Art Academy

Fine Art Foundation Programme Handbook
Academic Year 2025/26

Contents

This Programme Handbook along with the Student Handbook and the Student Terms & Conditions together make up your contract with the Art Academy and you are bound by all of the regulations and policies contained or signposted within them

1. Introduction

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

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

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

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

 We wish you every success during your studies with us.

Sue Spaull
Director of Programmes

2. Academic calendar

The Art Academy runs three terms per academic year, the first two have a week-long reading week, but the third runs straight through.

 Induction week for new & Returning students starts 08/09/25

2025/26 Academic year

Term 1 (2501)	Term 2 (2502)	Term 3 (2503)
Term starts 15/09/25	Term starts 12/01/26	Term starts 20/04/26
Reading week 27/10/24	Reading week 16/02/26	No reading week
Term ends 28/11/24	Term ends 27/03/26	Term ends 12/06/26

The Academy will be closed on bank holiday Mondays 06/04, 04/05, 25/05. For graduating students, the end of programme/ year exhibition is scheduled to open on the 25th June. These students will be expected to be on site, after the end of term, preparing for the exhibition in the lead up to the assessment day as well as during the exhibition run (26th - 28th June inclusive) and the start of the following week in order to take it down. **NO student should book/ plan holidays/ leave London before Monday 29/06.**

3. Attendance

The Art Academy aims to enable all students to enhance their learning experience and develop their personal skills by requiring them to take a professional attitude to attendance and punctuality. The Academy believes that by doing so, retention, achievement and progression will be positively affected.

The Academy expects the following of all students:

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

The Academy sets a minimum benchmark of 80% for attendance expectations. Electronic registers are taken for each session both in the morning and afternoon (as relevant). Where a student's attendance is below the benchmark standard, they will be invited to discuss the matter.

If a student is having, or anticipates having, difficulties adhering to this policy because of individual circumstances (for example, where caring responsibilities necessitate them leaving a class early on a regular basis, or a long term medical condition prevents attendance on occasion), personal, financial or academic problems, they should talk at an early stage to the relevant member of staff - Academic Team, their PAT or Programme Leader. Where appropriate, the Academy will make reasonable adjustments to attendance requirements on a case by case basis.

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

- Initiation of the Fitness to Study Policy.
- A recommended period of interrupted study.
- Bursary payments being withheld.
- The Art Academy informing any relevant funding body/sponsor who may then withdraw the student's funding.
- Possible action under the Academy's Disciplinary Policy and Procedures
- The student's registration on the programme may be terminated.

Please contact the Academic Programme Manager or the Academic Administrator regarding any attendance issues on the number provided below under Staff, Academic Team.

Further details can be found in the [Attendance policy](#)

COVID - 19

To keep all members of our community safe, we expect everyone to comply with Covid self-isolation guidance. If you test positive for Covid, please inform the Academic Programme Manager and do not attend the Academy until you have returned a negative test result.

Interrupting studies

You may interrupt your studies at any time during the programme. The maximum duration of interruption that will be granted is twelve consecutive months.

Please see the [Withdrawal and Interruption of Studies Policy](#)

4. Staff

Key Academic Staff (Programme Delivery)

Lynn Dennison	Foundation Programme Leader	lynn.dennison@artacademy.ac.uk
Alex Virji	Foundation Studio Practice tutor	alex.virji@artacademy.ac.uk
Sarah Charalambides	Critical & Contextual Studies Department Leader	sarah.charalambides@artacademy.ac.uk

All the teaching staff at the Academy are practising artists, and therefore don't work full time. Lynn is usually in for two days of the week, Alex only during studio practice days. You are able to contact Lynn via email when she is not on-site (please be aware she may not be able to respond straight away, due to her commitments to her own artistic practice. The Academic team are always available for immediate assistance). Key teaching staff are directly contactable by Academy email (there is a full list on Moodle).

