

Student Handbook

Graduate Diploma Arts

with pathways:

GradDip Arts: Art & Material Histories

GradDip Arts: Carving

GradDip Arts: Conservation

GradDip Arts: Fine Art

Contents

Part 1: Course Information	3
The Course	3
The Course Aims.....	4
The Course Learning Outcomes.....	4
Term dates 2019-20	5
Course diagram.....	6
Level 6 Unit Descriptors.....	7
Fine Art Course team.....	17
Part 2: Learning and Teaching.....	21
Learning & Teaching Strategy	21
Teaching Methods.....	22
DEFINITION OF TERMS.....	22
Moodle.....	24
Referencing.....	25
Learning Outcomes and Unit Assessment.....	25
Assessment deadlines.....	25
How will you be assessed?	26
External Examiners.....	27

Welcome to your Handbook!

This handbook will be an important point of reference throughout your studies at the Art School and provides information on your course, the Art School, learning and teaching, the student charter, academic regulations and policies. Copies of the handbook are kept in the Library, and are always available online via the Art School's Moodle site. On enrolment you will also be given a USB stick with the handbook and all relevant policies. This also has some spare storage for you to use for course work.

Your Head of Department will talk you through the details of the course and where information can be found in the Handbook and on Moodle. You are advised to familiarise yourself with the contents of the Handbook and the associated policies and regulations so that you are well informed about the course and our learning and teaching strategies and facilities.

Part 1: Course Information

The Course

The Graduate Diploma Arts is a course for those planning to pursue postgraduate study on one of the Art School's specialist MA courses and is equivalent to the final year of a BA Honours degree (Level 6). It is particularly relevant for those who are planning to move from one specialist area, or career path, to another, or for those who have had a significant gap since their previous studies. It provides an opportunity to build on your existing skills and knowledge and equip you with the skillset and knowledge base required to undertake one of our specialist postgraduate courses: MA Art & Material Matters; MA Fine Art; MA Conservation; PgDip/MA Carving. Places on the course are limited due to the Art School's small scale and are only offered where there is sufficient evidence that the applicant may achieve postgraduate level entry requirements on successful completion of the 1 year course.

The Grad Dip course is intended as a bridge to support you to access postgraduate level study and is designed around your individual experience and aspirations. The course launches from an evaluation and analysis of your existing knowledge and skills and is based on an individual and approved Study Agreement. You will negotiate your Study Agreement with your Pathway Leader and it will be based upon workshops, lectures and projects delivered by the relevant undergraduate programme. Whatever your individual Study Agreement, you will be working within the vibrant community of the Art School amongst undergraduate and postgraduate students with our specialist team of practising artists, craft specialists, historians and conservation experts.

The Grad Dip is delivered full-time across one academic year or part-time across two academic years with two 60 credit units running sequentially: please refer to the diagram below. There is an expectation that each credit requires a minimum of 10 hours of learning. Credits are awarded on successful completion of a unit of study and are specific to the level. You will need to successfully complete 120 credits (ie, 1,200 hours of learning) to be awarded the GradDip, however, should you need to leave after the first unit, you may be awarded a Graduate Certificate for successfully completing 60 credits.

Together with all other City & Guilds of London Art School BAs and MAs, your course is validated by Ravensbourne University London. With a home in the Art School's Kennington campus, your course is owned, designed, taught and supported by the Art School's expert team of staff. To award your degrees, Ravensbourne must ensure the standards expected of UK degrees and the quality of the provision are met by your course.

Pathway Leaders:

GradDip Arts: Art & Material Histories	Thomas Groves t.groves@cityandguildsartschool.ac.uk
GradDip Arts: Carving	Tim Crawley t.crawley@cityandguildsartschool.ac.uk
GradDip Arts: Conservation	Dr Marina Sokhan m.sokhan@cityandguildsartschool.ac.uk
GradDip Arts: Fine Art	Robin Mason r.mason@cityandguildsartschool.ac.uk

The Course Aims

The Graduate Diploma Arts course aims to:

- provide a specialist education centred on applied knowledge that enables you to progress from previous educational or employment experience to postgraduate level study of either Art & Material Histories, Carving, Conservation or Fine Art;
- provide a balanced and holistic curriculum that meaningfully integrates historical, critical, cultural, professional, technical, social and theoretical contexts with practice;
- enable you to develop a professional practice through speculative enquiry, exploration, experimentation, research, analysis and synthesis;
- foster a creative learning environment that supports you, no matter what your background is, to be pro-active participants in your own learning, preparing you for the challenges of further study and beyond to your professional futures.

