that you consider you have achieved and a list of the areas you wish to examine through discussion.
Group Tutorial	Involves a group of students and staff or visiting specialists. The emphasis is on the sharing of experience and the critical examination of work to which all contribute. Differing solutions to project work are examined, encouraging working as a team, group debates and critical response.
Critical Review	"Crits" are usually led by a tutor with a group of students, normally in discussion of studio based work. They provide useful opportunities for you to engage in discussion surrounding your own work and that of your peers.
Projects	These are tutor-instigated elements of teaching, introducing a range of differing standpoints. They are intended to enhance the student's understanding, skills and knowledge, to encourage discussion and debate between students and between staff and students, and to promote personal research. At the end of each project there is a critical review of the work produced.
Live Project	Provide you with an opportunity to participate in commissions or other forms of working with a client to a deadline. They enable you to experience the pace, responsibilities and issues associated with professional work in your subject area.
Collaborative project	Provides opportunities for you to work on similar projects, both jointly or concurrently, developing and exchanging ideas and experiences.
Lecture	Given to student groups by staff and visiting speakers presenting a body of information in a formal way. They provide a common taught element to a group of students. To get the most out of Lectures you should understand your own role as an active participant by taking notes, identifying areas to follow up with research after the lecture and by engaging in the questions and answers session at the conclusion of the lecture.

Seminar	Can be either staff- or student-led. Involves a group of students with a member of staff, seeking to explore and expand an aspect of course work and encourage debate. Seminars may be based on specific reading or following the study of an artefact or exhibition. They help to define the critical framework and to develop your confidence in the expression of your opinions and engage you in critical discourse with your peers.
Studio Seminar	Studio seminars are normally conducted by a member of the studio staff, they sometimes may be student-led, under the guidance of a tutor. These seminars offer you the opportunity to discuss your own and other's work together with wider issues concerning the history and theory of art in a formal and critical manner. They also provide an opportunity for you to formulate your ideas, to promote an exchange of views and encourage speculative discourse.
Workshop /demonstration	Instruction in skills provided by staff and specialist visitors, often supported by technical staff, who use demonstration and example as a method of teaching the characteristics of materials, sound working practice and techniques.
Gallery /Museum Visits	The Art School takes full advantage of its central location to utilise the city's cultural resources. Group visits under staff supervision to galleries and/or museums are organised while you are also encouraged to seek out specific artefacts/ artworks and exhibitions through tutorial advice as well as your own research.
Written submissions	Written submissions come in a range of forms. Whether they are essays, written reports, proposals or evaluation documents, they are intended to enable you to develop your study and research skills and your ability to express concepts, findings and arguments coherently in written form.

Art Histories	To become a creative, successful practitioner requires knowledge of historical context – traditional and contemporary – and an awareness of the latest critical debates within today's visual and material culture. We also believe that successful learning depends on the quality of the learning experience. Our solution is to make Art Histories an integral part of all our courses, and to teach it in such a way that it informs, inspires and incentivises the makers of today.
	We believe that the study of Art Histories and studio work should sustain and enhance each other, engendering in students a good observational ability and a deeper awareness of the historical and
	critical contexts underlying contemporary studio practice. Regular discussions and debates in museums and galleries also form an

essential aspect of student learning.

The Art Histories Department aims to:
- ensure that Art Histories learning is integrated, relevant and core to students' main areas of study;
- enable every student to develop the academic skills, knowledge and critical tools needed to succeed as artists, craftspeople and creative thinkers;
- uphold the highest standards in teaching and learning, valuing a student-centred approach and being sensitive to the learning styles of practising artists and craftspeople;
- engage in wider debates about the role of Art Histories in shaping societal attitudes, politics, scientific research and philosophical thought.

Art and Design Histories may include essays, aural presentations and dissertations. All are thoroughly supported by workshops, one-to-one tutorials and special learning support where required. Library inductions and workshops are arranged to enable you to carry out independent research and study. Moodle and online resources will aid your learning and provide you with the necessary tools, skills and confidence to work as a professional artist or researcher on successful completion of the course.

Royal Literary Fund Writing Fellow

As part of the Royal Literary Fund's Fellowship Scheme, Writing Fellows Kathryn Maris, who will be onsite on Mondays and Barbara Norden, providing online sessions on Thursdays during term time to offer support for any student who wishes for advice on good writing practice, be it for written assignments, personal statements or grant applications. Email writingfellow@cityandguildsartschool.ac.uk to make an appointment.

