ART ACADEMY
LONDON

FIne Foundation Programme Handbook
Academic Year 2018/19

Contents

Note

Every effort is made to ensure that the information provided to students prior to starting at the Academy is accurate e.g. at Open Days, interviews, on the website and in our prospectus. We also make every effort to keep students up-to-date with relevant information throughout their studies.

We take all reasonable steps to provide the educational services described in our Prospectus. However, the content of individual courses and the curriculum for any given programme are under constant academic review and may change from time to time, with some elements being modified, discontinued or replaced. It is important to appreciate that we respond continually to student feedback to make improvements and these will include modifications to curriculum content.

1. Introduction

Welcome to The Art Academy Fine Art Foundation: a unique course offering an alternative approach to most fine art education models. The programme is distinctive from other Foundation courses in that it also provides unprecedented skills training whereby you will be introduced to a wide variety of disciplines through the choice of elective skills workshop courses throughout the year which will enrich and inform your individual emerging artistic practice. Our intensive and supportive tutoring enables students to plan and enact progression to further study through the development of a comprehensive portfolio, personal statements and all the necessary information and skills for entry into Higher Education.

This document sets out for you the key things you need to know about your Foundation course, including the programme structure, the key requirements of the course, how it is assessed and how it is taught. It should be read alongside the **Student Handbook** which tells you all you need to know about the organisation, staff and facilities here at the Academy to support you in your studies. The Academy's Fine Art Foundation is internally awarded.

You will be able to access additional information about the programme, and information more generally about the Academy, via our Virtual Learning Environment, Moodle, once you have been inducted in its use. This is where you will find up to date information about your modules, your tutors, your timetable and other aspects of the programme. You will also be able to access all the Academy's regulations and policies. If there is any further information you need, the Academy staff are here to help you. Please feel free to ask questions of any staff member, or tutor, at any time.

At The Academy our aim is to ensure you get the most from the time you spend with us, tailoring your course to suit your interests and aptitudes. Our staff and tutors are here to support, guide and challenge you, in order to help you to develop your artistic and academic skills to the very best of your ability.

We wish you every success during your studies with us.

Sue Spaull
Director of Programmes

2. Academic calendar

The Art Academy runs three ten week terms, the first two have a week long half term but the third runs straight through ten weeks. The Academy is open, and Elective Skills Workshops run, on most bank holidays.

2018/19 Academic year

Term 1 (1801)	**Term 2 (1802)**	**Term 3 (1803)**
Term starts 17/09/18	Term starts 14/01/19	Term starts 23/04/19 (Tuesday)*
Half term 22/10/18 - 26/10/18	Half term 18/02/19 - 22/02/19	No Half term
Term ends 30/11/18	Term ends 29/03/19	Term ends 01/07/19 (Monday)*

*Term 3 starts on a Tuesday and ends on a Monday due to the Bank holiday Monday 22/04/19. Elective Skills Workshop Courses are still running on Bank Holiday Mondays 6/05/19 & 27/05/19 in Term 3.

For graduating students, the graduate exhibition is usually scheduled to open two weeks after Term 3 ends and these students will be expected to be on site during the exhibition run and the following week in order to take it down.

Below is a timetable for all three terms outlining key points when modules start and are submitted for summative assessment. More detailed timetables for specific modules and their associated delivery are available on the relevant course pages of Moodle.

Term 1 (1801)	Induction wk	Wk 1 17/09	Wk 2 24/09	Wk 3 01/10	Wk 4 08/10	Wk 5 15/10	Half Term 22/10	Wk6 29/10	Wk7 05/11	Wk8 12/11	Wk9 19/11	Wk10 26/11
		Personal project module 1 start			Art Theory Session 1, "What Is Art? What Are Artists?" GRP 1 AM GRP 2 PM				Art Theory Session 2, "How Do We Look At Art?" GRP 1 AM, GRP 2 PM		Art Theory Session 3, "Does Art Communicate?" GRP 1 AM, GRP 2 PM	Assessment day personal project module 1. Holiday project set

Term 2 (1802)	Wk 1 14/01	Wk 2 21/01	Wk 3 28/01	Wk 4 04/02	Wk 5 11/02	Half Term 18/02	Wk6 25/02	Wk7 04/02	Wk8 11/02	Wk9 18/02	Wk10 25/02
	Holiday project presentation Personal Project Module 2 start		Art Theory Session 4: "What is Context?" Student Presentations GRP 1 AM GRP 2 PM				Art Theory Session 5: "Where Is Art: Global Perspectives" GRP 1 AM GRP 2 PM		Art Theory Session 6: "Does Art Have An Effect?" GRP 1 AM GRP 2 PM		Assessment day personal project module 1. Holiday project set