The Course Learning Outcomes

The Course Learning Outcomes relate to the UK Framework for Higher Education Qualifications Level 6, equivalent to the final year of a BA (Hons) Degree.

On successful completion of the course you should be able to demonstrate:

1. Systematic understanding of the specific historical, contemporary and social contexts of your practice;
2. Systematic understanding of the appropriate professional strategies relevant to your practice and ambitions;
3. Effective and considered approach to documenting and presenting your professional practice;
4. A range of developed practice skills employed to plan and initiate project work;
5. Analysis, evaluation, critical reflection, interpretation and contextualisation employed to effectively communicate complex findings and arguments;
6. Evaluation and critical reflection supporting decision-making;
7. Sustained and effective project management and evaluation of a self-directed programme of study;
8. A range of research skills that can be applied to other study and employment contexts.

Term dates 2019-20

Full time

Autumn Term 23 September – 13 December 2019

Spring Term 6 January – 22 March 2020

Summer Term 14 April – 14 September 2020

Part time year one

Autumn Term 23 September – 13 December 2019

Spring Term 6 January – 27 March 2020

Summer Term 14 April – 26 June 2020

Part time year two

Autumn Term 21 September – 11 December 2020

Spring Term 4 January – 25 March 2021

Summer Term 12 April – 13 September 2021

Course diagram



GDPA1.1 Skills Development

GDPA1.1.1	OVERVIEW
Credit	60
/ECT value	(30)
Overview	<p>This unit, that runs for the first half of the course, provides you with the opportunity to gather the skills and experience necessary to complement your pre-existing skillset to support you to access postgraduate level study on one of our specialist MA courses.</p> <p>Initial meetings with your Pathway Leader and your Personal Progress Tutor will involve an evaluation and analysis of your existing knowledge and skills. This process will be specific to your chosen pathway but is likely to involve a portfolio review and questionnaire alongside tutorial discussion. Following this you will work with your tutor to negotiate a Study Agreement to prepare you for the challenges of postgraduate learning within Art & Material Histories, Carving, Conservation or Fine Art. While your Study Agreement may include a range of projects from the relevant undergraduate programme your tutor will set you specific tasks and goals to achieve for the unit. Tutorials will provide opportunities to reflect on and review your progress towards your goals. Throughout your learning programme you will maintain a Personal Development Archive, which will record and reflect upon your research findings and skills development. You will present your work as a project portfolio for assessment and your work will be assessed as equivalent to Level 6/ 3rd year BA.</p> <p>Your programme will be delivered by specialist tutors from your pathway and you will learn alongside students studying on the BA(Hons) in your chosen subject area in the case of Fine Art, Conservation and Carving, or for those planning to study on the MA Art & Material Histories you may select from across the programmes following approval from your tutor.</p>
Learning outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none"> 1. Knowledge and understanding of historical, contemporary and social contexts of your practice; 2. Systematic understanding of the appropriate professional strategies relevant to your practice and ambitions; 3. Coherent articulation of your aims and concerns; 4. A range of developed technical skills employed to effectively support your practice;

5. Analysis, evaluation and critical reflection employed to develop practice skills;
6. Synthesis of material, historical and contextual research and problem-solving evidenced in your portfolio;
7. Effective employment of time and project management skills.

Learning hours	600
Learning hours breakdown	The breakdown of learning hours will depend on the individual Study Agreement as determined by the diagnostic assessments. As a very general guide you might expect learning hours to be divided as follows:
	Scheduled learning and teaching activities: 60%
	Guided independent learning: 40%
Essential References	An individual reading list will be constructed for you at the beginning of the unit following the evaluation and analysis of your existing knowledge and skillset.

