
The logo for City&Guilds of London Art School, featuring the text "City&Guilds of London Art School" in white, sans-serif font on a red rectangular background.

City&Guilds
of London
Art School

BA Carving
Course Handbook
2024/25

Welcome to

City & Guilds of London Art School

Overview

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

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

- the programme specification
- individual unit specifications
- your award certificate – this is evidence of the qualification which you have obtained
- your final transcript – this is a record of your achievement which lists your grades for the assessments

In addition, you are advised to familiarise yourself with the contents of this Handbook and the associated regulations which are mentioned in it. If you have any questions regarding the information herein, please contact your [Head of Department](#),

Validation

Your course is validated by Arts University Bournemouth. The relationship between the University and the collaborative partner is described as a validation. The term validation is used to describe courses which lead to an award of the University but which have been developed by a partner organisation for delivery by the staff of that organisation. As the awarding body the University retains ultimate responsibility for the quality and standards of the awards. Students on validated courses are not enrolled as Arts University Bournemouth students.

The Course

The City & Guilds of London Art School has an unbroken tradition of teaching sculpture, wood and stone carving since it was founded in 1879. We play a crucial role in keeping alive the skills essential for preserving important monuments and buildings, and are proud to offer the UK's only BA and MA courses in carving.

The BA (Hons) Historic Carving course with its 2 pathways in Architectural Stone and Woodcarving & Gilding has a well developed and tested curriculum with excellent links to the industry.

The curriculum focuses on the wide range of skills required to become a professional carver. These include not only advanced carving techniques, but also drawing, modelling, casting, lettering design and gilding. The course also covers the history of carving in architecture and sculpture and professional skills related to project managing, working as a freelance practitioner or as a member of a specialist team.

Within the Carving Department you will work alongside students from your selected pathway, as well as at times those students on the other pathway. If you choose the Woodcarving & Gilding Pathway you will specialise in woodcarving techniques as well as gilding and lettering. If you choose the Architectural Stone Pathway you will specialise in Stonecarving techniques and lettering.

Throughout the course there is an emphasis on developing professional practice skills alongside a grounding in research skills and creative problem solving. These attributes, while prerequisites for a career as a freelance carver, also equip you for postgraduate study and/or other practice based careers within the creative sector.

Exit Awards

While the course is designed to run over 3 years, should you need to leave at an earlier stage there are 'exit awards' as described below.

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- 1st year/Level 4 of the course is made up of units to a total of 120 credits. Successful completion of 1st year/Level 4 results in progression to the 2nd year/Level 5, or if you wish to leave at this stage you will have achieved a Certificate of Higher Education.
 - 2nd year/level 5 of the course is also 120 credits and successful completion results in progression to 3rd year/Level 6, or if you wish to leave the course at this stage you will have achieved a Diploma of Higher Education.
 - 3rd year/Level 6 of the course is 120 credits and successful completion will result in a BA (Hons) Historic Carving degree.

Term Dates

The confirmed term dates for the first year of your course will be available on the Art School website.

Course Components

Carving

The course is designed to cover a broad range of carving techniques and styles. Working from or informed by the Art School's extensive collection of historic casts and carved ornament, it is designed around projects of increasing complexity. Students will be guided to develop a deep understanding of carving skills and the language of ornament design. Project work in the first two years of the course leads to self-directed work in the final year. Here, students devise their own ambitious project that integrates learning and further builds confidence and professionalism.

Drawing

Drawing is a foundational skill in carving practice. The programme enables students to develop an approach to drawing and drawing skills through objective analysis as opposed to an illustrative approach. Through a series of intensive taught sessions they will explore: the picture-plane, volume, structure, linear perspective and foreshortening, tonality, rhythm and movement. Students will learn by working from historic ornament, from life and from objects in museums.

Modelling

Students will learn additive processes that allow them to visualise volumes and explore finished surfaces in their work by contrast to the reductive processes of carving. Work will include a broad range of methods and techniques from bas-relief to figurative work. The projects aim to encourage an understanding of the value of maquettes and full-scale models. Students will learn about clay as a material, armature building, casting techniques, 3D problem solving and rescaling. Modelling will become an

essential tool to inform carving practice for project work and future commissions.

Lettering

Covering all aspects of drawn and carved lettering, the programme is designed to enable students to undertake both formal commissioned work and creative explorations of lettering. The work supports carving practice across the course by developing dynamic drawing, observational skills and carving accuracy.

Gilding (Wood pathway only)

Covering a range of traditional and modern gilding techniques, this component of the course is an essential skill in frame and furniture conservation and restoration. Techniques include oil and water gilding, gesso and historic bole, verre églomisé, pastiglia and scraffito.

Personal Development Archive

The purpose of the PDA is to record the progress students make through the projects and modules that make up the course. The PDA serves to deepen understanding of practice through documentation of process and research in all subject areas.

Art Histories

Art Histories contextualises students' practical investigations and research by introducing them to key themes and concepts in the traditions of the history of art, the history of British and European Architecture and the history of decorative styles.

Through critical engagement, Western art history will be presented, questioned and considered as a partial and specific view, with wider perspectives enriching and challenging our understanding of this linear and developmental approach to art and its narratives.

Learning on this unit will enable students to recognise, understand and contextualise historic artefacts through knowledge acquired as well as through an understanding of research resources available to them.

Course Aims

- Provide a specialist education in Carving, which is centred on carving workshop practices to sustain, champion and ensure the vitality of these culturally significant skills;
 - provide a balanced and holistic curriculum that meaningfully integrates technical, professional, cultural, critical and theoretical contexts with carving practices;
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- enable students to develop a professional practice that integrates research, exploration skills development and analysis.
 - foster a creative learning environment that supports students from all backgrounds to be pro-active participants in their own learning, preparing them for the challenges of their professional futures and/or further study.

Connected Learning

The course aims to encourage students to recognise and develop a strong relationship between all of the course components. They are urged to consider the timetable with its different elements as an interrelated whole. The curriculum has been designed to provide students with a holistic experience that prepares them for the challenges of professional practice as a carver or for the next level of study.

Learning & Teaching Methods

- Carving: technical workshops, demonstrations, peer learning on supervised group projects, lectures, one-to-one tutorials, group discussions.
- Drawing: workshop sessions, museum visits, demonstrations and tutorials
- Modelling: workshop sessions, briefings, peer learning on supervised group projects, tutorials and group discussions.
- Lettering: drawing and carving workshop sessions, demonstrations, tutorials and group discussions.
- Gilding (Wood pathway only): gilding workshop sessions, demonstrations , tutorials and group discussions.
- Personal Development Archive: project briefings and self-managed research documenting and contextualising workshop practice
- Art Histories: lectures, seminars, site visits, essay supervision and tutorials, group discussions and self-managed research.