Term 3 (1803)	Wk 1 22/04 BH 22/04 NO classes	Wk 2 29/04	Wk 3 06/05 BH 06/05 classes	Wk 4 13/05	Wk 5 20/05	Wk6 27/05 BH 06/04 classes	Wk7 03/06	Wk8 10/06	Wk9 17/06	Wk10 24/06 + Monday 01/07	Wk11 01/07	Wk12 08/07
	Holiday project presentation Personal Project Module 2 start Essay submission									Studio clear out and move to MC.	Grad show prep	Grad show & graduation

3. Attendance

The Academy aims to enable all students to enhance their learning experience and develop their personal skills by requiring them to take a professional attitude to attendance and punctuality.

The Academy expects the following of all students:

- To attend all timetabled classes as required by the programme on which they are enrolled.
- To arrive on time for classes; late arrival causes disruption to other class members and is unfair to the tutor.
- To notify the Academic Team of any known lateness in the morning so it may be brought to the tutor's attention.
- To notify the Academic Team in advance of any absences so it may be brought to the tutor's attention.
- To independently make arrangements to catch up on any work missed during absence.
- To not book holidays during term-time.
- To give a week's prior notice to the Academic Team of any absence or lateness where extra-curricular arrangements unavoidably conflict with classes (acceptance of the validity of the request is at the discretion of the tutor).

The Art Academy's expectation is that you should attend 100% of your timetabled hours and arrive punctually at the beginning at each session. Attendance is monitored on a regular basis and if your attendance falls below 90% it will be subject to a review process which could lead to sanctions being applied. The Academy sets a minimum benchmark for attendance expectations. You must have an overall attendance record of at least 80% in order to successfully complete your programme; however it should be noted that personal and unavoidable circumstances will always be taken into consideration.

Electronic registers are taken at the start of each day and again after lunch.You must also be present for 80% of each individual class to be regarded as having attended that class: e.g. if you arrive after the morning break for a whole day class you will be marked as absent. Likewise if you arrive on time but leave at the afternoon break.

If you are having difficulties attending classes because of personal, financial or academic problems please talk at an early stage to the relevant staff - Academic Quality and Programme Manager Academic Quality and Admissions Coordinator or the Programme/Pathway Leader.

A poor attendance or punctuality record could result in the following:

- Bursary payments being withheld.
- The Academy informing any relevant funding body who may then withdraw the student's funding.
- Possible action under the Academy's Disciplinary Policy and Procedures which identifies unauthorised absenteeism or poor punctuality as misconduct and as such is subject to disciplinary procedures.
- The student's registration on the programme may be terminated.

Please contact the Academic Quality and Admissions Coordinator or the Academic Administrator regarding any attendance issues on the number provided below under Staff, Academic Team.

Further details can be found in the Attendance policy (student version)

4. Staff

Key Academic Staff (Programme Delivery)

Sue Spaull	Director of Programmes/ Fine Art Diploma Programme Leader/ Studio Practice tutor	sue@artacademy.org.uk
Lynn Dennison	Foundation Programme Leader	lynnd@artacademy.org.uk
David Hodge	Art History & Theory Programme Leader	david@Artacademy.org.uk
Alex Virji	Foundation Studio Practice tutor	alexv@artacademy.org.uk

All the teaching staff at the Academy are practising artists, and therefore don't work full time. Key academic staff such as programme/ department leaders and studio practice tutors are usually in at least two days a week during term time. Key teaching staff are directly contactable by Academy email (there is a full list on Moodle). All Core tutors can be contacted through Moodle messages.

You will also be taught by a number of staff in Elective Skills Workshop Courses who may only be in for their teaching days - one day a term for one or more terms over the year. Should you need to contact these tutors, the academic team can contact them on your behalf (see below).