GDPA1.1.2 LEARNING & TEACHING

Learning & Teaching Methods	Depending on the individual Study Agreement the unit will be delivered with a range of learning and teaching methods including for example: workshops, seminars, lectures, 1 to 1 tutorials, group critiques, self-directed study, work on live projects.
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Indicative Content	<p>The unit will include a range of approaches to learning and will be specific to the individual Study Agreement devised for you and the sessions you will attend. Common elements that every student will experience include:</p> <ul style="list-style-type: none"> • induction and orientation, course content and learning strategies; • introduction to the Personal Development Archive; • workshop Practice, Health & Safety; • Personal Progress Tutorials; • mid-unit review/ formative assessment; and • your Personal Progress Tutor will help you navigate your route through the course, ensuring you understand what is expected of you and what sessions you should attend.
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Assessment will be based on the presentation of work produced during the unit including developmental, practical and contextual research material with completed project work.

Requirements

You should submit work produced during the unit to include:

- a portfolio of project work;
- your Personal Development Archive including your Study Agreement and a schedule of the sessions attended; and
- illustrated self-evaluation report 500-750 words.

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.

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 Correct Referencing available in the library.

Feedback

Written and verbal feedback will be provided within 20 term-time days of the summative assessment.

Date & time	The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.
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Marking Criteria	Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.
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Grade	PASS					FAIL		
	Distinction		Commendation		Pass			
Marking Criteria	90-100%	80-99%	70-79%	60-69%	50-59%	40-49%	1-39%	0%
	There is consistent and strong evidence with outstanding examples that demonstrate and at times exceeds...	There is substantial and strong evidence with excellent examples that demonstrate...	There is substantial evidence with some very good examples that demonstrate...	There is consistent evidence with some good examples that demonstrate...	There is adequate evidence with some sound examples that demonstrate...	There is inadequate evidence, with some examples of potential to demonstrate...	There is inadequate evidence to demonstrate...	No work submitted to demonstrate...
Learning Outcomes	1. ...knowledge and understanding of historical, contemporary and social contexts of your practice;							
	2. ...systematic understanding of the appropriate professional strategies relevant to your practice and ambitions;							
	3. ...coherent articulation of your aims and concerns;							
	4. ...a range of developed technical skills employed to effectively support your practice;							
	5. ...analysis, evaluation and critical reflection employed to develop practice skills;							
	6. ...synthesis of material, historical and contextual research and problem-solving evidenced in your portfolio;							
	7. ...effective employment of time and project management skills.							

GDPA1.2.1	OVERVIEW
Credit	60
/ECT value	(30)
Overview	<p>Running for the second half of the year for full time students, or for the whole of the second year for part time students, the Portfolio Development unit provides you with the opportunity to synthesise pre-existing and newly acquired skills, knowledge and understanding.</p> <p>Following feedback and discussion of the outcomes of the assessment of the Skills Development unit you will propose the next phase of your individual Study Agreement with your personal progress tutor and select from taught sessions and projects from relevant undergraduate programmes. While progress on the unit will be supported by regular meetings with your tutor to evaluate areas for further development, this unit requires you to take increasing responsibility for the direction of your work. A Formative Assessment Portfolio Review meeting midway through the unit with the Pathway Leader and your tutor will provide you with the opportunity to review your achievements against the Level 6 Learning Outcomes of the unit and the relevant MA course selection criteria. In this way you will be supported to identify areas requiring further development and where necessary any adjustments necessary to your Study Agreement.</p> <p>The main focus of the unit is to enable you to develop a strong portfolio that evidences the range and depth of the knowledge and skills you have acquired and/or further developed through the course. Your project work should therefore be sufficiently ambitious to ensure that you can demonstrate the necessary depth of understanding and technical proficiency required to tackle the challenges of postgraduate study in your chosen specialist subject.</p> <p>In your Personal Development Archive you will record your learning and reflect upon your achievement. At this level, equivalent to the final unit of a BA (Hons) degree, your PDA should illustrate a systematic approach to research and practice fuelled by your curiosity and motivation to study the subject at a higher level.</p> <p>You will be allocated a space for the Summer Degree Show Exhibition to present selected work alongside the BA (Hons) students in your chosen pathway, this provides valuable professional practice opportunities for you and is a fitting conclusion to your work during the year.</p>

