



**School of Arts, Media and Education**

# Edexcel BTEC Level 3 Foundation Diploma in Art and Design (QCF)

**PROGRAMME HANDBOOK**

# Foundation Art and Design PROGRAMME HANDBOOK

<b>1</b>	<b>WELCOME TO THE PROGRAMME</b>	<b>4</b>
<b>2</b>	<b>ABOUT THIS PROGRAMME HANDBOOK</b>	<b>4</b>
<b>3</b>	<b>PROGRAMME STRUCTURE AND CONTENT</b>	<b>4</b>
3.1	AIMS OF THE PROGRAMME	4
3.2	PROGRAMME FEATURES	5
3.3	PROGRAMME STRUCTURE AND LEVEL OF STUDY	5
3.4	UNIT SPECIFICATIONS	6
<b>4</b>	<b>SUPPORT FOR STUDENTS</b>	<b>7</b>
4.1	PROGRAMME MANAGEMENT AND DELIVERY	7
4.2	KEY PERSONNEL	8
4.3	INDUCTION	8
4.4	PROGRAMME SUPPORT	8
4.5	STUDENT LIAISON OFFICER	9
4.6	STUDENT REPRESENTATIVES AND PROGRAMME COMMITTEE	10
4.7	MITIGATING CIRCUMSTANCES – IF ILLNESS OR OTHER PERSONAL DIFFICULTY AFFECTS YOUR ASSESSMENT	10
4.8	COMPLAINTS	10
4.9	SUPPORT FOR PART-TIME STUDENTS	10
4.10	STUDENTS WITH DISABILITIES, LEARNING DIFFICULTIES OR SPECIFIC NEEDS	10
<b>5</b>	<b>ACCOMMODATION</b>	<b>11</b>
5.1	TEACHING ACCOMMODATION	11
5.2	PROGRAMME-SPECIFIC LEARNING RESOURCES AND FACILITIES	11
<b>6</b>	<b>TEACHING AND LEARNING</b>	<b>11</b>
6.1	TEACHING AND LEARNING METHODS	11
6.2	PERSONAL DEVELOPMENT PLANNING (PDP) AND PROFESSIONAL SKILLS	11
6.3	E-LEARNING, BLENDED LEARNING AND THE PROGRAMME	11
<b>7</b>	<b>ASSESSMENT</b>	<b>11</b>
7.1	ASSESSMENT STRATEGY AND METHODS	11
7.2	ASSESSMENT CRITERIA	14
7.3	GUIDELINES FOR THE PREPARATION AND SUBMISSION OF ASSIGNMENTS	14
7.4	PROCEDURE FOR MODERATION OF ASSESSMENTS	14
7.5	REFERENCING	14
7.6	USE OF UNFAIR MEANS: CHEATING, COPYING, PLAGIARISING	14
7.7	FEEDBACK ON ASSIGNMENTS FOR UNITS 1 - 6	14
7.8	APPEALS	15
7.9	RELEVANT UNIVERSITY ASSESSMENT REGULATIONS	15
7.10	INDICATIVE ASSESSMENT SCHEDULE	15
7.11	PROGRAMME-SPECIFIC ATTENDANCE REQUIREMENTS	15
<b>8</b>	<b>UNIT OUTLINES AND LINKS TO UNIT SPECIFICATIONS</b>	<b>16</b>
8.1	UNITS 1 AND 2 (FE3)	16
8.2	UNIT 3 (FE3)	17
8.3	UNITS 4, 5 AND 6 (FE3)	17
8.4	UNIT 10 (FE4)	18
<b>9</b>	<b>FEEDBACK FROM STUDENTS</b>	<b>18</b>
<b>10</b>	<b>HEALTH AND SAFETY AND WELFARE</b>	<b>18</b>

<b>11</b>	<b>STUDENT DISCIPLINE .....</b>	<b>18</b>
	<b>APPENDIX 1: PROGRAMME SPECIFICATION.....</b>	<b>19</b>
	<b>APPENDIX 3: ASSESSMENT SUMMARY TABLE .....</b>	<b>25</b>
	<b>TERM ONE .....</b>	<b>25</b>
	<b>TERM TWO .....</b>	<b>26</b>
	<b>TERM THREE.....</b>	<b>27</b>

## **1 WELCOME TO THE PROGRAMME**

We are delighted to welcome you to the Edexcel Foundation Diploma in Art and Design.

Choosing a career from the tremendous range of specialisms available in art and design can be difficult. However, The Foundation Diploma in Art and Design enables you to explore a wide range of creative activities before committing yourself to one area of study. At The University of Bolton our expert staff will provide you with advice and guidance throughout this one-year programme to help you make the right decision.

Moreover, as our highly-focused degree programmes are taught in the same locations as the foundation diploma, your year at The University of Bolton will give you a unique opportunity to interact with our art and design degree students and view their work first hand. Many of our friendly and experienced staff teach on both the diploma and the specialist degree programmes, enabling you to build lasting relationships with your tutors, thus making transition from diploma to degree a relatively easy process.

## **2 ABOUT THIS PROGRAMME HANDBOOK**

This Programme Handbook, together with the following sources, constitute the definitive information about your Programme:

- The School of Arts, Media and Education (AME) School Handbook available at <http://www.bolton.ac.uk/ame/>
- The University of Bolton Web Site <http://www.bolton.ac.uk>

The Programme Handbook contains information that is specific to your programme. Please refer to the sources above as well as this Programme Handbook. If there is any information that you find unclear, your Tutor or Programme Leader will be happy to help, so please ask if you need such help.