Academic team

Darren Nairn	Academic Quality and Programme Manager	darren@artacademy.org.uk
Rebecca Kunzi	Academic Quality and Admissions Coordinator	rebecca@artacademy.org.uk
Aimee Brigginshaw	Academic Administrator	aimee@artacademy.org.uk
Tomas Chandler	Part-Time Administrator	tomas@artacademy.org.uk

The Academic Team is responsible for the day-to-day organisation and running of all academic courses. All members of this team are full time and can be found in the main office (both during term time and during most holiday periods). The Academic Quality and Programme Manager has responsibility for the quality of the academic courses. He oversees student welfare, working with the Academic Quality and Admissions Coordinator and Programme/Pathway leaders. He has overall responsibility for safeguarding, working with the Head of SEN and works closely with the Academic Quality and Admissions Coordinator and Programme/ Pathway Leaders to ensure that all students are happy, safe and making progress in their studies.

Members of the Academic Team are available to speak to students at any time during office hours (9am-5pm), when they can also be contacted on **020 7407 6969.**

5. Full time mode

The full time programme is one year. You will be tutored three days a week in the Academy but are expected to work independently on projects for two days (twelve hours minimum) a week. One tutored day a week will be spent on your personal project(s) in the Foundation studio space (in Newington) and two days of the week in various skills workshop courses based in different studios and workshops in the Academy (in Mermaid Court)

The tutored skills workshop courses run every day of the week 10am-5pm and students have access to the Foundation studio space during Academy hours for project work and self-directed study, although students may complete this work elsewhere. This would, for example, allow you to undertake paid work on those days if needed and to catch up on your self-directed study at other times.

Term 1:

1 day Foundation skills module - Drawing (5 wks/ ½ a term)

1 day Foundation skills module -Painting (5 wks/ ½ a term)

1 day Foundation skills module - exploring Digital techniques (5 wks/ ½ a term)

1 day Foundation skills module - exploring 3D skills workshop courses (5 wks/ ½ a term)

+ Friday Personal project module 1

Term 2:

2 elective skills workshop course days (students have free choice of a range of 10 week long courses)

+ Friday Personal project module 2 + UCAS portfolio prep & Application

Term 3:

1 or 2 elective skills workshop course days *(in term 3 students may wish to devote more time to the personal project and graduate exhibition and are therefore able to opt out of 1 skills day when they elect their choices with the agreement of the programme leader)*

+ Friday Personal project module 3

6. Part time mode

The part time programme is two years. Students are tutored two days a week but are expected to work independently on projects for an additional 6 hours minimum a week. One tutored day a week will be spent on your personal project and one day of the week in various elective skills workshop courses based in different studios and workshops in the Academy. As part time students do not complete the Foundation skills modules in digital and 3D, they are expected to select a 3D and digital elective skills workshop course where relevant.

Term 1:

1 day Foundation skills module -Drawing (5 wks/ ½ a term)

1 day Foundation skills module - Painting (5 wks/ ½ a term)

+ Friday Personal project module 1

Term 2:

1 elective skills workshop course days (students have free choice of a range of 10 week long courses)

 + Friday Personal project1(to half term)/ Friday Personal project module 2 (second half of term)

Term 3:

1 elective skills workshop course days + Friday Personal project module 2

Term 4:

1 elective skills workshop course day + Friday UCAS portfolio prep & Application

Term 5:

 1 elective skills workshop course day

+ Friday UCAS prep & Application (to half term)/ Friday Personal project module 3 (second half of term)

Term 6:

1 elective skills workshop course day + Friday Personal project module 3

7. Programme Structure

Term one (Autumn)

You will actively explore the different notions of what art is considered to be and thereby, how different artists are situated in the wider context of the art world, becoming confident in your expressive abilities and exploration in a wide range of media.

Full time students follow a module comprising of five- week long modules over the first term (along with a studio based personal project day) Part time students will undertake only the drawing and painting modules in the first term (along with a studio practice/ personal project day)

Drawing
This first module is designed to settle you into the programme, encourage free expression, and illustrate the huge potential and versatility of 'drawing' in its widest sense and of drawing as a primary medium of expression and observation. A wide range of styles and materials will be used.

Photo, video and digital
In this module you will get the chance to explore photography, video and other digital media as an artistic medium and as a means of documentation. This will include introductions to key software for photographic work (including Adobe Photoshop) and video editing. You will also explore narrative, storyboarding and presentation of time-based work, as well as learning how to photograph your work for documentation and portfolio presentation.

Painting
The aim of the module is to develop your exploration of the medium of paint and its basic techniques through experimentation, still life and developing work from another painting. You will primarily consider the materiality of various paint mediums, how it feels to handle them and how materiality can inspire and direct approach.