Learning outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none"> 1. Systematic understanding of the specific historical, contemporary and social contexts of your practice; 2. Effective and considered approach to documenting and presenting your professional practice; 3. A range of developed practice skills employed to plan and initiate project work; 4. Analysis, evaluation, critical reflection, interpretation and contextualisation employed to effectively communicate complex findings and arguments; 5. Evaluation and critical reflection supporting decision-making; 6. Sustained and effective project management and evaluation of a self-directed programme of study; 7. A range of research skills that can be applied to other work and study contexts. 				
Learning hours	600				
Learning hours breakdown	<p>The breakdown of learning hours will depend on the individual Study Agreement as determined by the diagnostic assessments. As a very general guide you might expect learning hours to be divided as follows:</p> <table> <tr> <td>Scheduled learning and teaching activities:</td><td>40%</td></tr> <tr> <td>Guided independent learning:</td><td>60%</td></tr> </table>	Scheduled learning and teaching activities:	40%	Guided independent learning:	60%
Scheduled learning and teaching activities:	40%				
Guided independent learning:	60%				
Essential References	You will propose an individual reading list at the beginning of the unit to support your studies and research ambitions.				

GDPA1.1.2	LEARNING & TEACHING
Learning & Teaching Methods	Depending on the individual Study Agreement the unit will be delivered with a range of learning and teaching methods including for example: workshops, seminars, lectures, 1 to 1 tutorials, group critiques, self-directed study, work on live projects.
Indicative Content	<p>The unit will include a range of approaches to learning and will be specific to the individual Study Agreement, the sessions you attend and the scope of your project work. Common elements that every student will experience include:</p> <ul style="list-style-type: none"> • Subject Peer Group interaction and feedback on Portfolio developments • Personal Progress Tutorials • Mid-unit Portfolio Review/ formative assessment

Assessment will be based on a presentation of work produced during the unit including developmental, practical and contextual research material with completed project work.

Requirements

You should submit work produced during the unit to include:

- A portfolio of project work;
- Your personal development archive including your self directed Study Agreement and a schedule of the sessions attended;
- Illustrated self-evaluation report 500-750 words.

Alternative forms of assessment

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Date & time

The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.

Marking Criteria

Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.

Grade	PASS					FAIL		
	90-100%	80-99%	70-79%	60-69%	50-59%	40-49%	1-39%	0%
Marking Criteria	There is consistent and strong evidence with outstanding examples that demonstrate and at times exceeds...	There is substantial and strong evidence with excellent examples that demonstrate...	There is substantial evidence with some very good examples that demonstrate...	There is consistent evidence with some good examples that demonstrate...	There is adequate evidence with some sound examples that demonstrate...	There is inadequate evidence, with some examples of potential to demonstrate...	There is inadequate evidence to demonstrate...	No work submitted to demonstrate...
Learning Outcomes	1. ...systematic understanding of the specific historical, contemporary and social contexts of your practice;							
	2. ...effective and considered approach to documenting and presenting your professional practice;							
	3. ...a range of developed practice skills employed to plan and initiate project work;							
	4. ...analysis, evaluation, critical reflection, interpretation and contextualisation employed to effectively communicate complex findings and arguments;							
	5. ...evaluation and critical reflection supporting decision-making;							

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6. ...sustained and effective project management and evaluation of a self-directed programme of study;
 7. ...a range of research skills that can be applied to other work and study contexts.
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Feedback

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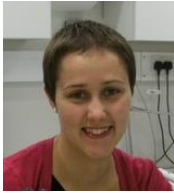
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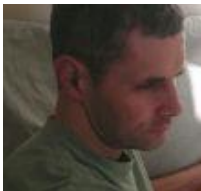
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Part 2: Learning and Teaching

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.

The course will be mainly delivered in the departmental studios and workshops and structured around a series of inter-related units. 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 studio discussion and tutorials. Your tutors are responsible for managing Health and Safety and will introduce you to the important principals of Health and Safety for your practice and safeguards that you will have to comply with while on the course and for further study.

Teaching Methods

DEFINITION OF TERMS

TUTORIALS

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 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 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.