Validation and Marking The BA (Hons) Carving course at City and Guilds of London Art School course is validated by Arts University Bournemouth.

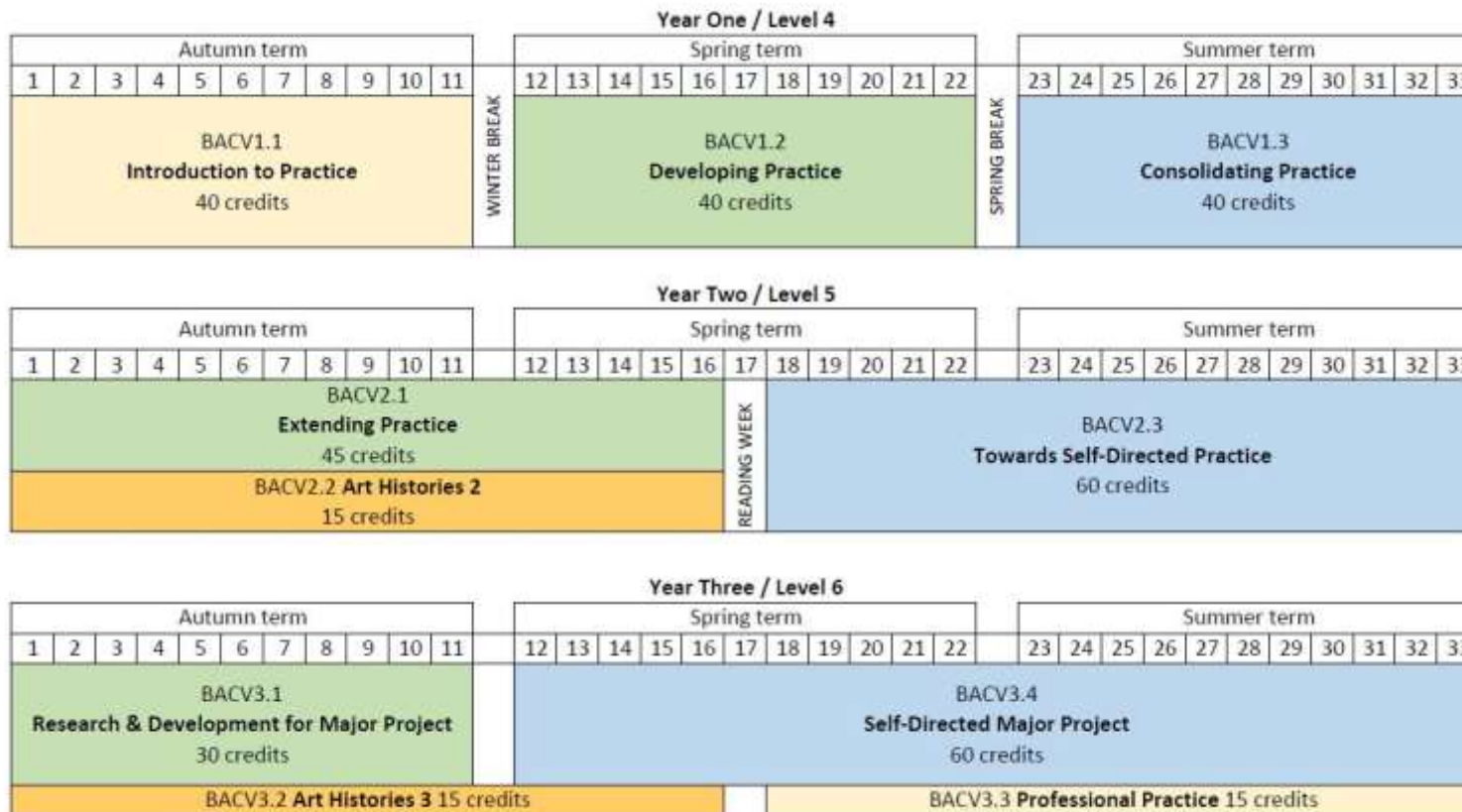
With a home in the Art School's Kennington campus, your course is owned, designed, taught and supported by the Art School's expert team of staff. To award your degrees, Arts University

Bournemouth must ensure the standards expected of UK degrees and the quality of the provision are met by your course.

In line with a national and European scheme your course is delivered over 3 years and each year corresponds to a level of study. Each level of study comprises of 120 credits. Credits are awarded on successful completion of a unit of study and are specific to the level. The first year of the course is divided into units of study worth 40 credits. There is an expectation that each credit notionally requires 10 hours of learning. Therefore, you will need to complete 120 credits (i.e. 1200 hours of learning) each year (or level) to progress to the next stage of the course and 360 credits (3600 hours of learning) to be awarded the BA (Hons) degree.

Course diagram -

The following details provide an *indicative* outline of the Units you will follow in Years 2 and 3. The structure of the course is currently under review and the way the content and learning outcomes are distributed between Units might therefore change. The Art School will issue further details of any changes in due course



BAC1.1: Carving: Introduction

Introduction to practice

	Overview	BAHC1.1
Credits /	40	
ECT value	20	
Overview	<p>This unit sets out to introduce students to the aims and structure of the course, its approach to research and practice as well as to the Library and appropriate technical facilities.</p> <p>Through a series of projects and technical workshops students will be introduced to the fundamentals of carving practice, drawing, modelling and lettering. The unit aims to support students to begin to develop their practical knowledge of, and confidence with tools and materials.</p> <p>For students on the Woodcarving & Gilding pathway the unit will focus on essential carving techniques, tool sharpening, basic joinery and carved shallow relief ornament.</p> <p>For students on the Architectural Stone pathway the unit will focus on essential masonry techniques, tool sharpening and carved ornament on mouldings.</p> <p>Alongside carving work within each specialist pathway, students will work alongside their peers on an introduction to modelling in clay.</p> <p>During the unit students will be introduced to constructive, linear drawing methods and drawing from historical artefacts.</p> <p>Both pathways will be introduced to the elementary principles of design and layout for lettering.</p> <p>The unit will introduce students to the Personal Development Archive. Students will use the PDA to record their individual progress through each project and module. The document supports each students continual learning process through the course.</p> <p>In the Art Histories component of this unit, students will consider the History of Decorative Style: an introduction to the key styles and historical factors that have shaped the made and decorated object from the 15th century until the Modern and late-modern periods. They will be asked to conduct a short presentation in which they will examine and discuss a specific artefact in its historical, material and social context.</p>	
Learning Outcomes	<i>In order to successfully complete this unit your work should demonstrate:</i>	

1. Introductory level technical skills in carving practice;
2. introductory level of practical drawing skills to inform carving practice;
3. knowledge, selection, communication and critical reflection of appropriate contextual research material;
4. organisation of time available to manage work on a range of projects.