Moodle

The Art School's online learning platform is Moodle, available at moodle.cityandguildsartschool.ac.uk Moodle acts as your own personal website for your time at City & Guilds Art School. It is where you can go to access all sorts of information, including:
- Course information: timetables, project briefs, forms
- Lecture notes, presentations, recordings, and readings
- Online assessment
- Research & study skills: essay writing, referencing & citation
- Access to Learning information
- Bursary and prize information
- News and updates

As it is used to communicate news and updates regarding your courses, make sure that you regularly check Moodle for announcements and information (e.g. timetable changes). All students will receive an induction to Moodle during your first weeks at the Art School. For more information on or assistance, contact the Librarian.

Referencing	Referencing is an important part of any written assessment, as the method by which you acknowledge the background reading and research that you have done to inform your argument. When writing an essay, you need to provide sufficient information about this background reading so that the person assessing your work can identify your sources. Proper referencing is also important as a way of avoiding *plagiarism* (the presentation of someone else's work and/or ideas as one's own). Plagiarism is a serious academic offence, and will result in a formal investigation.
	In order to provide students with direction and support with referencing, the Library has produced a guide to referencing and citations, based on the Harvard system. It can be accessed on the Library's Moodle page.
Types of assessment	Assessment is another word for judgement and is an integral part of the learning process. In teaching we use three forms of assessment:
Diagnostic	Usually occurs early on in a unit; through tutorial discussion, project work and/or a skills audit, your tutor will work with you to identify your strengths as well as areas for improvement or further exploration.
Formative	Focuses on looking forward at the development of your work. It usually occurs part way through a unit, for example in a *Progress Tutorial* or through a group presentation. Tutors will advise you on areas for improvement, for development, for consideration, and indicate your strengths and any areas for concern with your work-in-progress. Feedback from formative assessment will concentrate on ways that you can improve your work in relation to the learning outcomes of the unit.
Summative	Is applied to work submitted for unit assessment. Feedback from summative assessment identifies achievement against the learning outcomes. While the main focus is looking back at the work from the unit, there will also be some advice on areas for development.
Forms of assessment	The different forms of assessment can be applied through:
Self-Assessment	Which is undertaken by you. In addition to the process of constant self-assessment intrinsic to learning and making work, there are occasions when you will be required to conduct formal self-assessment, for example by completing a Self-Evaluation form.
Peer-Assessment	Or *Peer-evaluation* may be undertaken by a fellow student, or a group of students. This may occur informally during critiques and seminars or at the end of a unit.
Tutor Assessment	Is undertaken for all formal assessments of your work. Sometimes this is in conjunction with self and or peer-assessment.

Means of assessment

The work you should submit for formal assessment will always be clearly communicated as assessment Requirements. Marks are determined by assessing the extent to which your work demonstrates the unit Learning Outcomes.

Learning Outcomes & Unit Assessment

Learning outcomes are the skills and knowledge that you will be able to demonstrate upon successful completion of each of the units on your course and against which your work will be assessed.

Your work will be assessed on the extent to which it meets the Learning Outcomes described for each unit.

To pass a unit your work will need to demonstrate that all of the Learning Outcomes have been met.

Assessment Deadlines

In order to be awarded the full marks your assessment submission deserves, you must ensure your work satisfies the learning outcomes, assessment requirements and deadlines provided.

If you believe that either the quality or completeness of your work may have been effected by other factors such as health or circumstances outside of your control, please seek guidance on the submission of Extenuating Circumstances. Advice is available on how to make an application from Access to Learning or from the Office Administration team. Forms are available in the Art School office and can be downloaded from Moodle>Art School Office Information.

If you believe that you have an ongoing condition that impacts upon your work you are advised to seek guidance from Access to Learning as early as possible.

Please be advised that there are no extensions to deadlines.

There is an Extenuation Panel that meets as needed to deal with both claims for extenuation and consideration of academic misconduct. Every claim for extenuation should be supported by appropriate documentary evidence (eg, a doctor's letter).

How will you be assessed?

You will be assessed against the learning outcomes set out in each unit specification using the marking criteria to determine the actual mark. Each Unit Specification outlines the Grading grid.

Specific requirements for the display and presentation of final work, oral and written presentations will be indicated in the unit specifications and any related project briefs. These will be discussed in a briefing session.