PERSONAL TUTOR

Personal Tutors have responsibility to support you in your learning on all units of the academic year. Personal Tutors are usually allocated in the first few weeks of term. You may be allocated a different Personal Tutor for different years of study on the course. 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.

INDIVIDUAL TUTORIAL

Conducted between you and your 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.

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.
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.
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.
BA DISSERTATION /MA THESIS / RESEARCH PROJECT	Generally the culmination of the written theoretical and historical components of the course. You will be supported through individual and group tutorial supervision and through sessions led by the Library regarding referencing and citation.
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.
COLLABORATIVE PROJECT	Provides opportunities for you to work on similar projects, both jointly or concurrently, developing and exchanging ideas and experiences.
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. For Conservation the emphasis may be on more technical aspects of treatment or shared conservation problems and different ways of tackling them.
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.

LIVE PROJECTS

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.

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.

STUDY TRIPS

In recent years there has been an annual Art Histories study trip to Venice, staying at the Giorgio Cini Foundation on the Island of San Giorgio Maggiore for Historic Carving and Conservation Students. Fine Art students may also benefit from an organised study trip to a European City. Such trips are usually carefully organised and engage you in an intensive few days of visits, talks, drawing and research.

Personal Development Archive

Your Personal Development Archive, or PDA, will support you to structure your approach to research and to build and maintain the habit of documenting, reflecting upon and archiving research material. This will become an important resource for you during your time on the course and establishes a model for future professional practice.

The PDA will help you to:

- provide you with a one point access to information collected and needed for your own reflection and ideas development as well as for presentations, seminars, statements, and assessments;
- develop an archive for future reference and a methodology for the continuing development of your practice;
- support your personal development planning;
- compile material effectively for assessment submissions;
- provide a means of recording your achievements; and
- enable you and your tutors to reflect upon your progress.

Moodle

The Art School's online learning platform is Moodle, available at cityandguildsartschool.ac.uk/moodle. Moodle is a virtual learning environment for your time at City & Guilds of London Art School. It is where you can access all sorts of information digitally, including:

- course information: timetables, unit briefs, project information, assessment forms;
- lecture notes, presentations, and readings;
- research and study skills information including essay writing, referencing and citation guides;
- student support information;
- bursary and prize information;
- course calendars; and
- news and updates.

All of the learning materials on Moodle are available remotely, so you can access them and engage with your studies off campus when required. You will receive an induction to Moodle during your first weeks at the Art School. For more information on or assistance with using Moodle, please contact the Librarian h.lam@cityandguildsartschool.ac.uk.

Referencing

The Library has produced a guide to referencing and citations for use in all Art Histories assignments and written submissions, based on the Harvard system. It can be accessed on the Art School's [Moodle](#) site.

Assessment

Assessment is an integral part of the learning process. In teaching we use three forms of assessment:

- 1) *Diagnostic assessment* 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.
- 2) *Formative assessment* focuses on looking forward in the development of your work. It usually occurs part way through a unit, for example in the 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.
- 3) *Summative assessment* 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.

Learning Outcomes and 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 must demonstrate all of the Learning Outcomes have been met.

Assessment deadlines

It is your responsibility to ensure that your work satisfies the learning outcomes, assessment requirements and meets the deadlines for each unit. There are no extensions to deadlines.

While any work submitted late will be assessed and you will receive an indicative mark, it will be recorded as a 'Late Submission' with any mark capped at 40% on your student record.

If you believe that either the quality or completeness of your work may have been effected by other factors, please seek guidance on the submission of Extenuating Circumstances. If you believe that you have an ongoing condition that impacts upon your work you are advised to seek guidance from Student Support.

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 (e.g. a doctor's letter).