## **3 PROGRAMME STRUCTURE AND CONTENT**

### **3.1 Aims of the programme**

The BTEC Level 3 Foundation Diploma in art and Design aims to:

- enhance students' capacity to learn and develop those faculties and skills which lead to self-reliant learning;
- develop students' critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences;
- develop students' intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others;

- develop students' ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk-taking;
- connect to the workplace and employers by encouraging participation in 'live projects' wherever relevant to the specification and through engaging practitioners as lecturers on, or visitors to the programme;
- provide a context in which students are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice;
- develop students' understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaisons.

### 3.2 Programme features

The Foundation Diploma in Art and Design programme focuses on building creative practitioners. It is a vocational programme, focusing on various disciplines in the area of art and design. Projects are undertaken from a diversity of subject areas that develop the practical skills and critical understanding of the subject in preparation for transition onto a higher level of study. It gives the opportunity to develop the skills, knowledge and understanding for successful practice in a variety of media.

Another benefit is the degree of flexibility in the programme which gives an option/opportunity to specialise in areas that are of particular interest such as; fine art, photography, animation/illustration, graphics, 3D, surface design and interior design. A substantial proportion of the practical sessions are carried out in our specialist studios/ workshops which are supported by dedicated technical staff.

Overall, it provides an insight into the skills, techniques and critical awareness that is a necessary in order to move onto study at BA level. All staff have professional experience and professionals also come into the curriculum area to do workshops or lectures in their subject area.

### 3.3 Programme structure and level of study

The Edexcel BTEC Level 3 Foundation Diploma in Art and Design (QCF) is a 720 guided-learning-hour (GLH), 120 credit qualification consisting of 50 mandatory credits at Level 3, 40 mandatory credits at Level 4 and a further 30 optional credits at Level 3 or 4, a maximum of 20 credits of which can be taken at Level 4.

Each unit has a credit value and these units are grouped into three stages, Exploratory, Pathway and Confirmatory, with 40 credits to be achieved at each stage. A student can take up to two units at Level 4 from the Pathway stage (Units 7-9) in place of one of Level 3 units (Units 4-6) with the same title.

While the Level 3 qualification is Level 3 overall, Unit 10 is Level 4, reflecting the diagnostic and preparatory nature of the qualification.

**At The University of Bolton we do not include the optional units at stage two of the programme and provide only units 4, 5 and 6 at the pathway stage.**

To achieve the whole qualification, a student must achieve a pass for all 120 credits taken. Units 1-9 are achieved at pass only. Unit 10 is graded Pass/Merit/Distinction. The grade for Unit 10 constitutes the final qualification grade.

Edexcel BTEC Level 3 Foundation Diploma in Art and Design				
Unit		Mandatory/ optional	Credit	Level
<b>Stage 1 – Exploratory – 40 Mandatory credits</b>				
Unit 1	Researching, Recording and Responding in Art and Design	Mandatory	20	3
Unit 2	Media Experimentation in Art and Design	Mandatory	20	3
<b>Stage 2 – Pathway – 10 mandatory credits</b>				
Unit 3	Preparation and Progression in Art and Design	Mandatory	10	3
<b>Stage 2 – Pathway – minimum 10, maximum 30 optional credits</b>				
Unit 4	Information and Interpretation in Art and Design	optional	10	3
Unit 5	Personal Experimental Studies in Art and Design	optional	10	3
Unit 6	Extended Media Development in Art and Design	optional	10	3
<b>Stage 2 – Pathway – minimum 0, maximum 20 optional credits</b>				
Unit 7	Information and Interpretation in Art and Design	optional	10	4
Unit 8	Personal Experimental Studies in Art and Design	optional	10	4
Unit 9	Extended Media Development in Art and Design	optional	10	4
<b>Stage 3 Final Confirmatory – 40 mandatory credits</b>				
Unit 10	Final Major Project in Art and Design	Mandatory	40	4

The programme will be run as follows:

<b>Term One</b>	<b>Units 1,2 and 3</b>
<b>Term Two</b>	<b>Units 4,5 and 6</b>
<b>Term Three</b>	<b>Unit 10</b>

The programme is delivered over one year full time, we do not currently offer this programme part time.

The programme runs from September – July.

In Term one, four mandatory subjects are covered.

Term two includes a choice of seven subject areas from which a minimum of three of these are chosen by the student.

Term Three is where the student carries out a final major project which culminates in a show at the end of the year.

### 3.4 Unit specifications

The programme consists of a number of units. Each unit is outlined in section 8 of this handbook. The unit specifications explain the purpose and content of the module and they give information about how it is to be assessed, and other useful information such as an indicative reading list.

## **4 SUPPORT FOR STUDENTS**

### **4.1 Programme management and delivery**

The programme is delivered by a dedicated team of staff from the school of Arts Media and Education. The programme is led and managed by Julie H Brown who is the programme leader. Tutors responsible for teaching and assessing particular units are shown in the table below.

