



THE UNIVERSITY *of* EDINBURGH

Centre for Open Learning
Short Courses

Study Support for Credit in Art and Design

Centre for Open Learning

University of Edinburgh

Patersons Land, Holyrood Road

Edinburgh EH88AQ

Tel: 0131 650 4400

Email: col@ed.ac.uk

Web: www.ed.ac.uk/short-courses

Contents

About this Guide	2
Studying for credit on Art and Design courses	2
Learning and teaching in Art and Design	2
Student Effort Hours	3
Directed Study.....	3
The Learning Journal	3
How do I create a Learning Journal?	3
What should be in the Learning Journal?	3
How much time should it take up?.....	4
Tutor Comments.....	4
Assessment and Feedback	5
Formative Assessment	5
Summative Assessment.....	5
When is the Assessment?	5
What should be submitted?.....	5
1. The Course Cover Sheet.....	5
2. The Portfolio	5
3. The Learning Journal.....	6
The Assessment Process	6
Learning Outcomes	6
Understanding the learning outcomes	6
Preparing your Portfolio for Assessment	8
How to present your work.....	8
Two-dimensional works	8
Small three-dimensional works	8
Larger three-dimensional work	9
Audio, video and digital Works	9
Evidencing the learning outcomes.....	7
Submitting for Assessment	9
Before submission day	9
On your submission day	9
How your Art and Design work is marked.....	10
Credit and Assessment Rules and Regulation.....	10
Undergraduate marking scheme for Art and Design	11

About this Guide

This guide provides learning and teaching context and support for students studying for credit on Short Courses in Art and Design offered by the Centre for Open Learning.

It should read in conjunction with the **Access and Credit** information at support found at <http://www.ed.ac.uk/studying/short-courses/access>

Studying for credit on Art and Design courses

Art and Design courses primarily involve practice-based experiential learning which includes undertaking visual and contextual research, acquiring and practising skills and techniques, developing a visual language and demonstrating critical reflection.

The courses are assessed through a combination of a **Portfolio** of visual art or design works and an online **Learning Journal** submitted on a published date after the end of the course. The portfolio submission is required to include a selection of resolved art and/or design works, preparatory studies, visual research and the Learning Journal is designed to document your learning and evidence of a contextual awareness and critical reflection.

Learning and teaching in Art and Design

The class teaching for each course will typically include a range of practical exercises, introductions to techniques, processes and concepts, and set projects which lead to more focused and personal exploration and critical reflection. Teaching will include practical demonstrations, one-to-one tuition, group discussions and critiques. Your progress will be monitored and supported by the tutor who will either set you or negotiate and agree with you 'directed study' to be undertaken out with the class hours. You will also be expected to carry out work independently, developing on what you have learned in class or through directed study.

Student Effort Hours

The majority of Art and Design credit-bearing course carries 10 credits for successful completion of assessment. Students studying for credit are required to attend classes, carry out directed study and keep an online **Learning Journal** for a total of 100 student effort hours (SEH). Typically, this will comprise:

Activity	Hours per week	Total Hours	% of time
Weekly Classes Includes projects, briefs, techniques, practice, tutorials, group discussion, and critiques.	3	30	30%
Directed Study Includes follow up research, practice and reflection. Visits to museums and galleries. Keeping a sketchbook. Preparing for Assessment.	5	50	50%
Learning Journal An online blog of the journal of your learning using word and picture to evidence and reflect on the development of your art and design practice from the weekly classes and directed study.	2	20	20%

Directed Study

Directed Study is practice, research and study you are required to undertake beyond the class hours. This will be set to be achievable without the need for access to specialist workshops and equipment. This may include researching a range of suggested artists or designers and their associated movements to engender a contextual awareness. This may also include advice about how to annotate and evidence the research within a sketchbook, how to use your **Learning Journal** as well as how to present the work for assessment.

The Learning Journal

How do I create a Learning Journal?

All students will use **Pebble+** to create their online Learning Journal. To learn how to use this and other digital tools you will use, please refer to the 'Student Guide to Digitally Supported Learning and Assessment for Art and Design' at <http://www.ed.ac.uk/studying/short-courses/access>.

What should be in the Learning Journal?

Each week during your course, you are expected to add reflective summaries and documentation of what you have done and learned. The Journal is designed to be a

reflective space of idea development, media exploration, contextual research, critical reflection and outcomes through notes, annotation, illustration and photographs and relevant external links. Recording your thoughts based on your learning, updated and maintained by you.