3D
The aim of the module is to introduce students to the practice of Installation and Kinetic sculpture. Students will explore basic mechanics and ways to create sculptural movement as well as how space is used as a medium and vehicle of expression, to developing a sensitivity to 3D language; processes, materials, and form. Students will also develop the confidence to work on a large/architectural scale in a variety of mediums and learn the value and nature of working on a collaborative project and how this may function within their singular practice.

Term two (Spring)

You will have the opportunity to select elective skills workshop courses in areas that particularly appeal to you. Full time students choose two ten week courses (each course is one day a week) from a range of focused skills workshop courses available on the Art Academy programme which combine a selection of skills aimed at giving students a wider introduction to different mediums and techniques. The third day will be spent on a studio based personal project module.

Part time students choose one ten week elective skills workshop course to accompany their studio practice personal project day. This format is repeated for terms three, four and five for part time students.

Term three (Summer) - Final Term (terms five and six for part time students)

You will work towards a final exhibition as well as selecting one or two final elective skills workshop courses to complement and support the development of your personal project work in the final term.

The Foundation Programme Leader constantly monitors individual student's progress and each personal project module will be followed by a critique and roundup session. You will be given constant care and guidance throughout the programme.

8. Programme content in detail

Foundation Skills Modules and Elective Skills Workshop Courses (Media experimentation)

The tutors for each skills course are all practising artists who are specialist, highly skilled professionals in their particular field. The skills modules in the first term are purely for Foundation students. In terms two and three Foundation students participate in their choice of elective skills workshop courses along with other academic students across the Academy.

The skills are all taught in such a way that students gain a real understanding of the techniques and creative opportunities within that medium, but we will also ensure that you understand how the skill is relevant within the broader context of your own creative practice. Each skill component explores such things as the language and nature of that medium, why you might choose it, how it combines with other media, and its individual aesthetics, concepts and contexts.

Visits

Being situated in central London, regular gallery visits to key contemporary exhibitions will take place throughout the course, providing you an opportunity to engage with contemporary artists and curation. These will be complemented by visits to museums to study and observe the history of art and creativity at first hand.

Talks, seminars & lectures

You will participate in a range of practical and theoretical critiques, talks, seminars, lectures and workshops on subjects such as design process, portfolio preparation, the use of sketchbooks, what it is to be an artist, the language of art**,** art critique**,** and contemporary contextualisation.

The Academy runs a series of lunchtime lectures by visiting artists, which all students are welcome to attend.

Preparation and progression

This element of the course is designed to help you prepare for application and interview for your chosen course for further study. The Foundation Programme Leader and tutors will make sure that you have a clear understanding of the subject area you aim to study, and will help you decide the institutions best suited to your personal study aims.

You will have individual tutorial sessions with the appropriate tutors to help guide choices, presentations and portfolio preparation.You have mock interviews and receive help with writing a statement and applying through UCAS. You will also have time to visit the institutions you are considering applying to.

You will also have ample opportunity to find out about the Art Academy HE programmes and to speak to currently enrolled students should these courses be of potential interest. All Academy Foundation students get preferential early application to our HE programmes.

Personal Project modules (integrating theory and practice)

Throughout the course, project modules* are set each term to develop your practical and conceptual skills as an artist and allow room for extensive experimentation. The projects allow you to discover and develop the ideas and processes central to your practice. The final module (term three full time students and terms five and six part time students) uses skills gathered throughout the Foundation course and will partly form the basis of a final exhibition

and is intended to help students consolidate the key elements of the course from design process and conceptual development to formal interpretation. During each project, there will be constant individual tuition helping you with skills, exploration, and concept development.

*Full time students undertake three personal projects; one each term. Part time students complete the same projects over a term and a half each time, with term four through to half term in term five being used for portfolio and UCAS application preparation.

Art Theory module

 "Thinking Like an Art Historian"

This module introduces a series of fundamental questions about what art is and how we can study it. What is 'an artist'? What does it mean to view an artwork 'in context'? How can we compare the work of artists from different cultures? Does art communicate?

Students will learn new models and vocabularies for discussing, experiencing and thinking about art. They will improve their visual skills and also become more aware of their own assumptions. We will also learn how theoretical questions can be useful for art practice — for instance, how they can influence decisions about making or exhibiting. The course will be taught through a combination of lectures, gallery trips, group exercises and student presentations.