## 4.2 Key Personnel

Key Personnel				
Term	Subject	Location	Tutor	Email
Term One	Life drawing	Holts Mill	Julie H Brown	Jhb2@bolton.ac.uk
	Surface Design	Holts Mill	Laura Slater	Ls10@bolton.ac.uk
	3D	Holts Mill Fine Art Block	Julie Brown/ Peter Lewis	Jhb2@bolton.ac.uk pgl1@bolton.ac.uk
Term Two	Graphic Design	T5 Computer suite	Anthony Rocroft	Ar11@bolton.ac.uk
	3D	Fine Art Block	Peter Lewis	pgl1@bolton.ac.uk
	Photography	T5 photo studio	Julie H Brown	Jhb2@bolton.ac.uk
	Surface Design	Holts Mill	Laura Slater	Ls10@bolton.ac.uk
	Fine Art	Holts Mill	Julie H Brown	Jhb2@bolton.ac.uk
	Interior Design	T4	Margaret Jones	Mj3@bolton.ac.uk
	Animation/Illustration	T5	Peter Phillips	Pp6@bolton.ac.uk
	Graphics	T5	Anthony Rocroft	Ar11@bolton.ac.uk
	Term Three	Where students will be will depend on choice of subjects for their final Projects		

See also the online “Staff Search” at <http://data.bolton.ac.uk/staffsearch/StaffSearch.php>  
This enables you to locate contact details for every member of the University’s staff.

## 4.3 Induction

At the beginning of your programme you will receive an induction which will introduce you to:

- the programme – structure, content and assessment;
- tutors;
- management personnel (e.g., Programme Leader);
- roles and responsibilities of key personnel;
- health and safety;
- WebCT (The University of Bolton’s virtual learning environment);
- personal development planning (PDP);
- facilities at University of Bolton (including the library and online facilities).

## 4.4 Programme support

You will have a *Personal Tutor* and the role performed by such tutors is explained in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) and, in addition, you will receive the following academic support:

- briefings on the requirements of the assessments for each unit;
- opportunities to have help with your academic and study skills;
- tutorial support when undertaking your assessed work;

- the opportunity to have informal, unwritten feedback on one draft of your assessed work prior to submission.

### Personal Tutors

You will be allocated a Personal Tutor who will be responsible for working with you on your Personal Development Plan (PDP) and supporting and advising you on your Individual Learning Plan (ILP). The role of the personal tutor is specified in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)

### Unit Tutors/ Lead Unit Tutor

Each Unit has a unit tutor responsible for co-ordinating the delivery and the assessment of the unit. Unit tutors will guide and support you as you work through individual units, provide you with guidance on assessment requirements for the unit, and agree your individual learning and assessment plans. Where there is more than one unit tutor for a unit, one tutor is designated as the Lead Unit Tutor. Unit tutors are responsible for the assessment of your work on that unit.

### Learning Support

Students requiring additional support are referred to the Learning Support team by the student's tutor. Each student is entitled to an initial assessment and subsequent meetings are planned around the student's timetable. One-to-one support is also available for students with specific needs. Support will be available from individual tutors and at a curriculum level on the various units available within the programme.

### Student Services and Advice

The University of Bolton offers a wide range of guidance and advice services that are designed to support students at every stage during and even after their programme. Information is available on a range of issues including:

- Accommodation;
- Benefits Advice;
- Careers;
- Counsellors;
- College Chaplin;
- Programme Guidance;
- Drugs Counselling;
- Financial Advice;
- Student Loans for HE;
- Learning Support.

### The University of Bolton

The University website is [www.bolton.ac.uk](http://www.bolton.ac.uk) and you will find useful information for students at the student portal at [www.bolton.ac.uk/Students/Home.aspx](http://www.bolton.ac.uk/Students/Home.aspx) including links to advice and support for students.

## **4.5 Student Liaison Officer**

There is a Student Liaison Officer for the School of Arts, Media and Education. The University's Student Liaison Officers can help students to get the most out of their time whilst they are University of Bolton students by providing:

- a confidential listening ear;

- advice, information and guidance about University support services;
- support to help them develop their skills for studying;
- a means to feed back their views to the University.

Please contact the Student Liaison Officer for details of drop-in times, workshops and appointment availability. You can find further information about the University's Student Liaison Officers and the service they provide at:

<http://www.bolton.ac.uk/Students/AdviceAndSupport/StudentLiaisonOfficers/Home.aspx>

#### **4.6 Student representatives and programme committee**

The programme committee meets periodically and includes student representatives chosen by the students themselves.

Information about being a student rep is available on the Student's Union website at:

<http://www.ubsu.org.uk/>

(Click "Course Reps")

The programme committee is part of the University's quality assurance system. It comprises of staff who teach on the programme, the programme leader and student representatives. The committee is a place where changes to the programme, problem areas and positive aspects about the programme are raised and discussed.

Student feedback is sought on an ongoing basis through discussion and the completion of questionnaires as we believe that you, as participants, are invaluable in helping to maintain and improve the quality of the provision.

#### **4.7 Mitigating Circumstances – If illness or other personal difficulty affects your assessment**

Please refer to the AME School Handbook at <http://www.bolton.ac.uk/ame> for information on "mitigating circumstances" – which is about what to do if illness or other factors beyond your control affects your performance in assessment.