Learning Hours 400

Learning hours breakdown	Scheduled learning and teaching activities:	75	%
	Guided independent learning:	25	%

Essential References Reading lists will be available in the Art School’s virtual learning environment (Moodle)

Learning and Teaching

BAHC1.1

Learning & Teaching Methods Please refer to course Information at the beginning of this document

IndicativeContent The following table is indicative of the unit content that may for example include:

- Induction and Art School orientation
- Workshop practice, Health & Safety
- Introduction to the Personal Development Archive
- Introduction to the Computer Room and the Art School’s virtual learning environment (Moodle).
- Introduction to Access to Learning

Architectural Stone Pathway

- Introduction to tools and tool sharpening
- Basic masonry and introductory carving project
- Classical Mouldings
- Carving ornament on mouldings

Woodcarving & Gilding Pathway

- Introduction to tools and tool sharpening
- Chip carving
- Carved Mouldings
- Simple relief carving
- Basic Joinery

Both Pathways

Introduction to Modelling: modelling a low relief panel in clay.

Introduction to Drawing: constructive, linear drawing methods.

Introduction to Lettering: Elementary principals of design and carving.

Art Histories: A chronological introduction to the rich tradition of decorative style in Europe

Assessment will be based on the presentation of work produced during the unit.

Assessment

Your presentation should include the following

Requirements

And Weighting

- Carving project work (40% of total)*
- Drawing project work (15% of total)*
- Modelling project work (15% of total)*
- Lettering project work (15% of total)*
- Art Histories: a short illustrated presentation – 5/10 minutes (15% of total)

*Personal Development Archive (the PDA accounts for 20% of the marks available for each of these subject areas)

Alternative forms of assessment

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

Assessment Date

Formative Assessment takes place throughout the unit in the form of tutorials with subject tutors, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The date of your summative assessment will be on the course timetable in the carving studios and detailed on Moodle.

Marking Criteria

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

Grade

Marking Criteria

PASS

1st

85-100% There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes

70-84% There is substantial and strong evidence with excellent examples that demonstrate achievement of the Learning Outcomes

	2.1	60-69%	There is substantial evidence with some very good examples that demonstrate achievement of the Learning Outcomes
	2.2	50-59%	There is consistent evidence with some good examples that demonstrate achievement of the Learning Outcomes
	3	40-49%	There is adequate evidence, with some sound examples that demonstrate achievement of the Learning Outcomes
		35-39%	There is inadequate evidence, with some examples to demonstrate achievement of the Learning Outcomes
FAIL		1 – 34%	There is inadequate evidence to demonstrate achievement of the Learning Outcomes
		0%	No work submitted to demonstrate achievement of the Learning Outcomes

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Feedback

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

BAHC1.2: Carving:

Developing Practice

	Overview	BAHC1.2
Credits /	40	
ECT value	20	

Overview

Building on the BAHC1.1 Historic Carving: [Introduction to Practice](#) this unit sets out to enable students to progressively develop their carving research and practice skills and to produce carved objects based on project work.

For students on the [Woodcarving & Gilding](#) pathway the unit will focus on carving a selected example of ornament and will include an introduction to Gilding.

An introduction to wood technology will provide a grounding in the material properties of wood and how these inform its historical and contemporary use.

For students on the [Architectural Stone](#) pathway the unit will focus on carving a classical Acanthus leaf and working on a section of a Romanesque architectural feature. The geological formation and properties of stone and how these influence carving decisions will be considered during the unit.

Both pathways will continue to work with clay on a portrait head modelling project and will learn methods of visually analysing and drawing artefacts in the Drawing studio.

Students will continue to work on a lettering project that will involve setting out an alphabet based on the proportions of the Trajan inscription.

In Drawing, students will investigate the structure, form and stylistic attributes of a single historic object from the Art School's cast collection.

In this unit, you will learn about the History of Art and Architecture: an introduction to the key styles and factors that have shaped European and British Art and architecture from the Classical period, the Middle Ages, and through until the Modern period. Workshops and talks introducing essay writing, academic conventions and research methodologies will support you to write a short (1-2,000 word) essay based on the content of the unit.

Within this unit, students may choose to opt into a short trip to visit buildings and museums in Britain or in Europe, providing an opportunity to study original wood and stone carvings in situ. This is

also an opportunity to work alongside students studying BA (Hons) Conservation Studies, providing you with important insights in to the professional role of carvers as part of the conservation and preservation of heritage sites.

Learning Outcomes *In order to successfully complete this unit your work should demonstrate:*

1. A range of basic technical skills and ability to evaluate the progress of your carving practice;
2. knowledge of design in relation to carving practice;
3. development of practical drawing skills to inform carving practice;
4. knowledge, selection, communication and critical reflection of appropriate contextual research material;
5. organisation of time available to manage work on a range of projects.

Learning Hours 400

Learning hours breakdown	Scheduled learning and teaching activities:	75	%
	Guided independent learning:	25	%

Essential References Reading lists will be available in the Art School’s virtual learning environment (Moodle)

Learning & teaching BAHC1.2

Learning & Teaching Methods Please refer to course Information at the beginning of this document

Indicative Content The following table is indicative of the unit content that may for example include:

Architectural Stone Pathway	Woodcarving & Gilding Pathway
<ul style="list-style-type: none"> • Design and Carving: the classical Acanthus • Triangulation: reproduce selected ornament from a cast 	<ul style="list-style-type: none"> • Gothic ornament • Gilding: An introduction to basic gilding techniques

Both Pathways

Modelling: The Portrait Head.

Drawing: Research Approaches.

Lettering: constructing a classical Roman alphabet

Art Histories: a chronological introduction to the tradition of architectural design

Assessment will be based on the presentation of work produced during the unit.

Assessment Requirements And Weighting

For the Stone pathway, your presentation should include the following:

- Carving project work (45% of total)*
- Drawing Project work (15% of total)*
- Modelling project work (15% of total)*
- Lettering project (15% of total)*
- Art Histories essay - 1,000 to 2,000 words (15% of total)

*Personal Development Archive (the PDA accounts for 20% of the marks available for each of these subject areas)

For the Wood pathway, your presentation should include the following:

- Carving Project work (35% of total)*
- Drawing Project work (15% of total)*
- Modelling project work (15% of total)*
- Lettering project (10% of total)*
- Gilding project work (10% of total)*
- Art Histories essay – 1,000 to 2,000 words (15% of total)

*Personal Development Archive (the PDA accounts for 20% of the marks available for each of these subject areas)

Alternative forms of assessment

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

Assessment Date

Formative Assessment takes place throughout the unit in the form of tutorials with subject tutors, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The date of your summative assessment will be on the timetable in the carving studios and detailed on Moodle.