The course will be assessed based on a visual annotation exercise, which requires students to use both descriptive and analytical skills. Students are also required to do a presentation in pairs, comparing and contrasting two works of art.

Graduate Show - end of year exhibition.

The show will be a culmination of the work you make during the course, not only helping and pushing to develop and complete work to a deadline, but also channelling efforts into your chosen area and providing the invaluable experience of setting up and running an exhibition. All students are expected to assist in preparing the buildings for the show and to invigilate during the public opening.

All students have the opportunity to sell their work in the graduate show.

The Foundation programme results are released and a graduation ceremony is held on the private view evening of the graduate show.

10. Programme Assessment

Term one skills modules and term two and three elective skills workshop course are not graded as they are intended to allow you to take risks, experiment and learn skills that will inform and develop your personal projects, which are graded. Skills module work is also used as a diagnostic tool to assess where your strengths lie and to inform the advice given in regards to progression and personal practice.

However, it is Academy policy that ALL students must attend at least 80% of each skills module/ course to pass it and the overall programme.

In exceptional circumstances, the Foundation Programme Leader may exercise their discretion to waive this requirement, taking account of any extenuating circumstances or other relevant factors as outlined in the Academy's extenuating circumstances policy. Any failed components need to be made up or credited in order to complete the programme (this will be arranged in consultation with the Foundation Programme Leader and Academic Quality and Programme Manager)

All three personal projects and the art theory essay contribute to the final grade.

11. Assessment and progression regulations

Assessment

Assessment is entirely through coursework and is assessed against the learning outcomes described in the programme specification and module specification/ materials along with the published grade matrices.

Assessment takes two forms; formative and summative.

Formative Assessment is intended to be developmental and will be provided continuously throughout your time at the Academy. Formative assessment occurs mainly through active learning opportunities such as one to one and group critique sessions, which enable you to evaluate and analyse your own progress and take control of your learning in order to maximise strengths and address weaknesses. Most formative feedback is provided verbally and not recorded. The exception to this rule is where you are required to submit draft written assignments, for which you will receive written feedback.

Informal, formative feedback and assessment will happen at the end of each skills module/ elective skills workshop, so that students can monitor their own progress, assess strengths and identify areas of interest.

Summative Assessment is intended to assess your knowledge, understanding and skills at the end of projects/ modules. Summative assessment is subject to official deadlines and contributes to your final grade. Summative assessment is subject to an internal and external moderation and standardisation process to ensure consistency and fairness (see below). You will receive written feedback for all summative assessment. *Under the Academy's assessment policy all the assessment and standardisation processes must be completed and results/ feedback sent to you within 21 calendar days of the module/ project deadline.*

It is important that you familiarise yourself with the Academy's Academic Policies. The full policy documents are available on Moodle and explain all the rules and regulations concerning your programme.

Submission of Work

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted. Requests for extensions to assessment deadlines will not be approved unless made in accordance with the Academy's extenuating circumstances policy, which is available on Moodle (see below).

All exact deadlines for summative assessment are provided in the relevant module project/ assignment briefs and your tutor will explain the assessment requirements and process at the start of each module/project. Copies of all assignment/ project briefs can be found on the relevant course pages on Moodle.

For Personal Project modules (terms one and two) you will participate in an assessment day, where you will be required to present your work to tutors and peers and then leave your portfolios for further review. You will be required to submit all work and supporting work for these modules the day before the assessment day.

For the final Personal Project module in term three you will be required to mount work as part of the graduate exhibition and leave a portfolio of supporting work for review. Unlike the personal projects, you will not receive written feedback for this project.

Where written work is required for summative assessment (Art Theory module) you will be required to submit these assignments digitally, via moodle to the set deadline.

Where written coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within six working days: an equivalent of 10% reduction for each working day late down to the pass mark and no further. Submission that is late by seven or more working days: submission refused, mark of 0.

Where practical coursework (personal project modules) are submitted late and there are no accepted extenuating circumstances, due to assessment points being the last day of term (therefore meaning such modules can't be submitted until the following term) marks will be capped at a pass.

A working day is defined as ending at 17.00, submission after 17.00 on the day of the deadline will be assumed to be the next working day. Where work is digitally submitted through Moodle, upload options will automatically switch off at 17.00 the day of the deadline.