#### **4.8 Complaints**

We hope that if you feel dissatisfied with any aspect of your programme you will approach the personnel identified above and the problem will be resolved to your satisfaction. However, should you wish to make a formal complaint refer to the AME School Handbook where the procedure is explained and further information identified.

#### **4.9 Support for part-time students**

We currently do not run an option for part-time students

#### **4.10 Students with disabilities, learning difficulties or specific needs**

Please refer to the AME School Handbook and [www.bolton.ac.uk](http://www.bolton.ac.uk) for information relating to assessment for students with disabilities or affected by special circumstances.

## 5 ACCOMMODATION

### 5.1 Teaching accommodation

All of the workshops that are used by the foundation students are situated on the Deane Campus. Sessions could also be held in classrooms and studios. The base room for the foundation students is on the second floor of Holts Mill.

### 5.2 Programme-specific learning resources and facilities

The workshops are equipped with all the necessary requirements for the programme along with technical support.

The University of Bolton's library can support students undertaking research, giving you access to a wide range of books, journals and electronic resources to support the programme are also available.

Useful learning resources are available at:

<http://www.bolton.ac.uk/Students/StudyResources/Home.aspx>

<http://data.bolton.ac.uk/bissto/>

## 6 TEACHING AND LEARNING

### 6.1 Teaching and learning methods

A blended learning approach is used – this comprises face-to-face and online learning, with the majority of sessions being face-to-face. Teaching and learning strategies are varied, and include discussions, research, and practical work. There is a strong practical element to the programme which is supported by workshop demonstrations.

### 6.2 Personal development planning (PDP) and professional skills

Like all students in the School of Arts, Media and Education, you will be required to maintain an electronic PDP (ePDP) to assist with your personal development. You will be shown how to undertake this during your induction.

### 6.3 E-learning, blended learning and the programme

As mentioned above, the programme uses a blended learning approach, although it is mostly face-to-face delivery. You will use online learning to help you with your study skills, when you research information online, and when you participate in learning activities and discussion online.

## 7 ASSESSMENT

### 7.1 Assessment strategy and methods

You will undertake one or more pieces of assessment (assessment items) for each unit. A summary of assessment items for the units can be found in Appendix 4. When assessing your work, tutors will match your work against the assessment criteria in the module specifications and arrive at a mark to reflect its standard.

Assessment items are designated as: coursework, presentations, practical.

The work you present for assessment is varied and could include:

- Presenting practical pieces of work to your peer group and tutor;
- *reflective activities* - where you look back over your experiences, analyse them with the assistance of relevant theory and reflective tools, and learn from the experience;

- *online discussions* that you have had with your peers, tutors and invited contributors to the programme;
- *oral and written reports*;
- *essays*;
- *journals and log books*;
- *plans* (e.g., action plans, plans for your group activities);
- *presentations (usually PowerPoint)*;
- *portfolios of evidence*.

Below, the main points of the assessment regulations as they apply to this programme are presented in outline for convenience. The treatment is not intended to be definitive. For definitive information, please refer to the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) and the links it contains to University Regulations.

Assessment criteria for Pass standard are available for each unit and are contained in the unit specifications of the new Edexcel Foundation Guidelines p13-97

<http://www.edexcel.com/quals/fad/from2010/Pages/default.aspx>

Assignments for units 1 – 6 will be graded with either a Pass or Fail. All these units have to be passed before progression onto unit 10.

Students' work for unit 10 will be marked in percentages and translated into Pass, Merit, Distinction, Borderline Fail and Clear Fail in accordance with the grading format set out in the University's Assessment Regulations for Undergraduate Modular Programmes subsection 2.5.4 and reproduced in Figure 1 below. The relevant grade descriptors specified in sections 1.3 of the University's Assessment Regulations for Undergraduate Modular Programmes (please see the Figure below) will also be utilised together with the verbal Grade Descriptors set out in 1.4 of the same document) which can be found in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)

Grade Description		Mark	
Work of Exceptional Quality	High	80+	} Distinction
	Middle	75-79	
	Low	70-74	
Work of Very Good Quality	High	67-69	} Merit
	Middle	64-66	
	Low	60-63	
Work of Good Quality	High	57-59	} Merit
	Middle	54-56	
	Low	50-53	
Work of Satisfactory Quality	High	47-49	} Pass
	Middle	44-46	
	Low	40-43	
Borderline Fail		35-39	
Clear Fail		below 35	

The units you will be studying on this programme are at level FE3 for units 1 - 6 and at HE4 for unit 10. You need to demonstrate practical, transferable and academic knowledge and skills at these levels and you will be taught how to do this during the programme. There is information to help you understand levels in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)

You should demonstrate the following in your work:

*(i) Appropriate structure and good presentation*

This means that the work you present for assessment must be well structured (ordered) and well presented. This applies to oral presentations, written work, and sketchbook/journal work. To help you to present sketchbook/journal work that is structured, all the work in the portfolio must be individually well-structured, but in addition, the overall structure of the sketchbook/journal must be coherent. To help with the overall coherency and structure you will have a contents section, an introduction to the sketchbook/journal outlining its contents. You need to present your sketchbook/journal in a way that allows your tutors to access your work and navigate their way around it easily.

*(ii) Correct use of English*

In your written and oral work you must use correct English. Written work must have correct grammar, punctuation, spelling, and an appropriate style.