Marking Criteria

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

Grade	Marking Criteria		
PASS	1st	85-100%	There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
		70-84%	There is substantial and strong evidence with excellent examples that demonstrate achievement of the Learning Outcomes
	2.1	60-69%	There is substantial evidence with some very good examples that demonstrate achievement of the Learning Outcomes
		50-59%	There is consistent evidence with some good examples that demonstrate achievement of the Learning Outcomes
	3	40-49%	There is adequate evidence, with some sound examples that demonstrate achievement of the Learning Outcomes
		35-39%	There is inadequate evidence, with some examples to demonstrate achievement of the Learning Outcomes
FAIL	1 – 34%	1 – 34%	There is inadequate evidence to demonstrate achievement of the Learning Outcomes
		0%	No work submitted to demonstrate achievement of the Learning Outcomes
	Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.	
Feedback	Written and verbal feedback will be provided within 20 term-time days of the summative assessment.		

BAHC1.3: Carving

Consolidation of Practice

	Overview	BAHC1.3
Credits /	40	
ECT value	(20)	
Overview	<p>This unit marks the culmination of the 1st year of the course and challenges students to consolidate and review their learning so far.</p> <p>Students will be asked to work on more complex carvings alongside letter cutting and drawing research undertaken off site at the V&A museum. Both technical and contextual research are intended to enable you to establish an approach to carving that is reflective, self-critical and ambitious.</p> <p>For students on the Stone pathway, a collaborative project based on Romanesque carving will encourage you to work as a team to produce a large architectural feature.</p> <p>Students on the Wood pathway will focus on reproducing a design from a medieval misericord and continue their exploration of gilding techniques.</p> <p>In Drawing, students will visit the Victoria and Albert Museum to draw from the collection. An intensive investigation into a historic object.</p> <p>In Lettering, both pathways will complete the carving of the formal Roman alphabet they finished designing in the previous unit.</p> <p>All students will also be involved in supporting the 3rd year students to present their work in the Degree Show exhibition. This will give an insight into working to a deadline and professional presentation skills.</p> <p>As a part of their PDA, students will be asked to prepare an illustrated Self-evaluation report where they will review the key achievements and challenges of their work at the end of the 1st year and indicate their plans for future development.</p>	
Learning Outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none">1. Consolidation of technical skills and ability to evaluate the progress of your carving practice;2. knowledge of design in relation to carving practice;3. consolidation of practical drawing skills to inform carving practice;	

4. knowledge, selection, communication and critical reflection of appropriate contextual research material;
5. organisation of time available to manage work on a range of projects;

Learning Hours	400		
Learning hours breakdown	Scheduled learning and teaching activities:	85	%
	Guided independent learning:	15	%
Essential References	Reading lists will be available in the Art School's virtual learning environment (Moodle)		

Learning & teaching		BAHC1.3
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Learning & Teaching Methods	Please refer to Course Information at the beginning of this document
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Indicative Content	The unit includes a range of approaches to learning, the following table is indicative of the projects that may be included:
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Architectural Stone Pathway	Ornamental Woodcarving & Gilding Pathway
Carving practice: Stone carving	Carving practice: Woodcarving
<ul style="list-style-type: none"> • Romanesque group project 	<ul style="list-style-type: none"> • Misericord carving project • Gilding project work

Both Pathways

Lettering: Carving a formal Roman alphabet

Drawing: Research Drawings at the V&A museum

Assessment		BAHC1.3
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Assessment will be based on the presentation of work produced during the unit.

Assessment Requirements And Weighting	<p>On the Stone pathway, your presentation should include the following:</p> <ul style="list-style-type: none"> • Carving project work (55% of total)* • Drawing project work (20% of total)* • Lettering project work (15% of total)* • Illustrated Self-evaluation Report of 500-750 words (10% of total)
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*Personal Development Archive (the PDA accounts for 20% of the marks available for each of these subject areas)

On the Wood pathway, your presentation should include the following:

- Carving project work (50% of total)*
- Drawing project work (20% of total)*
- Lettering project (10% of total)*
- Gilding project work (10% of total)*
- Illustrated Self-evaluation Report (500-750 words)(10% of total)

*Personal Development Archive (the PDA accounts for 20% of the marks available for each of these subject areas)

Alternative forms of assessment

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

Date & time

Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.

Marking Criteria

The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.

Grade

Marking Criteria

PASS	1st	85-100%	There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
		70-84%	There is substantial and strong evidence with excellent examples that demonstrate achievement of the Learning Outcomes
	2.1	60-69%	There is substantial evidence with some very good examples that demonstrate achievement of the Learning Outcomes

	2.2	50-59%	There is consistent evidence with some good examples that demonstrate achievement of the Learning Outcomes
	3	40-49%	There is adequate evidence, with some sound examples that demonstrate achievement of the Learning Outcomes
FAIL		35-39%	There is inadequate evidence, with some examples to demonstrate achievement of the Learning Outcomes
		1 – 34%	There is inadequate evidence to demonstrate achievement of the Learning Outcomes
		0%	No work submitted to demonstrate achievement of the Learning Outcomes

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Feedback

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

The following details provide an ***indicative*** outline of the Modules you will follow in Years 2 and 3. The structure of the course is currently under review and the way the content and learning outcomes are distributed between Modules might therefore change. The Art School will provide further details of any changes in due course

BAHC2.1: Carving Extended Practice

BAHC2.1

	Overview	BAHC2.1
Credits /	45	
ECT value	(22.5)	
Overview	<p>This unit runs alongside the BAHC2.2 Art Histories unit and aims to enable you to build upon the contextual knowledge, technical, practical, research, design and other professional skills that you acquired during your 1st year together with your 2nd year art historical studies to support the evolution of your carving practice. It focuses in more depth on specialist carving practices and more complex carving ‘problems’ and challenges you to further develop professional working strategies, such as working to deadlines and managing your time and resources while working simultaneously on a range of projects.</p> <p>This unit will support you to undertake live projects including commissions and competitions through the exploration of professional case studies and talks on professional practice. Meanwhile optional workshops in IT and documentation are intended to support you to develop a professional approach to documenting your work as it progresses.</p> <p>By the end of this unit you should have established and evolved a robust and sound approach to carving practice that can be further tested and evaluated as you reach the mid-point of the course.</p>	
Learning Outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none">1. Knowledge and understanding of the context and design criteria of carving professional practice;2. a range of developed technical skills employed to support carving practice;3. evaluation supporting the development of your carving practice;4. material, historical and contextual research and problem solving informing carving practice;5. effective strategies for time management supporting work on a range of projects;	

6. ability to employ drawing as a key tool for research and design for carving practice.

Learning Hours 450

Learning hours breakdown	Scheduled learning and teaching activities:	85	%
	Guided independent learning:	15	%

Essential References

Gardner, A. (1927) *English gothic foliage sculpture*. Cambridge: Cambridge University Press.