In terms of procedure, for all units on the course the following

stages are adhered to:

1	2	3	4
Work is assessed by a range of staff including your tutor, to get different perspectives on your achievment; this may involve team marking, or double marking	Marks are discussed and agreed amongst tutors	External Examiners review a sample of work across the spectrum of achivement	Marks are provisional until confirmed by the Examination Board, usually at the end of the Acadmic year

External Moderators

An external moderator visits at the end of the academic year to confirm that the internal assessments for units 1 and 3 are rigorous and decisions are fair, valid, reliable and free from bias. They also moderate assessments and grading decisions for Unit 4, by viewing a sample of work from a selection of students represented in the final show, constituting at least 10% of the total number of candidates. The sample will be chosen in such a way that it contains:

- a range of art and design disciplines, representing the breadth of the experience covered
- grades firmly placed in the categories, Referral, Pass, Merit and Distinction
- a selection of borderline cases situated between grading categories

The Moderator will:

- view the project proposal for each sample candidate;
- view the project realisation evidence for each candidate;
- determine if agreed standards have been met;
- confirm provisional grades;
- identify action to be taken where agreed standards have not been met; and
- provide feedback in a written report, identifying areas for development.

# Part three: The Art School
City & Guilds of London Art School

Opening Hours Cleaver Square	Monday	08:45 through to 20:00
	Tuesday	08:45 through to 20:00
	Wednesday	08:45 through to 20:00
	Thursday	08:45 through to 20:00
	Friday	08:45 through to 18:00
Opening Hours Kennings Way	Monday	08:45 through to 18:00
	Tuesday	08:45 through to 18:00
	Wednesday	08:45 through to 18:00
	Thursday	08:45 through to 18:00
	Friday	08:45 through to 16:30

Location & Orientation

Plan of Cleaver Square
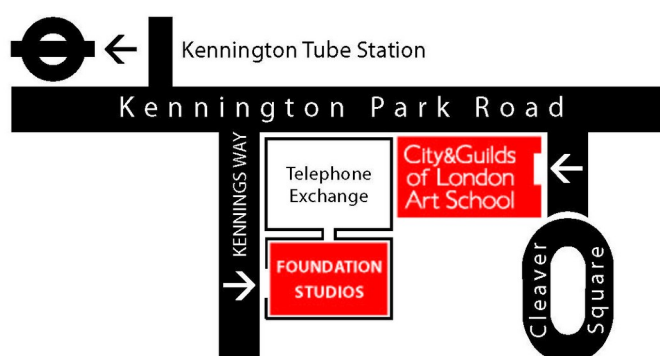
PLAN OF CLEAVER SQUARE SITE
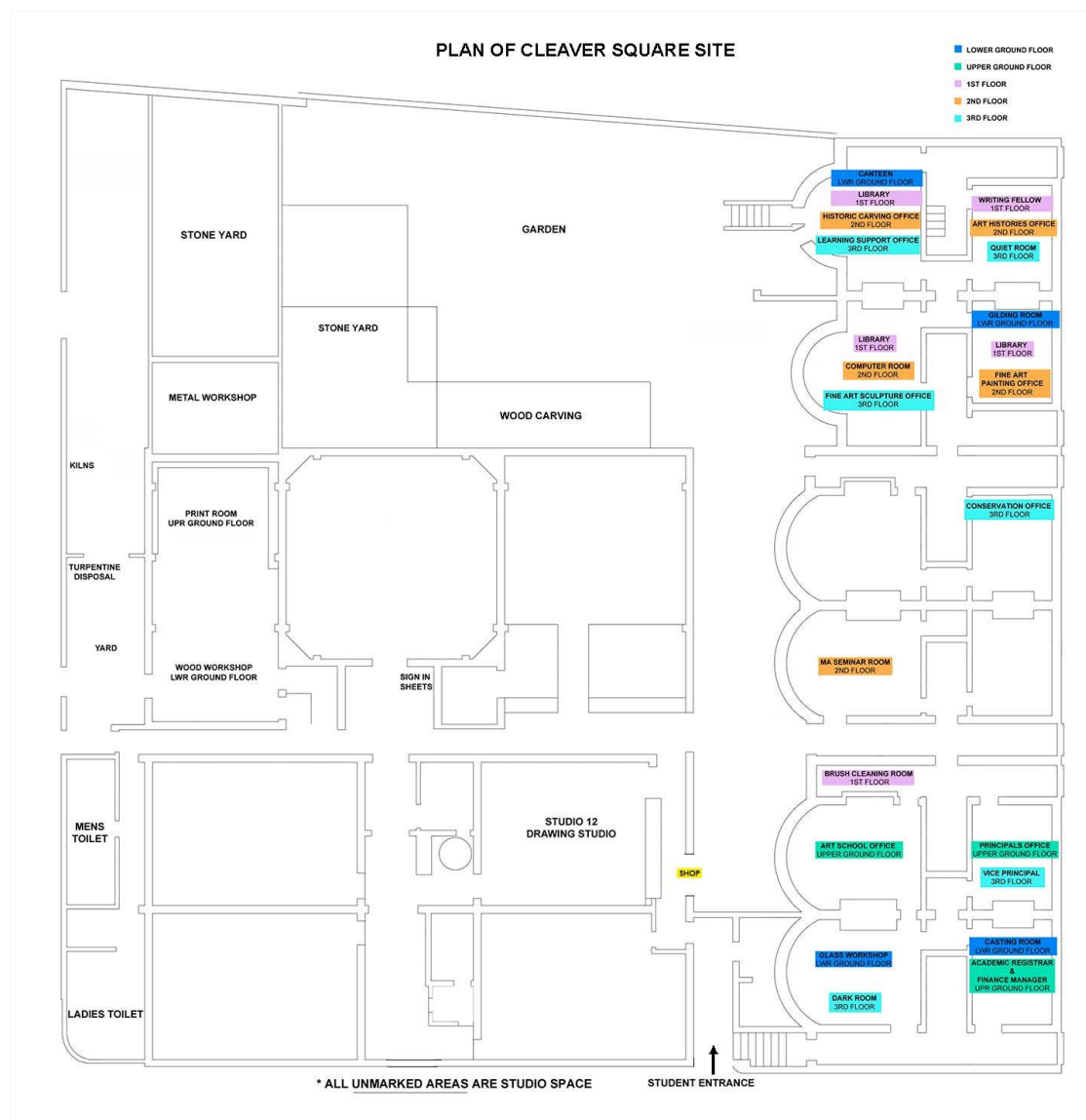
The Art School Office