Academic team

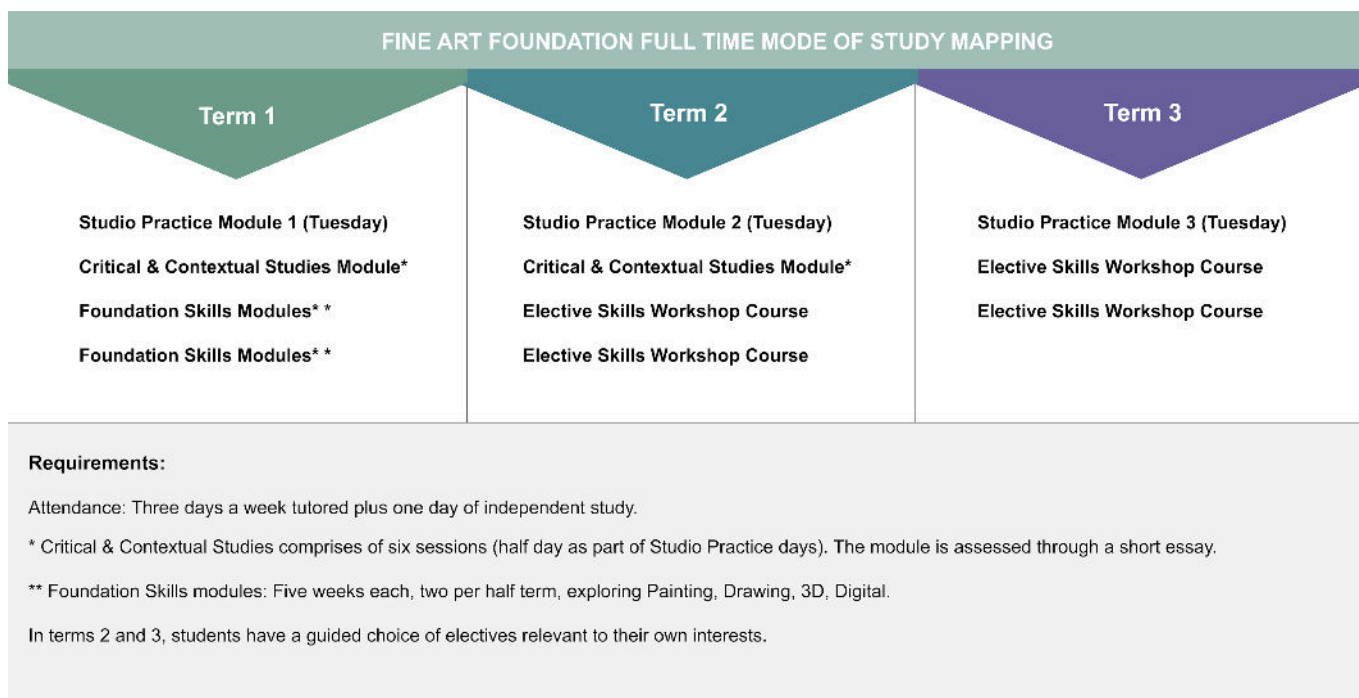|		
Darren Nairn	Director of Quality & Student Experience	darren@artacademy.ac.uk
Sue Spaull	Director of Programmes	sue@artacademy.ac.uk
Georgina Rowlands	Academic Programme Manager	georgina@artacademy.ac.uk
Aimee Brigginshaw	Admissions Coordinator	admissions@artacademy.org.uk
	Academic Coordinator	aimee@artacademy.ac.uk
TBC	Academic Systems & Support Administrator	TBC

The Academic Team is responsible for the day-to-day organisation and running of all academic programmes. Most members of this team are full time, both during term time and during most holiday periods. The Academic Programme Manager, Georgina, works closely with Sue, the Director of Programmes and the Programme and Department Leaders and Tutors to ensure the smooth running of your programme, that all students are happy, safe and making progress in their studies. The Academic Systems & Support Administrator is available to students and tutors for general enquiries and IT and systems support. Aimee, the Admissions Coordinator looks after the admissions process, working with the Director of Quality & Student Experience.