Ideally writing one or two paragraphs each week and adding any images, reflecting upon and analysing what you have learnt or the challenges faced and how you overcame them or at times, using the Learning Journal as a place for you to compare and contrast your own ideas with those of other artists or designers. Your course tutor will guide and provide you with feedback during your course.

How much time should it take up?

This will vary depending on the nature of each course and the work you undertake.

Work for your **Learning Journal** should take up around 20% of your time on each course – so around 20 hours of the 100 hours of student effort required for a 10-credit course. As most of our 10 credit courses are 10 weeks long, you are expected to devote no more than 2 hours' a week to creating your blog. The remaining 80 hours are made up the 10 x 3 hour classes (30 hours) and 50 hours of directed study in your own time.

The 20 hours for the **Learning Journal** not only includes writing posts but also taking and uploading content and files relevant to your course. We would expect you to post around 1-2 short entries a week over the 10 weeks. Some of these can simply be pictures of your work and pages from your sketchbooks.

As you get nearer to assessment, we would expect you to be reflecting more critically on your work and perhaps writing a little bit more and providing more context and examples of your work in progress.

Tutor Comments

After week 1 of each art and design credit course you are studying, you are asked to create at least one entry in your **Learning Journal** save and submit it. This will enable your course tutor to view each Journal and as it updates each week and provide commentary and feedback.

Your tutor may provide occasional informal comment throughout the course, but will formally provide feedback on at the following stages;

- Between weeks 3 and 4: To ensure you have been able to access and add content.
- After the 'Formative Assessment in Weeks 6 or 7: to summarise feedback from the class critiques.
- In week 10 before the final 'Summative Assessment; to offer final supportive feedback to help you prepare for assessment.

Your **Learning Journal** will be **assessed** alongside your portfolio on the assessment date.

Assessment and Feedback

Formative Assessment

All Art and Design courses have a '**Formative Assessment**' point in either week 6 or week 7 of the course. The exact week will be published on **Learn**.

Formative Assessment is designed to provide supportive feedback to indicate your progress and help you achieve the published learning outcomes.

No grades or indication of grades are given at this point.

At the **Formative Assessment**, you, along with your fellow classmates will take it in turns to deliver a 5-minute verbal presentation with your practical work to other members of the class followed by a 5-minute '**Group Critique**' (known as a **crit**) supported by the course tutor.

The crit provides an opportunity for all students to review and discuss each other's work and for the course tutor to provide guidance and feedback which will focus on the aspects of your work in progress which are addressing the published learning outcomes and on which aspects require further development and understanding.

Following the formative assessment, you will be asked to write in your **Learning Journal** a short summary of the main points from the **Group Critique** indicated the key areas of advice. The course tutor will also add a brief summary of key strength and areas to work on to your **Learning Journal**.

Summative Assessment

Summative assessment is the final end of course assessment which generates a % mark for each of the **Three Learning Outcomes** and an overall % mark and feedback.

When is the Assessment?

This usually takes place during the day, two weeks after the last taught class. Please check exact dates, times and location of assessment for your course on **Learn**.

What should be submitted?

1. The Course Cover Sheet

The submission of the completed **Cover Sheet** via your course in **Learn** which includes an inventory of your submission and a 'Declaration of Own Work' is an assessment requirement. The submission triggers the assessment process and enables the assessment team to record mark and feedback comments.

This should be submitted by 10am on the day of your assessment date.

2. The Portfolio

The Portfolio should include a selection of resolved art or design works, sketchbook works, preparatory studies, visual research and evidence of a contextual awareness. The submission should include work undertaken within the 30 taught class hours as well as around 50 hours of directed and independent study out with

the class. You are required to submit your completed and labelled course Portfolio usually between 8am and 10am on the published date.

You will be assigned an assessment room and named table space to sign in and submit your Portfolio.

You will be required to collect your Portfolio (usually between 5pm and 7pm) after it has been assessed on day of assessment.

3. The Learning Journal

As you will have already been submitting to the Learning Journal this does not need to be submitted, but the Journal will be closed to any further editing at 10am of the day of your assessment.

The Assessment Process

Each assessment submission will be marked by a first and second marker who will assess your submission as a team. The first marker is usually your course tutor and the second marker will be another member of the teaching team.

- The assessment team will consider and assess the **Assessment Portfolio** and **Learning Journal** together to give a % mark for each of three published **Learning Outcomes** for the course.
- The three **Learning Outcomes** are equally weighted at 33.3% each
- To pass each course, you must achieve a minimum of 40% in each learning outcome giving an overall combined average mark of 40% minimum.