All submitted work must be submitted with a student declaration form and dated by the Academy office (unless submitted digitally through Moodle).

Word Counts

For modules where you need to submit written work for summative assessment, the module specification will detail the required word count. Sometimes the word counts will be described as ranges (i.e. 1,500 - 2,000). In such instances you can submit work with a word count at the lower or upper range, or anywhere in between. With all written work you are allowed a leniency of 10% either way; so your final word count can be 10% less than the minimum or more than maximum the required word count. This is true regardless of whether the stated word count is fixed or a range.

Should you submit work that is more than 10% over the maximum or under the minimum word count, you will be subject to the following penalty:

A deduction of equivalent 4% for every 1,000 words.

Please be aware that your bibliography is not included in your final word count.

Extenuating Circumstances

An Extenuating Circumstance is defined as a problem that a student has encountered which goes beyond the normal difficulties experienced in life and that has affected their academic performance adversely during the assessment period for which they are claiming. The Academy endeavours to ensure a fair and robust assessment procedure. To facilitate this we need to ensure that all our students receive equal opportunities to complete work to the best of their ability. This means we cannot allow one student longer to complete an assignment than another without good reason or penalty; it is not the intention of the extenuating circumstances procedure to mitigate failure or give students an unfair advantage over their peers. Illness or some other good reason may leave students unable to submit an assignment, but late submission is not a right. Applications for consideration will normally be accompanied by a medical certificate or other written evidence.

Students should be advised to first discuss their circumstances with the relevant tutor or Programme/ Pathway Leader or member of the Academic Team and should give due consideration to whether the circumstances are significant before submitting a form. The table provided with the full policy gives examples of reasons that are acceptable, reasons that may be considered and more importantly reasons that are likely to be unacceptable. It also provides examples of typical evidence that would need to be submitted to substantiate a claim. This table is for guidance only and will be referred to by staff when arriving at decisions.

Extenuating circumstances forms are available from the Academic Quality and Admissions Coordinator or downloadable from Moodle. Applications are considered by an Extenuating Circumstances Panel during the academic year.

Extenuating circumstances claims should be submitted as soon as feasible. Submission of extenuating circumstances for an extension must be submitted before the stated deadline for assessment or within 7 calendar days of the circumstances, whichever is the sooner

The Extenuating Circumstances Panel meeting is to determine whether the extenuating circumstances submitted are valid (that is, that they are exceptional, outside the student's control, and corroborated by appropriate independent documentary evidence). If a panel deems an application to be valid they will normally grant an extension of ten working days, but will decide timescales on an individual basis; All new deadlines will depend on how much work is required, availability of resources or other contributory factors.

Further details can be found in the *"Academic Misconduct and Extenuating circumstances policy",* which together with the Extenuating circumstances form can be found on Moodle. The policy contains guidance as to what qualifies as a valid extenuating circumstance. Further advice can be sought from the Academic Team.

Moderation and standardisation

The Art Academy has in place guidelines for Assessment and Moderation of student work, the purpose of which is to define clearly responsibility for academic standards and ensure and enhance academic quality to maximise student learning opportunities.

The rationale for formal procedures is:

- To provide evidence that procedures have been conducted in a fair and consistent way;
- To provide evidence of robust and consistent assessment and moderation practice across all academic provision in the Academy;
- To ensure that the standards expected of and achieved by students are appropriate, reliable and consistent;
- To contribute to staff development through the sharing of good practice amongst colleagues across programmes.

All work and assignments you submit for summative assessment goes through a moderation and standardisation process. Essentially, this involves either more than one tutor marking your work and then comparing results to arrive at an agreed grade and/or another tutor (internal or external to the Academy) looking at a sample of work produced from across the cohort to ensure that grading decisions made by the assessing tutor are fair and consistent.

In the case of your Personal Project modules, all work is double marked (or sometimes marked by a team). Tutors mark in 'parallel', ie they arrive at assessment decisions independently before conferring and agreeing a final grade.

For Art Theory module assignments are subject to linear marking (standardisation) where a second tutor assesses a sample of assignments and verifies or disputes the associated grades.

All summative assessment projects/ modules are then subject to a moderation process, where an external examiner looks at a sample of work/ assignments to ensure that the grading is consistent and fair and that appropriate standards have been met.

Further details and the full assessment and moderation guidelines can be found in the *QA handbook*, available on Moodle.