*(iii) Theoretical knowledge as appropriate to the level of the module*

You must show you have read appropriate academic literature and applied it to your work for the module so that you demonstrate you have theoretical knowledge appropriate to the level and content / focus of the unit.

*(iv) Correct use of Harvard referencing*

In demonstrating your theoretical knowledge, you need to show correct use of Harvard referencing so that you attribute the ideas and concepts you refer to in your work to the appropriate person or source. You also need to provide a bibliography listing all the sources you have referred to in the work you present for assessment and this, too, needs to be presented in Harvard format. The AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) contains useful information on Harvard Referencing. However, this will also be covered during your programme.

Pass

To obtain an overall pass in a unit you need to gain an overall mark of at least 40% for the module and marks for assessment items must not be below 35%. To be recommended for the Edexcel BTEC Award, you need to pass all of the modules on the programme. Decisions about your results for the award are taken by Assessment Boards held at the University.

Refer, Defer and other module outcomes

When a student does not pass a unit an assessment outcome of “refer” or “defer” will typically be made by the Assessment Board. The meanings of these and other related terms (e.g. “repeat”, “retake”, “fail and substitute”, “fail pathway”) are given in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) together with an explanation of the refer / defer mechanisms. However, a refer grade gives a student another opportunity to submit work (with a 40% cap on the mark) for assessment and a defer grade gives the student the opportunity to submit work for assessment without penalty (as if for the first time). Please refer to the AME School Handbook for fuller details.

## 7.2 Assessment criteria

All modules have in their specification a set of assessment criteria which identifies what you need to show you can do in order to be successful in the unit. Your tutors use the assessment criteria to judge your performance on the learning outcomes.

## 7.3 Guidelines for the preparation and Submission of Assignments

You can only make one formal submission of work for formal assessment prior to the assessment board. Once submitted, you cannot subsequently add further material to be considered.

You will be required to check you have avoided plagiarism prior to formally submitting your work for assessment and you can do this with the help of Turnitin. TurnitinUK is an online service hosted at [www.submit.ac.uk](http://www.submit.ac.uk). The AME School handbook provides valuable information about turnitin and using turnitin. You are advised to always keep a hard copy or, at the very least, an electronic or disk copy of any assignment.

The School Handbook also has lots of useful and simple tips to ensure you do not accidentally lose your computer data or at least can safely recover from such a situation.

### Submitting work for University assignments

Please see the AME School Handbook for details of how to submit your work and how to obtain a receipt when you are submitting work to the University via the posting box on floor T4.

## 7.4 Procedure for moderation of assessments

A sample of assessed work is moderated by a second marker as part of the University's quality assurance procedures. This helps to ensure consistency of marking. All borderline and unsuccessful work is moderated. A sample of assessed work for unit 10 is also examined by an External Examiner and all work marked as unsuccessful is included in the sample. The External Examiner is a senior academic from another University who is, therefore, independent.

## 7.5 Referencing

Please see the AME Student Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) which contains useful "Quick Start" guidance on both Harvard and Numeric referencing. It is The Harvard referencing which is used on your programme.

## 7.6 Use of unfair means: cheating, copying, plagiarising

"Unfair means" includes copying the work of others (plagiarism) and passing it off as your own, and other forms of cheating in examinations and coursework. See the AME School Handbook for **vital** advice on how to avoid this and to be made aware of what will happen to you if you use unfair means.

## 7.7 Feedback on assignments for units 1 - 6

Feedback on individual items of assessment can be formal or informal. Feedback is not just your grade, nor even just the comments written on your coursework: it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further things you might do. It might be spoken advice, or written on a form, or it might be in an email or a text: it's all feedback, and it's all vital to your development.

**Formal feedback** will include: written comments on cover sheets responding to specific outcomes/criteria; written comments on your manuscript; written comments on specially

designed mark sheets for presentations; and verbal comments delivered in tutorials or office hours.

**Informal feedback** is equally important to you and might include verbal or written comments responding to unmarked drafts submitted suitably in advance of published assignment deadlines, or verbal advice during the period of planning/preparing an assignment.

We are happy to give feedback on assignments to the extent and depth that the individual student requires (within reason), which may entail a combination of formal and informal feedback. Please see the section in the AME School Handbook at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) concerning unconfirmed marks / grades / feedback. Essentially, any such information given to you prior to the assessment board is provisional and may change.

### **7.8 Appeals**

If you wish to appeal against the decision of an examination board / assessment board, please refer to the AME School Handbook.

### **7.9 Relevant University assessment regulations**

The assessment regulations that apply to this programme are located at:

<http://www.bolton.ac.uk/studentcentre/>

under the section on “Regulations, Policy and procedures”.

There you will find the regulations for undergraduate programmes or postgraduate programmes, as appropriate. The foundation art and design programme also follows these regulations.

Please also refer to the AME School Handbook which includes how many of the University’s policies, procedures and regulations are implemented in this School.

### **7.10 Indicative assessment schedule**

A typical assessment schedule for the programme is shown in appendix 5 but please note that it is subject to change. It is helpful to plan your assessment work around your commitments and plan and work ahead where possible. Deadlines for submission of work for formal assessment for each module will be provided in a published calendar and should be adhered to.