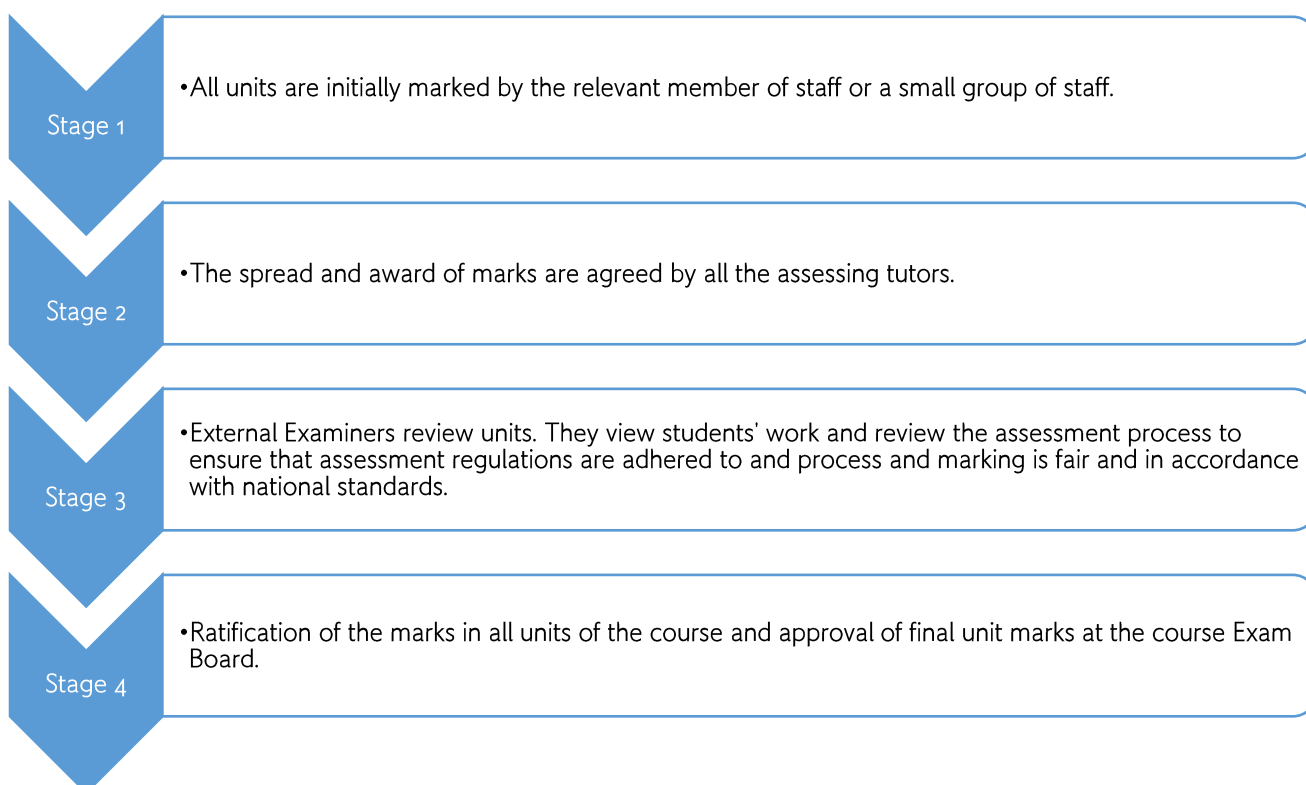
How will you be assessed?

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 Marking Criteria. The table below gives you an indication of how marks are graded.

PASS					FAIL	
90-100%	Distinction 80-99%	70-79%	Commendation 60-69%	Pass 50-59%	40-49%	1-39%
There is consistent evidence with outstanding	There is substantial evidence with excellent examples	There is substantial evidence with some very good examples that demonstrate...	There is consistent evidence with some good examples that demonstrate...	There is adequate evidence with some sound examples that demonstrate...	There is inadequate evidence, with some examples of potential to	There is inadequate evidence to demonstrate...
						No work submitted to demonstrate...
						0%

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 and will also be available on [Moodle](#).

In terms of procedure, for all units on the course the following stages are adhered to:



External Examiners

External Examiners are appointed to all courses in order to ensure that our courses are comparable to courses at the same level in other institutions and that the quality and standards of the course are maintained at an appropriate level.

External Examiners do not mark students' work. External Examiners do however see the assessed work of a sample of students across the full range of attainment (including any failed work) in order to check the appropriateness of standards and the marks awarded. They might also meet students in order to find out their views about the course.

External Examiners write an annual report reflecting upon the course that is used as an important reference for Annual Monitoring.