Colling, J.K. (1948) [Gothic ornaments](#). London: George Bell.

Paley, F.A. (1891) [A manual of gothic mouldings](#). London: Gurney & Jackson.

Pugin, A.C. (1987) *Pugin's gothic ornament: the classic sourcebook of decorative motifs*. London: Dover.

Thornton, P. (1999) *Form and decoration: innovation in the decorative arts 1470-1870*. London: Weidenfeld & Nicolson.

Please also refer to the Historic Carving Reading List and essential reading for 1st year units.

Learning & teaching

BAHC2.1

Learning & Teaching Methods

The unit will be delivered with a range of learning and teaching methods including: demonstrations, technical workshops, peer learning on supervised group projects, lectures, 1 to 1 tutorials, group discussion reviewing progress.

Indicative Content

The unit includes a range of approaches to learning, the following table is indicative of the projects that may be included:

Architectural Stone Pathway	Ornamental Woodcarving & Gilding Pathway
Carving practice: Stone carving	Carving practice: Woodcarving
<ul style="list-style-type: none">• Stiff leaf carving• Undulating leaf carving• Drapery carving	<ul style="list-style-type: none">• Corinthian capital• Gothic running frieze• Drapery carving
	Introduction to Gilding

Both Pathways

Lettering Carving Practice: Carving lower case letters; Calligraphy workshop with visiting tutor

Drawing: Life drawing, tonal drawings of ornament, sketch drawing

Method	A presentation of work made during the unit	
Requirements	<p>Your presentation should include the following:</p> <ul style="list-style-type: none"> • Carving project work; • lettering project work; • modelling project work; • drawing project work; • your Personal Development Archive (PDA). 	
Alternative forms of assessment	<p>These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.</p>	
Date & time	<p>Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.</p>	
Marking Criteria	<p>The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.</p>	
Grade	Marking Criteria	
PASS	1st	<p>85-100% There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes</p>
		<p>70-84% There is substantial and strong evidence with excellent examples that demonstrate...</p>
	2.1	<p>60-69% There is substantial evidence with some very good examples that demonstrate...</p>
	2.2	<p>50-59% There is consistent evidence with some good examples that demonstrate...</p>
	3	<p>40-49% There is adequate evidence, with some sound examples that demonstrate...</p>
FAIL	<p>35-39% There is inadequate evidence, with some examples to demonstrate...</p>	

1 – 34% There is inadequate evidence to demonstrate...

0% No work submitted to demonstrate...

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Feedback

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

BAHC2.2: Carving

Art Histories 2

	Overview	BAHC2.2
Credits /	15	
ECT value	(7.5)	

Overview

The unit runs alongside, BAHC2.1 [Historic Carving: Extending Practice](#) and builds upon your knowledge and understanding of the histories and concepts introduced during the 1st year in the [Art Histories 1](#) unit and other Historic Carving practice units.

It sets out to expand your knowledge and understanding of the historical contexts for your carving practice in greater depth through the frame of art, architecture and decoration and includes opportunities to visit and study historical locations with the input of expert historians and theoreticians.

Workshops and essay tutorials will support the assignments that are designed to interrogate specific artefacts and relate these to themes, contexts and concepts explored throughout the taught element of the unit. (Suggested word count 2000-2500). You will also deliver a short presentation in which you will scrutinize and critically interrogate the material and historical contexts of a carved artefact.

Learning Outcomes *In order to successfully complete this unit your work should demonstrate:*

1. Knowledge and understanding of key themes and concepts in Historic Carving, Decorative Arts, Architecture and Sculpture and their relationship to craft, theoretical and social contexts;
2. appropriate application of research skills, critical reflection, interpretation and contextualisation;
3. effective communication of complex findings.

Learning Hours 150

Learning hours breakdown	Scheduled learning and teaching activities:	20	%
	Guided independent learning:	80	%

See Learning & Teaching Schedule for further information.

Essential References

Dent, P. (ed.) (2014) *Sculpture and touch*. London: Routledge.
Freedberg, D. (1991) *The power of images: Studies in the history*

and theory of response. Chicago: University of Chicago Press.

Funke, J. and Grove, J. (eds.) (2018) *Sculpture, sexuality and history: Encounters in literature, culture and the arts from the eighteenth century to the present*. New York: Springer.

Getsy, D. (2004) *Body doubles: Sculpture in Britain, 1877-1905*. New Haven: Yale University Press.

Grafton, A. et al. (2010) *The classical tradition*. London: Belknap Press.

Hall, J. (2000) *The world as sculpture*. London: Pimlico.

Haskell, F. & Penny, N. (1981) *Taste and the antique*. London: Yale University Press.

Llewellyn, N. (2001) *Funeral monuments in post-reformation England*. Cambridge: Cambridge University Press.

Rose, G. (2016) *Visual methodologies*. London: Sage Publications.

Wagner, A. (2005) *Mother stone*. New Haven: Yale University Press.

Learning & teaching

BAHC2.2

Learning & Teaching Methods

The unit will be delivered with a range of learning and teaching methods including: lectures, seminars, site visits, essay supervision and tutorials, self-managed research.

Indicative Content

This unit offers an in-depth analysis of a range of examples of carved works from iconic architectural sites in London. Carving in Westminster Abbey, Charter House, St Paul's Cathedral and more will be discussed in relation to carving techniques and the various historical, aesthetic and socio-political contexts that influenced them. Learning will be facilitated by a specialist art and architectural historians, and emphasis will be placed on the technical and material challenges of making and installation.

Assessment

BAHC2.2

Method

Presentation of work produced during the unit to include an essay (2000- 2500 words) and documentation of a 3 minute visual, verbal presentation.

Requirements

You should submit:

- 2000-2500 word essay following academic conventions;
 - documentation of a 5 minute presentation.
-

Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.	
Date & time	The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.	
Marking Criteria	The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.	
Grade	Marking Criteria	
PASS	1st 85-100%	There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
	70-84%	There is substantial and strong evidence with excellent examples that demonstrate...
	2.1 60-69%	There is substantial evidence with some very good examples that demonstrate...
	2.2 50-59%	There is consistent evidence with some good examples that demonstrate...
	3 40-49%	There is adequate evidence, with some sound examples that demonstrate...
FAIL	35-39%	There is inadequate evidence, with some examples to demonstrate...
	1 – 34%	There is inadequate evidence to demonstrate...
	0%	No work submitted to demonstrate...
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.	
Feedback	Written and verbal feedback will be provided within 20 term-time days of the summative assessment.	