During term time, the Art School Office is open for casual enquiries at the following times:

	Morning	Afternoon
Monday	closed	14:00-16:00
Tuesday	09:30-12:30	14:00-16:00
Wednesday	closed	14:00-16:00
Thursday	09:30-12:30	14:00-16:00
Friday	closed	14:00-16:00

You are welcome to schedule appointments with Art School Office staff outside of these times. To make an appointment please call 020 7735 2306, or email office@cityandguildsartschool.ac.uk.

The Library

The Sackler Library, situated across three rooms on the first floor of the terraced houses, holds a collection of books, journals and magazines to support all taught programmes in the Art School. You will receive a full library induction from the Librarian, Harriet Lam, at the start of your first term at the Art School; and on-going research and study support is offered through both scheduled, course-specific workshops and one-to-one drop in sessions.

Library opening hours (term time only)	Monday	09.00 – 19.00
	Tuesday	09.00 – 19.00
	Wednesday	09.00 – 19.00
	Thursday	09.00 – 19.00
	Friday	10.00 – 17.00

Library Catalogue	The library catalogue is available to access online at: https://libcat.cityandguildsartschool.ac.uk/
Borrowing	You will automatically be given a library account on enrolment, which entitles you to borrow: • Up to 10 books for 2 weeks • Up to 3 DVDs for 7 nights Please present your student ID card to the librarian or evening library assistants to borrow items. Items requested by another student must be returned within 1 week. Items can be renewed if they haven't been requested by another student. All journals and magazines are for reference use only and may not be removed from the library. Books should be returned to the librarian or evening library assistants during library opening hours.
Fines	Late fees are not charged; however, please note that all items that you borrow from the library are your responsibility and that others may need access to the same material. You will be charged the full replacement cost of any item that you lose, damage or fail

	to
	return within one month of borrowing, plus an administration fee of 10% of the value. As a small library we generally only hold single copies of each title, and it is important that books remain available for all library users.
London Library	www.londonlibrary.co.uk
	The Art School holds an institutional membership to the London Library. BA, Diploma and MA students can request to borrow London Library books. Please note that fines will be charged should these not be returned in time.
	Although the Art School Library does not directly subscribe to any electronic resources, you can request articles from the London Library's online resources (such as JSTOR). Please ask the librarian for more information.
Portfolio Collection	The Library also holds a collection of historic portfolios, mostly relating to ornamental and architectural design. Please speak to the Librarian for more information.
Library environment	Please respect your fellow students by turning mobile phones to silent whilst in the library, and keeping noise to a minimum in the quiet study room. Only bottled water is allowed in the library. Please do not bring any other food or drink into the library as it may damage the books.
Suggestions	We welcome your input regarding the library's collections. Feel free to make any purchase suggestions, either by email or in person.

The Drawing Studio

The Drawing Studio focuses on the diverse applications of drawing that can both inform and stimulate the development of your practice as artists and crafts specialists. Timetabled day and evening classes provide opportunities to engage with drawing through a range of ideas and approaches, in response to a variety of subjects, including the figure. Specialist drawing tutors provide structure and focus for each drawing class, specific to the requirements of your course, whilst building on your individual abilities and experience. Elective drawing seminars, workshops and lectures, staffed by visiting tutors, artists and crafts specialists are also arranged at different times during the academic year. The Drawing Studio door and noticeboard as well as Moodle will display the timetable of all the drawing classes, as well as inform you about Drawing Studio activities. Whilst the Drawing Studio is a facility open to all students, priority is given to those who are timetabled to attend classes as a part of their course.