Once your assessment has been completed and your provisional marks have been agreed and moderated, you will be able to access your results via **Grade Centre** in **Learn**.

Learning Outcomes

On each course information page, you will find a list of the three learning outcomes that you should achieve to pass each credit course. Each course will be designed and delivered so that the three learning outcomes can be achieved.

Understanding the learning outcomes

Currently all learning outcomes for Art and Design courses will be described and categorised as follows:

1. Research, context and ideas (33.3%)

How well you have developed and evidenced your creative thinking, research, contextual awareness and idea development relevant to the discipline studied to inform visual ideas, usually using a sketchbook or visual journal.

2. Practice, skills and techniques (33.3%)

How well you have acquired, practised and exploited a range of techniques, processes and skills relevant to the discipline studied to make a range of resolved and accomplished art or design works which reveal a distinctive personal vision.

3. Selection, presentation and reflection (33.3%)

How well you have selected, presented and reflected to create a coherent body of studies, samples and completed art and design works which have been underpinned by your research and practice.

Use the class descriptions to get a sense of what you think that class expects of you. For example, is the emphasis on learning a new skill in textiles or sculpture? Or will your course(s) develop your competence in drawing, colour or scale? Gathering this information will help you to understand your own 'learning programme' starting with what you want to do.

Evidencing the learning outcomes

Look at the published learning outcomes for your course and consider whether you have included evidence to support your competence in each of the three categories:

Learning outcome 1: Research, context and ideas (33.3%)

As well as resolved pieces you should submit studies, samples, experiments and at least one sketchbook. The sketchbook should include doodles, notes and visual annotation which reflect on why you have made your choices, whether artists and designers may have informed your work and any pertinent reading or research you have undertaken. It should not be simply a scrapbook, but rather a record of your responses to events and how they have impacted on your studies for the course. You should regularly photograph pages from your sketchbook and add them to your **Learning Journal**.

Learning outcome 2: Practice, skills and techniques (33.3%)

You should have completed a range of studies and more resolved art or design work related to the discipline being studied and practised. These should demonstrate both the skills you have acquired during the course and how well you have exploited the medium to develop a personal visual language from sustained enquiry into visual themes, concepts or subject matter. The quantity of work will depend on the nature of the discipline, but normally there is an expectation that you produce a series of related works which show your development from study in depth.

Learning outcome 3: Research, context and ideas (33.3%)

The way in which you select, edit and present your work demonstrates how well you have engaged in your studies and understood the requirements of professional practices within the discipline. This does not have to be elaborate – a coherent and neatly presented body

of work is better than a complicated submission which does not show your work to its best advantage. Although you can take advice from your tutor, responsibility for what and how you present your work rests primarily with you.

Preparing your Portfolio for Assessment

Each 10-credit course you submit for assessment represents 100 hours of your own effort.

It is important that the assessment team can understand the journey you have taken in your work. Begin by gathering together all of your work. You don't need to submit everything you have done. However, it is important that you are able to show both your preparatory studies and samples as well as resolved pieces. It is advisable to edit out work which shows too much repetition or is less relevant to what you were trying to achieve. One element of assessment is your ability to use your judgment in selecting and presenting your work.

How to present your work

For each course assessment submission, you will be allocated a small space to submit your portfolio, usually a table top approximately 90cm x 70cm. You can also use the space under or alongside the table for larger work.

Two-dimensional works

Present your work in a portfolio, which needs only to be a folded piece of thin card with your details labelled on it. You should not go to any great expense mounting or framing your work. For most two-dimensional works such as drawing, painting, printmaking and photography, your work should be neatly and simply presented on white card or thick paper mounts. Tidying and trimming your 2D work and mounting it onto sheets can make a huge difference to the work being seen. Do not use coloured mounts or draw frames around your work as this only distracts attention away from your achievements.

Allow each image to breathe with a good amount of white space around it. If you have a series of three or four smaller works which can fit onto an A1 sheet, make sure there is enough space and do not overlap or angle any of the images – if in doubt put less work on each sheet. The sheets should be presented in a logical order, e.g. the order in which you did the work, or thematically.

Small three-dimensional works

If you have a series of small, light 3D works such as jewellery, textiles or light constructions, which you are able to bring in, you can place these in a small box or fix them down on thicker mounting card if they are suitable. Again, it is important that the works are clearly accessible.