Towards Self-Directed Professional Practice

	Overview	BAHC2.3
Credits /	60	
ECT value	(30)	
Overview	<p>This unit runs for the whole of the second semester of the 2nd year and supports you to continue to develop your carving practice and professional approaches with an emphasis on the further development of practical hand skills, visual analysis and professional skills including evaluation and review.</p> <p>This stage of the course involves a diagnostic element as you will be expected to use all opportunities to assess your strengths as a practitioner and understand the demands of your specialist area.</p> <p>While continuing to work with a number of set and live projects you will also be increasingly engaged in the development of your own themes and ideas with some planning for your 3rd year major project work. Professional Practice talks and workshops will support you in the practical elements of planning your project to ensure its feasibility and to learn how to cost and manage a professional commission. In the later part of the unit you will give a presentation on your plans for the 3rd year including a preliminary proposal for your major project and the theme for your dissertation.</p> <p>The unit will require you to develop an increasingly self-motivated and organised approach to your studies. Beginning at the mid-point of the course it requires you to take an increasingly self-managed approach to your studies as you prepare for self-directed practice in the 3rd year.</p>	
Learning Outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none"> 1. Knowledge and understanding of historical, contemporary and social contexts of your carving practice; 2. knowledge and understanding of the context and design criteria of carving professional practice; 3. a range of developed technical skills employed to effectively support carving practice; 	

4. analysis, evaluation and critical reflection supporting your carving practice
5. material, historical and contextual research, design and problem solving informing carving practice;
6. effective and productive approach to project management to support carving practice;
7. ability to embed visual analysis and interpretation through drawing and modelling to inform and reflect upon carving practice.

Learning Hours	600		
Learning hours breakdown	Scheduled learning and teaching activities:	75	%
	Guided independent learning:	25	%
Essential References	<p>Gardner, A. (1927) <i>English gothic foliage sculpture</i>. Cambridge: Cambridge University Press.</p> <p>Bridaham, L.B. (2006) <i>The gargoyle book: 572 examples from gothic architecture</i>. London: Dover.</p> <p>Colling, J.K. (1948) Gothic ornaments. London: George Bell.</p> <p>Paley, F.A. (1891) A manual of gothic mouldings. London: Gurney & Jackson.</p> <p>Pugin, A.C. (1987) <i>Pugin's gothic ornament: the classic sourcebook of decorative motifs</i>. London: Dover.</p> <p>Thornton, P. (1999) <i>Form and decoration: innovation in the decorative arts 1470-1870</i>. London: Weidenfeld & Nicolson.</p> <p>Please also refer to the Historic Carving Reading List and essential reading for 1st year units.</p>		

Learning & teaching		BAHC2.3
Learning & Teaching Methods	The unit will be delivered with a range of learning and teaching methods including: demonstrations, technical workshops, peer learning on supervised group projects, lectures, 1 to 1 tutorials, group discussion reviewing progress.	
Indicative Content	Architectural Stone Pathway Carving practice: Stone carving <ul style="list-style-type: none"> ● Restoration project ● Life study 	Ornamental Woodcarving & Gilding Pathway Carving practice: Woodcarving <ul style="list-style-type: none"> ● 18th Century Scroll ● Regency leaf ● Gilding
	Both Pathways <ul style="list-style-type: none"> ● Drapery study and research ● Modelling Transcription project ● Lettering project 	

- Major Carving Project-plan /dissertation presentation workshop
visiting tutor

Assessment		BAHC2.3
Method	A presentation of work produced during the unit	
Requirements	<p>Your presentation should include the following:</p> <ul style="list-style-type: none"> • Carving project work; • lettering project work; • modelling project work; • drawing project work; • personal Development Archive including outcomes of the professional practice workshops; • Illustrated Self-evaluation report (indicative word count, 500-750 words). 	
Alternative forms of assessment	<p>These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.</p>	
Date & time	<p>Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.</p>	
Marking Criteria	<p>The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.</p>	
Grade	Marking Criteria	
PASS	1st	85-100% There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
		70-84% There is substantial and strong evidence with excellent examples that demonstrate...
	2.1	60-69% There is substantial evidence with some very good examples that demonstrate...

	2.2	50-59%	There is consistent evidence with some good examples that demonstrate...
	3	40-49%	There is adequate evidence, with some sound examples that demonstrate...
FAIL		35-39%	There is inadequate evidence, with some examples to demonstrate...
		1 – 34%	There is inadequate evidence to demonstrate...
		0%	No work submitted to demonstrate...
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.		
Feedback	Written and verbal feedback will be provided within 20 term-time days of the summative assessment.		

Research & Development for Major Project

	Overview	BAHC3.1
Credits /	30	
ECT value	(15)	

Overview

The 3rd year provides you with an intensive year of study with a substantial period of self-directed research and practice. This unit runs during the first term of the 3rd year and primarily focuses on the research and development phase of your major carving project work and your lettering project. It runs alongside your work on the HC3.2 [Art Histories 3](#) unit.

The unit requires you to take considerable responsibility for independently managing your carving practice and laying down the strong foundations for a sustainable, achievable and suitably ambitious final project(s). To do well on this unit you will need to draw upon all of the skills you have developed so far on the course and be fully engaged, pro-active, ambitious and committed.

During the first half of the unit, you will use drawing and modelling to develop maquettes and models that you can work from and use to test design decisions. You will continue to deepen your understanding of the materials, techniques and processes involved in carving, as well as your contextual knowledge relating to your individual final project proposals.

In the second half of the unit you will begin work on your major project work employing techniques to translate your proposals in to carved forms. Your major project work will include at least one lettering project and an ambitious carved piece.

You will attend a series of Professional Practice sessions focusing on equipping you with the readiness for constructive engagement in your future career, facilitating your transition from student to early stage professional practitioner or for further study at postgraduate level. These sessions will support you to prepare for the unit HC3.4 [Professional Practice](#) that runs in the 2nd semester.

Assessment is based on a presentation of all of your research and preparatory work such as sketchbooks, models and documentation of your practice, your Personal Development Archive and work in progress.

Learning Outcomes	<i>In order to successfully complete this unit your work should demonstrate:</i>		
	<ol style="list-style-type: none"> 1. Systematic understanding of the specific historical, contemporary and social contexts of your carving practice; 2. systematic understanding of the appropriate professional strategies relevant to your carving practice and ambitions; 3. a range of developed practical skills employed to plan and initiate carving project work; 4. analysis, evaluation, self-directed research and critical reflection supporting development of your carving project; 5. synthesis of material, historical and contextual research and design and problem-solving evidenced in your proposal and initial project work; 6. ability to effectively employ methods of visual analysis, interpretation and design to support planning for carving practice. 		
Learning Hours	300		
Learning hours breakdown	Scheduled learning and teaching activities:	30	%
	Guided independent learning:	70	%
Essential References	Your project proposal and related research will determine the reading and viewing list for the unit and will be discussed and agreed with your tutor as your project work progresses.		