Student Life & Experience

Student Voice

The student voice is vital to the Art School's culture of lively self-reflection and evaluation.

All students participate in termly Student Fora, which are organised department by department. In addition each class will elect student representatives who attend Boards of Studies and the Art School Student Representatives meeting, each term. Students are also elected to sit on variously: Academic Board; and Site & Environment Sub Committee.

Chair of Students

Elected by the student body each June, the Chair of Students serves from 1st October through to 30th September. As with the Art School's Fellowship positions, it is an unpaid post, though access to facilities and expertise is made available throughout the term of office. The Chair of Students will usually be appointed to the Board of Trustees for the Art School charity.

Electoral Register

Students have an important role to play outside of the Art School both as practitioners and, as appropriate, as part of the electorate. While UK residency and UK (or Irish or qualifying Commonwealth) citizenship are necessary to vote in a General Election, the rules for Local Elections are more liberal. If a student has British, Irish, Commonwealth or EU citizenship, they should be eligible to vote in Local Elections and, if living in London, the Mayoral Elections. The Art School encourages students to register to vote and be active participants in democracy wherever they can.

Student Ambassadors

Students often act as ambassadors for the Art School at various events, such as Art16 and Livery Company dinners.

Student employment	The Art School provides some opportunities for employment at Art School events such as London Craft Week, on and off site, and in the Library.
Project Man Band	Each year, under the stewardship of Nina Bilbey, students come together to play music as the Project Man Band.
Prizes	There are a significant number of competitions and prizes for students to enter.

Part Four: Access to Learning
Student Support & Services

Rights & Responsibilities

This section of the handbook will tell you about both your rights within the Art School, and the responsibilities that you have towards the Art School, its staff and your fellow students. In general, you must not: behave in any way that disrupts or adversely affects the conduct or reputation of the Art School, stop others from enjoying the full facilities that the Art School offers, inhibit freedom of speech, bring a firearm or any other offensive weapon onto School premises, engage in racial, sexual or other forms of harassment of any member of the Art School.

Identity & Access Card

The Art School *Identity & Access Card* is the electronic entry card which gives you access to the premises during the Art School opening hours. It also records your attendance and will be used as an official register: in the case of an emergency, such as a fire, this register will be used to determine your presence in either building.

Usage

- You must tap in with your *Identity & Access Card* on the entry pad every time you arrive at either building.
- You must tap out with your *Identity & Access Card* on the entry pad every time you leave either building.
- Failure to use the *Identity & Access Card* as instructed will

result in an inaccurate attendance record and register.

- The *Identity & Access Card* will not allow entry outside of Art School hours.
- The *Identity & Access Card* will not allow exit from the building after the official closing time.
- At the end of your studies you must surrender your *Identity & Access Card* to the Art School; failure to do so will incur a cost of £20.

Loss

Should you lose your *Identity & Access Card*, you must report the loss immediately by emailing admissions. Not only will swift action prevent misuse of your card but it also allows for the speedy re-issue of a replacement. Unfortunately, as the *Identity & Access Card* are not cheap, will incur a cost of £20 for a replacement.

NUS /Card	You may also wish to apply for a https://www.totum.com card from the NUS (National Union of Students), which comes with 1-year free ISIC (International Student Identity Card). For a small cost this will also help you to get discounts in various outlets, and may be recognised more widely than your Art School ID, particularly abroad.
Attendance	It is essential that you attend all scheduled sessions on time as poor attendance and lateness will affect both your performance and results and that of others. Your attendance will be monitored via your identity & access card, as described above, throughout your time at the Art School.
Sickness	If you are ill and cannot attend for whatever reason you must notify the Art School by contacting Reception on extension 214, via (+44) (0) 7091 1687) as soon as possible. As with work, if you are ill for longer than seven consecutive days you should provide a medical certificate (or fit note) from your GP.
Timeliness	Travelling in London can be problematical and it is easy to become delayed. For those sessions that are time sensitive (eg, lectures) please try to leave plenty of time for travel. You are asked to arrive at your Art Histories lectures 5 minutes before the designated start time. It is at the discretion of the tutor holding the session whether or not to admit latecomers.
Site Access	You are required to use your *Identity & Access card* to access Art School premises by swiping the card at the front doors. Should you enter the building with other students in a group then you must each swipe in with your own *Identity & Access card*. If you forget your card, please use the buzzer and a member of staff at Reception or the Art School Office will let you in once you have identified yourself and signed in.