### **7.11 Programme-specific attendance requirements**

Attending your classes on each unit that you undertake is a crucial part of your learning, and agreement to attend is part of your responsibility as a student of the University. Attendance is recorded through a register for each class. Unless otherwise stated in the module outline, **students must attend at least 70%** of the sessions of a module, and failure to do so without good cause notified to the unit tutor will result in the mark for the module as a whole being capped at **40%**. Students who attend less than **50%** of the available sessions of a module without good cause will receive a fail result.

If you know that you will not be able to attend a certain class, it is helpful and courteous to contact the unit tutor on the number specified and let them know the reason for your absence. **If, having discussed the matter fully with your Personal Tutor and Programme Leader and carefully considered all advice given, you eventually decide that you have to withdraw from your programme of study, you must immediately notify the Programme Leader in writing.** The procedure of notification is also set out in the School Handbook. Please

check the School Handbook for guidance. If you think circumstances may force you to withdraw but want to take advice on your options, in the first instance consult your personal tutor.

## 8 UNIT OUTLINES AND LINKS TO UNIT SPECIFICATIONS

Simply click the link below to find the Edexcel guidelines for specification and unit outlines;

<http://www.edexcel.com/quals/fad/from2010/Pages/default.aspx>

### 8.1 Units 1 and 2 (FE3)

Code	Title	Description	Credits	Click Link to full module specification
ATD100	Researching, Recording and Responding in Art and Design	The aim of this unit is to enable students to recognise the value of research when recording, preparing and devising individual responses and solutions to problems encountered. They will be encouraged to challenge their own and others' preconceptions as a way of informing their studio practice and subsequent work.	20	See link above
ATD101	Media Experimentation In Art and Design	This unit will enable students to explore media and associated techniques. Students will develop experimental work and discover alternative combinations of media, considering aspects such as fitness for purpose, communication and intention. Through critical review of their work they will identify the potential in possible media applications and the essential role of these applications as a means of visual communication	20	See link above

## 8.2 Unit 3 (FE3)

Code	Title	Description	Credits	Click Link to full module specification
ATD102	Preparation and Progression in Art and Design	The aim of this unit is to enable students to consider the progression opportunities available to them in their specialist pathway through research, applied critical judgement and the identification of personal goals. The understanding gained will inform students' preparation for progression	10	See link on p15

## 8.3 Units 4, 5 and 6 (FE3)

Code	Title	Description	Credits	Click Link to full module specification
ATD103	Information and Interpretation in Art and Design	The aim of this unit is to enable students to develop an understanding of contemporary, historical and related contexts. This will inform and inspire their own creative work and help them to develop personal intentions in preferred pathways.	10	See link on p15
ATD104	Personal Experimental Studies in Art and Design	The aim of this unit is to encourage students to bring together and develop skills in working with a range of materials and techniques as well as knowledge and understanding of the creative learning process. This will include a growing appreciation of the role of subject matter and starting points for personal work.	10	See link on p15
ATD105	Extended media Development in Art and Design	The aim of this unit is to develop the student's ability to propose ideas and solutions that exploit the characteristics and properties of selected media.	10	See link on p15

## 8.4 Unit 10 (FE4)

Code	Title	Description	Credits	Click Link to full module specification
ATD109	Final Major Project in Art and Design	The aim of this unit is to enable students to develop skills, knowledge and understanding in initiating, researching, developing, concluding and presenting, a major art and design project.	40	See link on p15

## 9 FEEDBACK FROM STUDENTS

As discussed above, we welcome your feedback and hope you will provide feedback on your experiences through programme committee, unit/ subject evaluations, and discussion.

The programme committee meets periodically and includes student representatives chosen by the students themselves. Information about being a student rep is available on the Students' Union web site at:

<http://www.ubsu.org.uk/>

(Click "Course Reps")

It is the University of Bolton's policy that all programmes are evaluated appropriately. Student feedback is an essential part of this process. Students will be asked to comment upon the quality of the programme experience via unit/subject evaluations during and at the end of the relevant semester. This is important so that staff know that provision is satisfactory and can identify areas that might need improvement or change. These questionnaires are anonymous, so students can be as critical as they deem necessary.

## 10 HEALTH AND SAFETY AND WELFARE

Please see the AME School Handbook and [www.bolton.ac.uk](http://www.bolton.ac.uk) for general information about health and safety at the University, including First Aid and Emergency actions.

When in a work-experience placement organisation, you should follow the organisation's health and safety policy and regulations.

Health and Safety requirements for individual studio workshops will be delivered prior to using materials/ equipment in that area.

## 11 STUDENT DISCIPLINE

The University procedures in respect of student discipline apply and can be found at [www.bolton.ac.uk](http://www.bolton.ac.uk).