Academic Misconduct

The Academy regards any action by a student which may result in an unfair advantage, such as cheating, collusion, falsification, ghosting, personation and plagiarism, as a serious academic offence. All students are expected to maintain academic integrity, respect other members of the academic community, both within and outside the Academy, and uphold the ethical values of that community when producing work. Students should be made aware that this extends beyond ensuring that work presented is their own and may include encouraging or enabling plagiarism, including the reporting of any instances of misconduct of which they become aware.

It is the student's responsibility to ensure that all work presented for summative assessment is their own, and that any work (e.g. collaboration) or opinions of others are appropriately acknowledged. Students are required to submit a declaration of authenticity along with submissions for summative assessments. Students should not submit any coursework which has been previously submitted for another module and fully declare the roles of any other people who might have been involved in the production of collaborative work (regardless of whether they are fellow students or not). Where a student is unsure of what is acceptable, guidance should be sought from tutor(s) or the Academic Team before proceeding.

Obviously students obtain ideas from other sources during their research and adapt these ideas to their own requirements, making the distinction between this and academic misconduct often quite difficult to define. In this regard, research/sketchbooks and files are important, because these evidence the development of individual ideas and sources of inspiration, so that tutors can trace the train of thought.

You need to be aware of the law around copyright, and although this is recognised as a grey area with regard to the appropriation of images in the creation of works of art, as an artist and academic you need to understand that a creator has the rights to control the way their work can be used through copyright and the actions that can be taken against individuals for breach of copyright. A guide to copyright is available on moodle and you are advised to familiarise yourself with this.

Where academic misconduct has been found, the action taken and the severity of the penalty applied will depend on the individual circumstances.

Where an offence of Plagiarism has been committed the following academic penalties may be applied:

a. Disallowing any piece of assessed work, in whole or in part, to be counted for assessment purposes; or

b. awarding any piece of assessed work a 'capped' mark ('capped' means that an upper limit is imposed on the mark); or

c. for an assessment that has been approved to be included in the examinable assessment component, allowing 'resubmission but with a 'capped' mark.

Any serious misconduct offence may be regarded as gross misconduct and may therefore lead to suspension pending a disciplinary hearing and possible expulsion. The Academy's Disciplinary Policy and Procedure may be invoked where gross misconduct is deemed to have taken place. In the event of an allegation/s of academic misconduct being proved after a student has been awarded credit or graduated, any credit, degree or other award that is held by the student may be revoked by the Academy.

Definitions of what may constitute academic misconduct are set out below. Please note this is not an exhaustive list:

Plagiarism

- Representing another person's work or ideas as one's own (including text, data,images, sound and performance), for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

- Reproduction of published or unpublished (e.g. work of another student or the student's own work submitted for a previous module) material without acknowledgement of the author or source.

- Paraphrasing by, for instance, substituting a few words or phrases or altering the order of presentation of another person's work, or linking unacknowledged sentences or phrases with words of one's own

- Copying directly from a text (book, magazine, internet or printed source) without reference to its author.

- Direct facsimile of an image, a sound or performance without due acknowledgement of its source.

Encouraging or enabling plagiarism: Making available, selling or advertising for sale student work in any form or by any means (print, electronic, recording or otherwise) so as to enable plagiarism, whether or not the work includes marks, comments or any other materials produced by a tutor, supervisor or other marker, unless prior consent has been given by the college. The offence of encouraging or enabling plagiarism includes the act of posting student work on to any public website, whether or not it is done with the intention of enabling or encouraging plagiarism.

Collusion
Collusion occurs when, unless with official approval (e.g. in the case of group projects), two or more students consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical, or substantially similar, form and/or is represented by each to be the product of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

Falsification
- Claiming to have carried out any form of research which the student has not carried out.
- Falsification of results or other data.

Ghosting
- Submission of work presented as the student's own which has been purchased, commissioned or otherwise acquired from another person (including internet sellers).

Personation
- Assuming the identity of another student (of this or any other institution) with the intention of gaining an unfair advantage for that student.
- A student allowing another person to impersonate him/her in order to gain an unfair advantage.

More details of the regulations concerned with Academic Misconduct can be found in with the full policy and procedure (*Academic Misconduct & Extenuating circumstances policy and procedure).* This is available on Moodle.

11. External Examiners

The Academy is currently in the process of appointing a new External Examiner for the Foundation course who will moderate all work and also advise on national benchmark standards in Fine Art Foundation education.