Larger three-dimensional work

Often it is impractical for you to bring in **larger scale** 3D work such as sculpture and large stained-glass pieces. In these cases, you **may** take **good quality** photographs, print them and present them on sheets of white card. The photographs should reveal the scale and be taken from a variety of angles against as neutral a background as possible (i.e. we are not assessing the interior of your living room, just the work). Try to find a place where the work can be seen against a white or plain background. However, if you can bring in the work, you may do so, as long as you are also able to remove it at the time allocated.

Audio, video and digital Works

If some of your work is in digital format, such as videos, digital images, sound or slideshows, you will need to inform the COL office **at least 2 weeks** before your assessment deadline, so that we can ensure that we have the right devices and software to view your work. You should NOT provide your own computer or audio/visual devices for assessment. You should discuss with your course tutor what might be the most appropriate format to show your work; this may be a DVD on a TV monitor or a PowerPoint slideshow on a PC or Mac. Please do not assume that we will just be able to view whatever format you hand in. If all or most of your work is in digital format, you will still be required to submit a paper journal or sketchbook which explains to the assessment team what they are looking at and how to access it.

Submitting for Assessment

Before submission day

Go through the checklist below before you arrive to make sure you have done everything required.

For each course submission, you are required to do the following:

- Label **every item you are submitting** on the back (where applicable) with your matriculation number, the course title and course offer code.
- Make sure that any AV equipment needed to view your work has been arranged at least two weeks before.
- 2D work should be in a portfolio or other folder. Please do not use plastic bags or vinyl portfolio sleeves.
- Make sure that your work is easy to find, label your work which way is the top or to be viewed and handle, as your work may be moved around several times during assessment.

On your submission day

Give yourself enough time to arrive at the assessment location and arrange your submission to your own satisfaction before the submission closing time – usually 10am. When you will be asked to leave the assessment room at this time, whether or not you have finished arranging your work.

On arrival:

- look out for signage directing you to the correct location for your submission
- find the space that is marked with your matriculation number
- sign the sheet confirming your submission
- make sure you know what time you should return to collect your assessed work (usually between 5pm and 7pm on the same day).

How your Art and Design work is marked

The assessment team look at all the work presented in the **Portfolio** and **Learning Journal** and consider whether you have achieved the three published learning outcomes and to what level. The assessment team use Undergraduate Marking Scheme for Art and Design (page 11). Each Learning Outcome is given a % mark. The overall final agreed mark is an average of the three learning outcome marks.

Credit and Assessment Rules and Regulation

For information regulations such as late submission, attendance, penalties, fails, resits and special circumstances, please view the information published at <http://www.ed.ac.uk/studying/short-courses/access>

Undergraduate marking scheme for Art and Design

Mark	Grade	Description
90 – 100	A1	In addition to the attainment at A, below, the student has made an original contribution to the discipline, by questioning or challenging prevailing paradigms.
80 – 89	A2	In addition to the attainment at A, below, the student has made a significant contribution to the discipline within the limits of established paradigms.
70 – 79	A3	The student has theorised, generalised and hypothesised in the context of their discipline and its relationship with other disciplines in ways appropriate to the problem, situation or theme of enquiry. Connections have been made both within and beyond the brief. Learning can be applied to unfamiliar situations or problems and may extend current theory. It is questioning, speculative and reflective.
60 – 69	B	The student has analysed, evaluated and /or applied a range of concepts and theories to familiar, and a few unfamiliar situations, problems or themes of enquiry. Resolutions and conclusions are mainly complex, and result from understanding in depth. Learning demonstrates a fully integrated and /or contextualised knowledge structure.
50 – 59	C	The student has demonstrated an ability to visualise, describe and /or combine established concepts and theories. Learning makes several varying relationships and connections. A few resolutions and conclusions may be complex and original, and result from understanding in depth. However, learning does not demonstrate a fully integrated and /or contextualised knowledge structure.
40 – 49	D	The student has demonstrated that the intended learning outcomes have been acquired at a threshold level. However, only a few simple relationships and connections have been made. A deeper theoretical understanding or contextual awareness does not support learning.
30 – 39	E	The student has acquired some disconnected fragments of learning, which make little structural sense. In this state, they do not overall, address the problem, situation or theme of enquiry and therefore do not demonstrate that the intended learning outcomes have been acquired.
20 – 29	F	The student has not addressed the problem, situation or theme of enquiry and therefore, has not acquired the intended learning outcomes.
10 – 19	G	As above in F, with the addition that the student has not evidenced that they have engaged in 100 effort hours.
0 – 9	H	Bad Fail