**APPENDIX 1: PROGRAMME SPECIFICATION**

1. Qualification Edexcel BTEC Level 3 Foundation Diploma in Art and Design (QCF)	2. Programme Title <b>Foundation Art and Design</b>	3. UCAS Code	4. Programme Type <b>FE level 3</b>
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The Edexcel BTEC Level 3 Foundation Diploma in Art and Design (QCF) aims to:</p> <ul style="list-style-type: none"> <li>• enhance students' capacity to learn and develop those faculties and skills which lead to self-reliant learning</li> <li>• develop students' critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences</li> <li>• develop students' intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others</li> <li>• develop students' ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk-taking</li> <li>• connect to the workplace and employers by encouraging participation in 'live projects' wherever relevant to the specification and through engaging practitioners as lecturers on, or visitors to the programme</li> <li>• provide a context in which students are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice</li> <li>• develop students' understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaison.</li> </ul>			

## APENDIX 2: ASSESSMENT CRITERIA

### Edexcel Foundation Studies Art and Design (Level 3) Exploratory stage Units 1 and 2 (mandatory)

Student Name :

SUBJECT :

#### Unit 1 Researching, Recording and Responding - 20 Credits

To achieve a pass grade the evidence must show that the learner is able to:

A1 record ideas in appropriate forms [IE, RL]

A2 recognise the importance of diagnostic research [IE, CT, RL]

A3 expand the field of research [SM, RL, CT]

A4 explore alternative possibilities [SM, IE]

A5 identify relevant and appropriate sources [SM, IE, RL, EP]

A6 evaluate the effectiveness of own research and exploratory work [CT, RL, EP]

A7 reflect on applying relevant theory to practical understanding [RL]

A8 produce innovative work that communicates a personal response. [CT]

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#### Unit 2 Media Experimentation in Art and Design – 20 Credit

To achieve a pass grade the evidence must show that the learner is able to:

B1 explore techniques and processes using appropriate media, safely [IE, CT]

B2 manipulate media in relation to creative potential [IE, CT, EP]

B3 record experimentation and information in an appropriate format [SM]

B4 experiment and combine different media [IE, SM, RL]

B5 evaluate the effectiveness of different media [EP, TW]

B6 reflect on success and failure [RL]

B7 identify new or existing possibilities. [CT, EP]

#### Key:

IE – independent enquirers

CT – creative thinkers

RL – reflective learners

TW – team workers

SM – self-managers

EP – effective participators

# Edexcel Foundation Studies Art and Design (Level 3)

## Pathway stage Unit 3 (mandatory)

Student Name :  
SUBJECT :

### Unit 3 Preparation and Progression - 10 Credits

To achieve a pass grade the evidence must show that the learner is able to:

C1 research progression aims [IE]

C2 identify own progression aims in relation to known ambition [IE, CT]

C3 assemble materials to support appropriate progression [IE, SM]

C4 select work for own portfolio to support progression aims [SM, RL]

C5 prepare and organise work for portfolio [SM]

C6 present work using appropriate techniques and presentation skills. [CT]

	P	R
<p><b>Unit 3 Preparation and Progression - 10 Credits</b> To achieve a pass grade the evidence must show that the learner is able to:</p> <p>C1 research progression aims [IE]</p> <p>C2 identify own progression aims in relation to known ambition [IE, CT]</p> <p>C3 assemble materials to support appropriate progression [IE, SM]</p> <p>C4 select work for own portfolio to support progression aims [SM, RL]</p> <p>C5 prepare and organise work for portfolio [SM]</p> <p>C6 present work using appropriate techniques and presentation skills. [CT]</p>		
<p><b>Key:</b> IE – independent enquirers CT – creative thinkers RL – reflective learners TW – team workers SM – self-managers EP – effective participators</p>		

**Key:**

- IE – independent enquirers
- CT – creative thinkers
- RL – reflective learners
- TW – team workers
- SM – self-managers
- EP – effective participators

## Edexcel Foundation Studies Art and Design (Level 3) Pathway stage Units 4,5 and 6

STUDENT NAME :  
SUBJECT :

### Unit 4 Information and Interpretation – 10 credits

To achieve a pass grade the evidence must show that the learner is able to:

D1 research historical, cultural and contemporary practice [IE]

D2 review diverse approaches in creative practice [IE, CT]

D3 make reference to historical, cultural and contemporary practice when developing own work [CT, IE]

D4 use appropriate information to support the creative development of personal work [IE, SM]

D5 produce targeted research in the development of personal work. [SM, RL]

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### Unit 5 Personal Experimental Studies - 10 Credits

To achieve a pass grade the evidence must show that the learner is able to:

E1 explore materials, processes and techniques safely [IE]

E2 record experimental outcomes [IE, CT]

E3 evaluate creative intentions [CT, RL]

E4 research materials, techniques and processes [RL]

E5 prioritise own work and meet deadlines. [SM]

### Unit 6 Extended Media Development – 10 credits

To achieve a pass grade the evidence must show that the learner is able to:

F1 research and select appropriate media [IE, EP]

F2 utilise selected media development of own work [IE, CT, EP]

F3 produce outcomes which confirm and extend own ideas [CT, RL, SM]

F4 use selected media to explore and express a creative intention [IE, CT]

F5 use an extended range of media, techniques and processes safely [IE, CT]

F6 use media, techniques and processes to a professional level [SM]

F7 analyse and reflect on progress of ideas, experimental work and technical processes. [RL]

#### Key:

IE – independent enquirers

CT – creative thinkers

RL – reflective learners

TW – team workers

SM – self-managers

EP – effective participators

## **Unit 10 - Final Major Project**

This unit is different to all the other units in that it is given a grading of Pass, Merit or Distinction as opposed to just a Pass awarded for units 1 – 6. It is also graded as a level 4 rather than the level 3 grade awarded to the other units. The Final Major Project award is the grade that will be on your final certificate for this programme.

The aim of this unit is to enable students to develop skills, knowledge and understanding in initiating, researching, developing, concluding and presenting, a major art and design project.