Learning & teaching		BAHC3.1
Learning & Teaching Methods	The unit will be delivered with a range of learning and teaching methods including: lectures, 1 to 1 tutorials, group discussion reviewing progress.	
Indicative Content	<ul style="list-style-type: none"> • Project-plan presentation • Professional Practice talks • Workshops on Maquette making • Drawing research • Early stages of carving project work • Self-directed lettering project 	

Assessment		BAHC3.1
Method	Assessment is based on a presentation of work made during the unit to include supporting material such as sketchbooks, documentation of your practice, models as well as work in progress and your personal development archive.	
Requirements	You should submit: <ul style="list-style-type: none"> • Self-directed project research, plans, drawing and 3 dimensional models; 	

- work in progress on self-directed projects;
- personal Development Archive.

Alternative forms of assessment

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

Date & time

Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.

Marking Criteria

The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.

Grade

Marking Criteria

Grade	Marking Criteria	
PASS	1st 85-100%	There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
	70-84%	There is substantial and strong evidence with excellent examples that demonstrate...
	2.1 60-69%	There is substantial evidence with some very good examples that demonstrate...
	2.2 50-59%	There is consistent evidence with some good examples that demonstrate...
	3 40-49%	There is adequate evidence, with some sound examples that demonstrate...
FAIL	35-39%	There is inadequate evidence, with some examples to demonstrate...
	1 – 34%	There is inadequate evidence to demonstrate...
	0%	No work submitted to demonstrate...

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You

must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Feedback

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

Art Histories 3

	Overview	BAHC3.1
Credits /	15	
ECT value	(7.5)	

Overview

This unit runs alongside BAHC3.1 [Historic Carving: Research & Development for Major Project](#) and provides you with an important opportunity to research and study in greater depth a subject related to your developing carving practice. The research that you undertake for this unit should be intimately related to your practice and directly support the development of your work. Your choice of your art-histories related theme will be based on tutorial and seminar discussion from the end of your 2nd year. It will be chosen and refined by you in to a specific question that you will interrogate through a self-directed piece of research. Group and individual tutorials will support you to develop your research investigation and the structuring of your dissertation that can take the form of a 5,000-6,000 word essay or an equivalent submission such as a project report or illustrated presentation.

The unit aims to enable you to confidently articulate your understanding of your chosen theme and the relevance of the research to your practice and future ambitions.

Learning Outcomes *In order to successfully complete this unit your work should demonstrate:*

1. Systematic understanding of material concepts, theoretical and socio- political contexts in relation to your chosen theme;
2. sustained and effective application of analysis, critical reflection and a range of developed research skills;
3. effective communication of complex findings and arguments related to your chosen theme.

Learning Hours 150

Learning hours breakdown	Scheduled learning and teaching activities:	10	%
	Guided independent learning:	90	%

Essential References Your dissertation topic will determine the reading and viewing list for the unit and will be discussed and agreed with your dissertation tutor as your research progresses

Recommended

Bolker, J. (1998) *Writing your dissertation in fifteen minutes a day*. New York: H. Holt.

Buzan, T. (2006) *Use your head: innovative learning and thinking techniques to fulfil your potential*. London: BBC.

Buzan T. & Buzan, B. (2010) *The mind map book: unlock your creativity, boost your memory, change your life*. Harlow: Pearson.

Cottrell, S. (2008) *The study skills handbook*. 3rd edition. Basingstoke: Palgrave Macmillan.

Godfrey, J. (2010) *Reading and making notes*. Basingstoke: Palgrave Macmillan.

Greetham, B. (2008) *How to write better essays*. 2nd edition. Basingstoke: Palgrave Macmillan.

Greetham, B. (2014) *How to write your undergraduate dissertation*. 2nd edition. Basingstoke: Palgrave Macmillan.

Mann, S. (2011) *Study skills for art, design, and media students*. Harlow: Longman.

Williams, K. (2009) *Getting critical*. Basingstoke: Palgrave Macmillan.

Williams, K. (2013) *Planning your dissertation*. Basingstoke: Palgrave Macmillan.

Learning & teaching

BAHC3.2

Learning & Teaching Methods

The unit will be delivered with a range of learning and teaching methods including: lectures, seminars, 1 to 1 and group tutorials

Indicative Content

Content will depend on and emerge out of the individual students own research interests and areas of intellectual and workshop-based enquiry.

Assessment

BAHC3.2

Method

Submission of a 5000–6000 word dissertation or equivalent such as a project report or illustrated presentation.

Requirements

You should submit:

- 5,000–6,000 word dissertation or equivalent

Alternative forms of assessment

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

	students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.
Date & time	The week, date and time of your assessment will be notified in unit briefings and detailed on Moodle.
Marking Criteria	The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.
Grade	Marking Criteria
PASS	1st 85-100% There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
	70-84% There is substantial and strong evidence with excellent examples that demonstrate...
	2.1 60-69% There is substantial evidence with some very good examples that demonstrate...
	2.2 50-59% There is consistent evidence with some good examples that demonstrate...
	3 40-49% There is adequate evidence, with some sound examples that demonstrate...
FAIL	35-39% There is inadequate evidence, with some examples to demonstrate...
	1 – 34% There is inadequate evidence to demonstrate...
	0% No work submitted to demonstrate...
Academic good practice	Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.
Feedback	Written and verbal feedback will be provided within 40 term-time days of the summative assessment.

BAHC3.3: Carving: Professional Practice

	Overview	BAHC3.3
Credits /	15	
ECT value	(7.5)	
Overview	<p>This unit runs in the second semester of your 3rd year and is focused on your professional realisation of your practice, specifically how you document and curate your work, employing a range of formats.</p> <p>Building on the knowledge and understanding you have acquired throughout the course and, more recently during the professional practice talks, seminars, study visits and workshops during the 1st semester, you are required to critically and professionally engage in the documentation and presentation of your practice.</p> <p>This will include:</p> <ul style="list-style-type: none">• An illustrated evaluative report on your final project (500 – 750 words);• your own website/ blog (or equivalent media) documenting and presenting your work in a coherent and professionally appropriate way;• a professional practice folder to include a method statement relating to your project(s), planning for self-employment, and evidence of completion of an estimating exercise, including costing of your final project;• a professional portfolio to include your CV and images of your work;• the organization and presentation of your Degree Show. <p>The work from this unit provides an important step from undergraduate study to professional practice and while there are different elements that make up your assessment submission you are encouraged to see the 3rd year as a holistic period of study with the 4 units being very closely related and mutually supportive.</p>	
Learning Outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none">1. Application and effective employment of appropriate professional working strategies supporting your carving practice and ambitions;2. effective and considered approach to documenting and presenting your professional carving practice.	