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	The system has been installed to enhance campus security and to intruders gaining access to the buildings; please be sure to keep your *Identity & Access card* on you at all times when on the premises. All external visitors must sign the registers at reception on entering and leaving the buildings
Security of personal property	You are responsible for the safety and security of your personal property. All personal property is brought onto campus entirely at your own risk and the Art School does not accept liability for any loss or damage to property, however caused. Any thefts or damage to personal property should be reported immediately to the Art School Office.
Post	You should not have mail or parcels delivered to the Art School and the Art School will not take responsibility for **any** deliveries.
Emails	To adhere to data protection legislation the Art School will only communicate with you via the @cglas.ac.uk account provided. To ensure you know your Art School email address and how it functions, you will have received a brief induction at enrolment. All correspondences from the Art School, including the Office, Library, IT and your tutors will come via the CGLAS account, so it is vital it is checked on a regular basis. If it is easier for you to manage, it is possible for you to set your Art School account to automatically forward all emails to another account.
Working practices	Wherever you are in the building, whether you are in a studio, workshop or communal space, please treat it and the other occupants of the building with respect and consideration. You have to be aware of the Health & Safety implications of what you are doing and put neither yourself nor others at risk. In extreme cases, failure to operate in accordance with Art School policies may result in severe disciplinary action. Every Friday at 15.30 all students are asked to tidy the studios. In addition, all students should clear away at the end of every day.
Childcare	The Art School does not provide childcare facilities. On Health & Safety grounds students are not permitted to bring their children into the Art School at any time.
Pets	The Art School environment is not conducive to having pets on the premises. Please keep your pets at home.
Health Care	If you have not yet done so, it is vital that you register with a local GP. If you need advice please see the Office Manager. It will also be helpful for you to find out where your local dentist is. Full time students may be exempt from prescription charges. Please let the Art School Office know if you are experiencing difficulties.
Access to Learning	Our key objectives are to: • Assist students to access their learning • Enable students to participate in course activities

- Help to support students' wellbeing

We adopt a whole institution approach to supporting students, from application through to interview, enrolment and beyond. We believe that by informing and training staff and involving staff in the plans we make for student access to learning, asking for staff and student feedback and reflecting on our methods, we can achieve the best possible, reasonable assistance for our students, to provide an integrated, equal, inclusive platform for learning.

For all students enrolled at City & Guilds of London Art School, the Access to Learning Department provides:

- Advice & support for health conditions
- Advice & support for mental health, anxiety & depression
- Course-based Needs Assessments
- Assistance with Disability Support Allowance applications
- Personal Learning Plans
- Support for learning
- Support for disability
- The Learning Mentor
- Counselling
- Advocacy
- Pastoral support
- General advice & information

Any student, at any point in their program, can register with Access to Learning. Registering your information allows us to observe our duty of care and the effective safeguarding of your rights to disclosure and confidentiality.

If you have any particular needs or support issues, early disclosure is essential to ensure the timely provision of any appropriate advice or assistance. Any Access to Learning enquiries can be sent to: access@cglas.ac.uk

Frequently Asked Questions

How can I inform the Art School of my situation/needs? If you have enrolled, and know that you will need some help with writing, or are worried that a long-term condition means you need to make regular doctors' appointments and you might be late, what should you do? You should first inform the Art School of your situation or specific needs in one of the following ways:

- disclose your situation on your Application or Enrolment Forms
- send a completed Access to Learning Form, from Moodle to:
  Access to Learning
  City & Guilds of London Art School
  124 Kennington Park Road
  London SE11 4DJ
- email access@cglas.ac.uk
- talk to your Pastoral Tutor, who will advise you and/or, with your permission, refer you to *Access to Learning*
- talk to your Personal Progress Tutor, or your Head of Department, who will advise and/or will, with your permission,

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refer you to *Access to Learning*

Will my information be treated as confidential? The Art School respects your right to confidentiality in relation to your disclosure. We will not give out information about your situation or your needs unless you give us permission to do so.

What happens after I have disclosed/ completed registration with Access to Learning? On receipt of the information you have provided, Access to Learning will email you to arrange a meeting in the first few weeks of the term. The meeting will discuss and identify the type and level of assistance required and what the Art School may be able to provide.

There will be a formal assessment following the meeting to confirm arrangements for assistance, if it is required.

There may be another meeting with you to complete a Learning Plan or an Access Plan, depending on your situation. This Plan will set out any specific requirements agreed with you and will be used to ensure that you are provided with the agreed adjustment or support identified.