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

5. Full time mode

The full time programme is one year. You will be tutored two to three days a week in the Academy but are expected to work independently on projects for two days (ten hours minimum) a week. One tutored day a week (Tuesdays, 10.30 am - 4.30pm) will be spent on your Studio Practice project(s) in the Foundation studio space and one to two days of the week in various skills workshop courses based in different studios and workshops.

The tutored skills workshop courses run every day of the week 10.30am - 4.30pm and you will have access to the Foundation studio space during advertised hours for project work and self-directed study, although you may complete this work elsewhere. This would, for example, allow you to undertake paid work on those days if needed and to catch up on your self-directed study at other times.

FINE ART FOUNDATION FULL TIME MODE OF STUDY MAPPING		
Term 1	**Term 2**	**Term 3**
Studio Practice Module 1 (Tuesday)	Studio Practice Module 2 (Tuesday)	Studio Practice Module 3 (Tuesday)
Critical & Contextual Studies Module*	Critical & Contextual Studies Module*	Elective Skills Workshop Course
Foundation Skills Modules* *	Elective Skills Workshop Course	Elective Skills Workshop Course
Foundation Skills Modules* *	Elective Skills Workshop Course	

Requirements:

Attendance: Three days a week tutored plus one day of independent study.

* Critical & Contextual Studies comprises of six sessions (half day as part of Studio Practice days). The module is assessed through a short essay.

** Foundation Skills modules: Five weeks each, two per half term, exploring Painting, Drawing, 3D, Digital.

In terms 2 and 3, students have a guided choice of electives relevant to their own interests.

6. Part time mode

The part time programme is two years. You are tutored two days a week but are expected to work independently on projects for an additional five hours minimum a week. One tutored day a week will be

spent on your studio practice project and one day of the week in various elective skills workshop courses based in different studios and workshops. As part time students do not complete the Foundation skills modules in digital and 3D in the first term, they are encouraged to select a 3D and digital elective skills workshop course where relevant.

FINE ART FOUNDATION PART TIME MODE OF STUDY MAPPING		
	YEAR 1	YEAR 2
Term 1	Studio Practice Module 1 (Tuesday) Critical & Contextual Studies Module* Foundation Skills Modules* * (Drawing and Painting)	Portfolio (Tuesday) Foundation Skills Modules* * (Digital and 3D)
Term 2	Studio Practice Module 1 & 2 (Tuesday) Critical & Contextual Studies Module* Elective Skills Workshop Course	Portfolio & Studio Practice Module 3 (Tuesday) Elective Skills Workshop Course
Term 3	Studio Practice Module 2 (Tuesday) Elective Skills Workshop Course	Studio Practice Module 3 (Tuesday) Elective Skills Workshop Course

Requirements per stage:
Attendance: Two days a week.

Studio Pracice modules are completed over one and a half terms.

* Critical & Contextual Studies comprises of six sessions (half day as part of Studio Practice days). The module is assessed through a short essay.

** Foundation Skills modules: Five weeks each, two per half term, exploring Drawing and Painting in Term 1, Year1.

In Stage 2, the "Portfolio" Studio Practice module is not assessed to allow for Higher Education application preparation.

** Foundation Skills modules: Five weeks each, two per half term, exploring Digital and 3D in Term 1, Year 2.

if you take digital or 3D electives in your first year, you may not need to take the 3D and Digital skills module and substitute this with an elective instead.

7. Programme Structure

Term one (2501)

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

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

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

Photo, video and digital
In this module you will get the chance to explore photography, video and other digital media as an artistic

medium and as a means of documentation. This will include introductions to key software for photographic work (including Adobe Photoshop) and video editing. You will also explore narrative, storyboarding and presentation of time-based work, as well as learning how to photograph your work for documentation and portfolio presentation.

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

Installation, Sound and Performance
The aim of the module is to introduce students to the practices of Installation, Sound and Performance. You will explore how space is used as a medium and vehicle of expression. You will also develop the confidence to work in a variety of mediums and learn the value and nature of working on a collaborative project and how this may function within your singular practice. You'll investigate the potential of an experimental multi-media approach, working with sound, movement, performance, installation and more.