### **About this unit**

In this unit students will draw upon the summation of knowledge and skill acquired during their foundation experience. Students will have the opportunity to foster and promote innovative ideas and practical work whilst extending their potential contextual and technical abilities in preparation for their progression to higher education.

They will be encouraged to adapt and extend personal ambition whilst understanding the professional context for presenting their finished work.

The drafting and submission of a Final Major Project (FMP) Statement of Intent (SOI) will encourage students to focus their creative and applied thinking to set clear and measurable goals. Adopting an informed and reflective approach to their project realisation will ensure that individual ambition becomes a reality.

This conclusive learning experience will act as the final stepping-stone for higher education progression. It is anticipated that robust research coupled with a disciplined attention to time management will enable students to structure a professional work ethic. Presenting a final exhibition is the culmination of the students experience whilst at the same time acting as a professional context for sharing their views and opinions. The ability to critically reflect on their ideas, work and studio practice is a key factor in raising personal benchmarks of success for students in this, their Final Major Project.

### **Assessment and grading criteria**

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

<b>Assessment and grading criteria</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</b>
<b>P1</b> propose a time-bound Final Major Project [IE, CT]	<b>M1</b> manage a personal synthesis of in-depth research to inform and invigorate considered contextual referencing in the Final Major Project	<b>D1</b> appraise and articulate critical decision making through the Final Major Project, showing the ability to engage with original thinking, concepts and approaches
<b>P2</b> research relevant historical, cultural and contemporary sources [IE, CT, EP]	<b>M2</b> sustain levels of commitment and attention to detail within the Final Major Project	<b>D2</b> respond proactively, independently and imaginatively to challenges and constraints in the realisation of the Final Major Project
<b>P3</b> apply appropriate references to the realisation of the Final Major Project [IE, CT]	<b>M3</b> demonstrate the capacity to devise and construct a substantive body of work demonstrating consistent quality	<b>D3</b> demonstrate the ability to apply a professional rigour and standard to the Final Major Project
<b>P4</b> appraise the effectiveness of the Final Major Project development [RL]	<b>M4</b> demonstrate the ability to objectively reflect on the development of the Final Major Project, devising appropriate quality solutions	<b>D4</b> understand and apply informed self-critical judgement when identifying success potential in the Final Major Project
<b>P5</b> identify and follow up issues, responses and dilemmas [CT, IE]	<b>M5</b> work collaboratively in seeking out and using the advice of others to extend and develop the potential of the Final Major Project.	<b>D5</b> demonstrate the ability to proactively engage in critical debate that informs and extends the Final Major Project.
<b>P6</b> reflect on Exploratory and Pathway Stages in relation to the FMP [RL]		
<b>P7</b> propose alternative resolutions [CT]		
<b>P8</b> exhibit a Final Major Project [EP, SM]		

**APPENDIX 3: ASSESSMENT SUMMARY TABLE**

*This is a table or tables showing which assessment strategies are being used in which units.*

TERM ONE	Assessment type				
Units 1- 3	Coursework	Research	presentation	Assignment	
Life drawing	Portfolio of life drawings 70% (around 25 – 30 pieces)	Research sketchbook journal 30%			
Graphic Design	Digital portfolio of final images 50%	Research sketchbook journal (digital) 25%	PowerPoint Presentation of final images and research 25%		
3 Dimensional Design		Research sketchbook journal 30%	PowerPoint Presentation of final images and research 30%	Practical project 1 20% Practical project 2 20%	
Surface Design	Portfolio of mages 50%	Research sketchbook journal 25%	PowerPoint Presentation of final images and research 25%		
Study skills				Critical essay 2000 words	

*Only 3 of these subjects are completed by students with study skills as a mandatory 4<sup>th</sup> assignment*

TERM TWO	Assessment type				
Units 4,5 and 6	Coursework	Research	presentation	Assignment	
Fine Art		Research sketchbook journal 25%	PowerPoint Presentation of final images and research 25%	Assignments 1- 5 All marked out 100 and averaged for final grade 50%	
Graphic Design	Digital portfolio of final images 50%	Research sketchbook journal (digital) 25%	PowerPoint Presentation of final images and research 25%		
3 Dimensional Design		Research sketchbook journal 30%	PowerPoint Presentation of final project and research 30%	Practical project 40%	
Animation/ Illustration		Research sketchbook journal 30%	PowerPoint Presentation of final project and research 30%	Practical project 40%	
Photography		Research sketchbook journal 30%	PowerPoint Presentation of final project and research 30%	Assignment 1 10% Assignment 2 10% Assignment 3 20%	
Interior Design		Research sketchbook journal 30%	PowerPoint Presentation of final project and research 30%	Assignment 1 40%	
Surface Design	Portfolio of mages 50%	Research sketchbook journal 25%	PowerPoint Presentation of final images and research 25%		
Study skills				Critical essay 2000 words	

TERM THREE	<b>Assessment type</b>				
<b>Unit 10</b>	<b>Coursework</b>	<b>Research</b>	<b>presentation</b>	<b>Assignment</b>	
<i>Final Major project</i>	This project is marked using Edexcel guidelines for the FMP – Please see p22 for marking criteria	<i>Extensive Research Journal</i>	Show presentation of mounted final work	<i>Extensive body of work in chosen subject area</i>	

*Unit 10 is a mandatory unit for all students*