What should I do if I am planning to apply for Government DSA funding?* Please contact Access to Learning so that we can advise you on making an application. You will need to supply specific information to apply for DSA funding:

- **For a specific learning difference such as dyslexia:**
  Evidence in the form of a post-16 diagnostic assessment, in English, from an educational psychologist or suitably qualified specialist teacher
- **If you have a disability:**
  Provide a diagnostic assessment from a relevant professional
- **If you have an on-going situation or health condition that impacts upon your access to learning, making, your wellbeing or attendance:**
  Provide diagnostic and/or valid documentary evidence of your situation or condition, (such as a letter from your GP or specialist)

Remember not all students are able to apply for DSA funding: Foundation students, International students and students enrolled on Diploma courses are usually not funded by Student Finance DSA.

*Disabled Student Allowance. We encourage and assist students with a recognised condition and valid supporting documentation to apply for government funding wherever possible. Students with a valid diagnosis for conditions such as dyslexia, Chronic fatigue syndrome (CFS/ME), depressions, and many others, are recognised as eligible for DSA. Students enrolled on BA or MA

courses can apply online at: www.yourdsa.com

Would tutors and technicians need to know about my situation?
Some staff members may need to know about your situation so that they can provide you with the appropriate assistance or support. It may be necessary to inform other tutors of any relevant information regarding your Learning or Access Plan to ensure you receive what you need to engage with the course. Disclosure is discussed and agreed with you in advance.

I have never been diagnosed with a learning difficulty, but feel that I need some extra advice, support or help, what should I do? Email or visit Access to Learning to discuss your concerns and speak to your Pastoral Tutor for advice.

I need confidential advice that isn't listed above and I would rather discuss it before registering with Access to Learning what should I do? You don't need to be Registered with Access to Learning to obtain help and advice; email or visit Access to Learning to discuss your concerns.

I have a situation or condition that impacts upon my experience /learning /wellbeing what should I do? We always recommend you share this information with your Pastoral Tutor. Email or visit Access to Learning to discuss your concerns.

How will staff be told about my situation? Where required, staff members will be informed about your needs via the Learning or Access Plan made after your first meeting. We may also e-mail, phone or meet with them, if appropriate. With your permission we might email your tutor and arrange a meeting to discuss your Learning or Access Plan.

What if I don't want anyone to know about my situation? You may choose to keep all information about your situation, condition or Learning or Access Plan entirely confidential so that information cannot be disclosed to any other person. It is your right to do this; but please be aware that the Art School will be restricted in its ability to meet your needs if you do so.

Is there ever a time when disclosure may occur without my permission? In case of an emergency, or if there are concerns about the health, safety and/or the wellbeing of you, another student or student group, our Duty of Care will be observed and this may result in disclosure to an appropriate person.

Access to Learning Team	Head of Access to Learning	
	Teresita Dennis	access@cglas.ac.uk
	availability	Mondays 09:30-16:30 term time

As well as being the Head of Access to Learning, Teresita is a Senior Lecturer on MA Fine Art and a practising artist.

Teresita is trained to support students to access and participate in their education. Working one-to-one with students and with the core teaching, technical and administrative staff, in order to offer practical solutions, advice and strategies for students who declare a need. Teresita will advise on all matters related to or impacting upon the student's ability to access learning and participate in art school work and life and will liaise between individual students and their Departments within the School, to help establish the most supportive infrastructure, to enable the student to manage more effectively, their individual situations in relation to their studies. Teresita can also arrange for assistance/support and adjustments, where appropriate and possible, for students registered with the Access to Learning Department.

The Learning Mentor

Catrina Julliard   access@cglas.ac.uk

Catrina has 15 years' experience in education, working with a range of special educational needs and disabilities; enabling students to access learning, overcome barriers to learning, and achieve their best. Catrina is a qualified Specialist Teacher (dyslexia and literacy difficulties) and understands the impact dyslexia and other learning difficulties can have on self-esteem and achievement at all levels of the educational system. Catrina works with students who need help to meet some of the written requirements of their course, especially those who cannot, for whatever reason, access DSA funding to support their learning.

Specialist Tutors   access@cglas.ac.uk

Students in receipt of DSA funding for one-to-one non-medical support are able to access tutorials, on- or off-site, by arrangement with their DSA designated provider. Occasionally, a student may choose to self-fund this type of specialist support.

Counsellors   access@cglas.ac.uk

The Art School does not have a counselling service for students, though we do publish a list of affordable options in the local area: please see Moodle for further information and other useful links.