Though you might meet with the External Examiner as part of your term three personal project assessment (they may wish to speak to some students as part of their moderation exercise), under NO circumstances are students permitted to contact External Assessors or Examiners whilst a student at the Academy.

12. Grading Criteria

All practical work:

All personal project modules are graded by the following criteria and 4 levels.	**Fail** (unsatisfactory standard)	**Pass** (satisfactory standard)	**Merit** (high standard)	**Distinction** (very high standard)
Research Systematic identification and investigation of a range of academic and cultural sources.				
Analysis, Evaluation & Interpretation Examination and interpretation of research material evident within preparation and final Piece.				
Experimentation Dynamic practical experimentation of ideas, materials and processes relevant to the selected methodology and concepts explored.				
Self Management Management of learning through reflection, evaluation, planning, self direction, subject engagement and commitment leading to a resolved final piece.				
Technical Competence Level of skills evidenced in the execution of ideas appropriate to the medium and expression of the concept				
Communication and Presentation Clarity of purpose/intention, awareness of context of own work (formal /conceptual / thematic/ historic etc.)				

Art Theory:

Your art theory essay is graded by the following criteria and 4 levels.	Fail (unsatisfactory standard)	Pass (satisfactory standard)	Merit (high standard)	Distinction (very high standard)
Demonstrate visual acuity and an ability to describe artworks in detail				
Demonstrate an understanding of how materials, techniques and processes communicate meaning and ideas in art work.				
Demonstrate an understanding that the 'meaning' of any artwork is grounded in its objects and practices				
Demonstrate an ability to think reflectively				
Communicate and present ideas clearly				

13. Determination of results

Module results

You must complete the mandatory modules/ project as specified within this handbook. You will be awarded a grade of Pass, Merit or Distinction for each module. Results will be communicated by email along with written feedback (terms one and two modules).

Fine Art Foundation Classification

Term one personal project module 1 presentation assessment – 30%

Term two personal project module 2 presentation assessment – 30%

Term three personal project module 3/ Final show assessment – 30%

Art Theory Essay – 10%

Students are awarded an overall programme grade of Pass, Merit or Distinction using the above weighting of elements.

The assessment structure is devised to ensure that students make full use of the whole foundation programme and do not focus all their efforts on the initial stages and portfolio development for degree application, putting less effort into the latter stages of the course once acceptance to further study has been granted.

In the calculation of your overall final grade, each module is assigned a value and cumulative value converted to a classification according to the scheme below

Practical module: Pass= 10, Merit =20, Distinction=30

Art theory module: Pass = 3, Merit = 6, Distinction = 10.

Overall Value conversion:

Pass = <50
Merit = 50 - 79
Distinction = >80

Records of results

Upon successful completion of the qualification you will be issued with a diploma supplement which provides you with a record of your learning and achievement.

The Art Academy will issue a certificate for your Foundation, which will be presented at a the Graduate show private view.

Academic Appeals

The Academy has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling academic appeals. The Academy upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality shall be respected. An academic appeal is defined as a request for a review of a decision concerning the following matters:

> (i) final award;
> (ii) progression from one stage or level of the programme to the next;
> (iii) assessment on the programme.

Grounds for appeal must be founded on one or both of the following:

(a) Where the student provides written evidence in support of a claim that performance in the assessment was adversely affected by extenuating circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board of Examiners reached its decision; or

(b) Where there is prima facie evidence, whether provided by the student or otherwise, that:

> (i) there has been a material administrative error; or
> (ii) the examinations or other assessments were not conducted in accordance with the regulations for the programme and/or special arrangements formally agreed; or
> (iii) some other material irregularity relevant to the Board of Examiner's decision has occurred.

Academic appeals should not be confused with any case of complaint which should be taken up in accordance with the Academy's ***Complaints Policy and Procedure for Students.***

Disagreement with the academic judgment cannot in itself constitute grounds for appeal i.e. a student cannot appeal against academic judgement.

A student may not have a degree (or other qualification) conferred which is the subject of an appeal until the appeals procedure has been concluded. An appeal cannot be initiated once the degree (or other qualification) has been conferred. Students who wish their degree to be conferred at a ceremony but who are considering whether or not to appeal are advised to seek advice as above immediately on receiving their result.

More details of the regulations concerned with Academic Appeals can be found on Moodle in the full *Academic Appeals* policy and procedure.