Learning Hours	150
Learning hours breakdown	Scheduled learning and teaching activities: 15 %
	Guided independent learning: 85 %
Essential References	<p>Collins, S. (1992) <i>How to photograph works of art</i>. New York: Watson-Guption.</p> <p>Smithson, P. (2009) <i>Installing exhibitions: A practical guide</i>. London: A&C Black.</p> <p>Digital sources:</p> <p>http://www.craftscouncil.org.uk/</p> <p>http://www.britcoun.org.uk</p> <p>http://www.hse.gov.uk</p> <p>http://www.charity-commission.gov.uk</p> <p>Artquest Artlaw: http://www.artquest.org.uk/artlaw/ Hundreds of articles on all aspects of art and the law.</p> <p>a-n: http://www.a-n.co.uk a-n provides information, research and debate for visual and applied artists. It is a not-for-profit company, with annual subscriptions – a subscription is required for full website access to opportunities listings and articles, with some articles available for non-subscribers. Subscribers also benefit from artwork, studio and public liability insurance.</p>

Learning & teaching BAHC3.3

Learning & Teaching Methods The unit will be delivered with a range of learning and teaching methods including: workshops, 1 to 1 tutorials, group discussions reviewing progress.

- Indicative Content**
- Sign up IT workshops
 - Professional Practice talks
 - Degree show planning meetings
 - Portfolio Review sessions
 - Self-directed professional practice

Assessment BAHC3.3

Method Submission of work and documentation produced during the unit together with a review of the organisation, curation and project management of your Degree Show exhibition.

- Requirements** You should submit:
- An illustrated evaluative report on your final project (500 – 750 words);
 - your own website/ blog (or equivalent media) documenting and presenting your work;

- a professional practice folder to include a method statement relating to your project(s), planning for self-employment, and evidence of completion of an estimating exercise, including costing of your final project;
- a professional portfolio to include your CV and images of your work;
- the organization and presentation of your Degree Show.

Alternative forms of assessment

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

Date & time

Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.

Marking Criteria

The criteria used in marking are set out in the matrix below. Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.

Grade	Marking Criteria	
PASS	1st	85-100% There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
		70-84% There is substantial and strong evidence with excellent examples that demonstrate...
	2.1	60-69% There is substantial evidence with some very good examples that demonstrate...
	2.2	50-59% There is consistent evidence with some good examples that demonstrate...
	3	40-49% There is adequate evidence, with some sound examples that demonstrate...
FAIL		35-39% There is inadequate evidence, with some examples to demonstrate...
		1 – 34% There is inadequate evidence to demonstrate...
		0% No work submitted to demonstrate...

Academic good practice

Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.

Feedback

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

Self-Directed Major Project

	Overview	BAHC3.4
Credits /	60	
ECT value	(30)	
Overview	<p>This unit marks the culmination of your studies on the course and runs from the end of the 1st term through to the end of the summer term, spanning 1.5 semesters. It builds upon the Research and Development phase of unit BAHC3.1 and will require you to draw upon all of the professional, technical, contextual and creative skills and knowledge you have developed and acquired so far on the course. It will test your ability to sustain an ambitious self-directed programme of work to a successful conclusion.</p> <p>Students on the Woodcarving & Gilding pathway will complete at least one major woodcarving project, at least one lettering work in wood and an example of work employing a decorative finish.</p> <p>Students on the Architectural Stone pathway will complete at least one major stone carving project to completion and one lettering work in stone.</p> <p>Throughout the unit you will be supported through regular tutor input including supervisory tutorials and facilitated peer group discussion of work in progress.</p>	
Learning Outcomes	<p><i>In order to successfully complete this unit your work should demonstrate:</i></p> <ol style="list-style-type: none"> 1. The coherent articulation of your carving projects' ambitions in the presentation of a resolved body of work; 2. a range of developed practical skills employed to support the production of a body of work; 3. evidence of analysis, evaluation and critical reflection in the realisation of your carving practice; 4. synthesis of material, historical and contextual research, design and problem-solving supporting the completion of self-directed carving project work; 5. sustained and effective project management utilised in the production of a body of work; 6. ability to effectively embed visual analysis, interpretation and design to sustain, inform and reflect upon carving practice. 	
Learning Hours	600	
	Scheduled learning and teaching activities:	15 %

Learning hours breakdown	Guided independent learning:	85	%
Essential References	Your project proposal and related research will determine the reading and viewing list for the unit and will be discussed and agreed with your tutor as your project work progresses		

Learning & teaching		BAHC3.4
Learning & Teaching Methods	The unit will be delivered with a range of learning and teaching methods including: 1 to 1 tutorials, group tutorials and peer group review.	
Indicative Content	Self-directed project work including at least one lettering project and a major carving project	

Assessment		BAHC3.4
Method	Assessment is based on the work that you have produced and exhibited and should also include supporting material such as sketchbooks and documentation of your practice, models and your personal development archive.	
Requirements	<p>You should submit:</p> <ul style="list-style-type: none"> • Completed project work; • support work including drawings and sketchbooks; • personal Development Archive. 	
Alternative forms of assessment	These are the standard requirements for the assessment of this unit. Alternative forms of assessment will be detailed in the unit or project brief for those students who possess a needs assessment for specific learning difficulties, such as dyslexia and dyspraxia. For students with other specific learning difficulties, such as AD(H)D, or students with a disability, alternative forms of assessment will be designed in relation to your individual needs assessment.	
Date & time	Formative Assessment takes place midway through the unit in the form of a 1 to 1 tutorial with your Personal Progress Tutor, while the Summative Assessment takes place at the end of the unit and will involve a number of tutors reviewing all of the work that you submit for assessment. The week, date and time of your summative assessment will be notified in unit briefings and detailed on Moodle.	
Marking Criteria	Your grade for the unit will be determined by your achievement of each learning outcome when judged against the marking criteria.	

Grade	Marking Criteria		
PASS	1st	85-100%	There is consistent and strong evidence with outstanding examples that demonstrate achievement of the Learning Outcomes
		70-84%	There is substantial and strong evidence with excellent examples that demonstrate...
	2.1	60-69%	There is substantial evidence with some very good examples that demonstrate...
	2.2	50-59%	There is consistent evidence with some good examples that demonstrate...
	3	40-49%	There is adequate evidence, with some sound examples that demonstrate...
FAIL		35-39%	There is inadequate evidence, with some examples to demonstrate...
		1 – 34%	There is inadequate evidence to demonstrate...
		0%	No work submitted to demonstrate...
Academic good practice	<p>Submissions that are considered to be the result of collusion or plagiarism or other forms of academic misconduct will be dealt with under the Art School's 'Upholding of Academic Integrity' Policy, and penalties may involve the loss of academic credits. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. You must ensure that you acknowledge all sources you have used. You will find very useful guidance on good academic practice and avoiding plagiarism on the Course Moodle site, while there are also hard copy leaflets on Referencing available in the library.</p>		
Feedback	<p>Written and verbal feedback will be provided within 20 term-time days of the summative assessment.</p>		