Through the provision of placement opportunities for final year trainee therapists from the *Centre for Freudian Research* (CFAR), there is limited access to on-site counsellors at a very low cost. In spite of being trainees in *Lacanian* methods, all the therapists are highly qualified and experienced in their chosen field. They come into the Art School during the day and some evenings by appointment, to see students in the Art School building during term time, and we have a quiet and private room for the sessions

to take place. The service is completely confidential and all the trainees are recommended and supervised by *CFAR*. There is no discussion between Art School staff and the therapists except in a situation where there is serious concern for a student's welfare, in which case Access to Learning will be contacted. It is between the student and the therapist to decide how often they may meet, but students are asked to arrive for their appointment on time and to contact the therapist at least 24 hours before an appointment if they are unable to attend. There is a minimum charge of £3.00 for each session at the student's discretion, which should be given to the therapist at the start of each session.

Royal Literary Fellow

writingfellow@cityandguildsartschool.ac.uk

The Art School is privileged to participate in a scheme with the Royal Literary fund where each year a writer in residence is awarded a placement with the Art School funded by the RLF. They are based at the Art School for two days per week to offer help and advice to students with writing, whether that is essays, applications, letters, project reports or CVs. Please note, the Writing Fellow is not trained to work with students with dyslexia.

Pastoral Tutors

Each student is appointed a Pastoral Tutor at the start of the year. He or she is there to provide you with a contact should you need advice or want to talk about something that is troubling you that is impacting on your studies. Your Pastoral tutor will email you for an initial meeting in the first term and again later in the year. You will have their email address if you need to see them at any point during the year, you may see them regularly, if it helps you.

Personal Progress Tutors

Undergraduate and Postgraduate students are appointed a Personal Progress Tutor at the start of the year, while Foundation students will be allocated theirs on specialisation. Your Personal Progress Tutor provides tutorials on your work and will advise, support and monitor your progress throughout the year. If you are having any difficulties with your work or experience in the Art School you can discuss this with your Personal Progress Tutor and they can advise you.

Finance

Payment of fees & other charges

Tuition fees are the Art School's main source of income.

While some of you receive Student Loans, bursaries or other financial awards for part of your fees, you remain responsible for the payment of your fees in full.

All fees are payable on or before the first day of the year. Students cannot be allowed to begin or continue attendance at the Art

School if they have unpaid fees. The Art School reserves the right to charge a re-submission fee to cover the cost of representing cheques.

You are fully liable for the timely payment of tuition fees and all other fees associated with your course.

If you are enrolled on the basis of a sponsor it is your responsibility to make sure they make the necessary payments. The Art School reserves the right to charge you directly if the sponsor subsequently fails to pay.

If at any point you have any financial difficulties please discuss the matter immediately with the Senior Art School Administrator.

All students must clear their debts before the end of the year.

No student will be assessed while owing funds to the Art School. Without assessment you cannot be awarded your qualification.

Grants, financial awards & hardship

Each year, the Art School provides financial support to students through grants and financial awards. Please note that bursary funding is not currently available for students on the Foundation Diploma course.

The Art School does provide two scholarships for outstanding applicants for its BA (Hons) Fine Art course and a scholarship for an outstanding student progressing from the Foundation Diploma in Art & Design to one of the Art School's undergraduate courses.

Student loans

If you are a UK national and studying your first Honours degree with the Art School you are most likely eligible for support from the Student Loan Company (SLC). Student loans can cover maintenance as well as up to £6,150 of your fees.

You can apply for a Postgraduate Loan if you start a full-time or part-time master's degree course, and don't already have a master's degree or higher qualification. This will allow you to borrow up to £10,000 to pay your fees and help with living costs. For further information see www.gov.uk/postgraduate-loan.

Further information on all aspects of student funding is available at: www.gov.uk/browse/education/student-finance and www.sfengland.slc.co.uk

If you are not resident in England please try the following:
- Northern Ireland: www.studentfinanceni.co.uk
- Scotland: www.saas.gov.uk
- Wales: www.studentfinancewales.co.uk

Financial Support fort EU students

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The Art School is committed to all of our current and prospective students, and we welcome students from the European Union (EU) as well as from across the world.

The Art School values and participates in the European cultural environment and believe that knowledge and practice are not defined by national boundaries. EU students remain eligible for undergraduate and postgraduate financial support in academic year 2019/20.

The government has confirmed that students from the EU will be classified as International students from 2020/21.

Prizes

Each year a number of prizes are awarded to outstanding students. These prizes and their values are subject to change and tend to vary from year to year. Prize winners are normally announced at the Foundation Private View in May, when the final grades are posted at the end of June for BA students and in September for MA students.

Council Tax

As a full time student you may be exempt from paying Council Tax; if this is the case, please complete and submit a Council Tax Letter Request form, from the Art School Office.