Term two (2502)

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

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

Term three (2503) - Final Term (terms five and six for part time students)

You will work towards a final exhibition as well as selecting one final elective skills workshop course to complement and support the development of your studio practice project work in the final term.

The Foundation Programme Leader constantly monitors your progress and each studio practice project module will be followed by a critique and roundup session. You will be given constant care and guidance throughout the programme.

8. Programme content in detail

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

The skills are all taught in such a way that you will gain a real understanding of the techniques and creative opportunities within that medium, but we will also ensure that you understand how the skill is relevant within the broader context of your own creative practice.

Visits

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

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

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

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

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

Studio Practice modules (integrating theory and practice)
Throughout the course, Studio Practice modules* are set each term to develop your practical and conceptual skills as an artist and allow room for extensive experimentation. The projects allow you to discover and develop the ideas and processes central to your practice. The final module (term three full time students and terms five and six part time students) uses skills gathered throughout the Foundation course and will partly form the basis of a final exhibition and is intended to help students consolidate the key elements of the course from research and conceptual development to formal interpretation. During each project, there will be constant individual tuition helping you with skills, exploration, and concept development from the Programme Leader, Studio Practice Tutor and visiting tutors.

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

Critical & Contextual Studies module
This module will invite you to think critically about a range of topics in the field of art theory including how we can look at and talk about art, how artworks are affected by the world around them, how art can alter the way we perceive things and how art can be political. Throughout the module we will consider different ways in which art theory can be useful for art practice - how can our ideas about art influence what we decide to make? There will also be a strong emphasis on looking throughout and you can expect your visual skills to be greatly improved by the end of the year.

The module will be assessed through an essay and you will undertake academic research and writing skills.

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

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

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

10. Programme Assessment

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

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

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

All three studio practice projects and the Critical & Contextual Studies essay contribute to the final grade.

11. Assessment and progression regulations

Assessment

Assessment is entirely through coursework and is assessed against the criteria described in this programme specification and module assignment briefs.

Assessment takes two forms; formative and summative.

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

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

Summative Assessment is intended to assess your knowledge, understanding and skills at the end of projects/ modules. Summative assessment is subject to official deadlines and contributes to your final grade. Summative assessment is subject to an internal and external moderation and standardisation process to ensure consistency and fairness (see below). You will receive written feedback for all summative assessment.

Under the Academy's assessment policy all the assessment and standardisation processes must be completed and results/ feedback sent to you within 21 calendar days of the module/ project deadline.

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

Submission of Work

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

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

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

For the final studio practice project module you will be required to mount work as part of the graduate exhibition and leave a portfolio of supporting work for review. Unlike the other two personal projects, you will not receive written feedback for this project.

Where written work is required for summative assessment (Critical & Contextual Studies module) you will be required to submit these assignments digitally, via moodle and Turnitin to the set deadline.

Where written coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within six working days: the mark will be capped at a pass. Submission that is late by seven or more working days: submission refused and a fail will be recorded on the transcript.

Where practical coursework (studio practice modules) are submitted late and there are no accepted extenuating circumstances, due to assessment points being the last day of term (therefore meaning such modules can't be submitted until the first day of the following term) marks will be capped at a pass. Where a student fails to submit by the end of the first week of the following term: submission refused and a fail will be recorded on the transcript.

A working day is defined as ending at the time published on the module assignment brief (usually 10am), submission after this time on the day of the deadline will be assumed to be the next working day. Where work is digitally submitted through Moodle, upload options will automatically switch off at this time the day of the deadline.

Resits and retakes.

Where a student submits work to deadline and fails a module, a resit may be granted with the mark capped at a pass. The timeline for resits will be decided by the Programme Leader and Director of Quality & Student Experience. Students must undertake resits independently, utilising original tutor feedback.

Where a resit of any module is required over the summer, this will be subject to a resubmission fee (£300).

Retakes: If the student fails a resit, they may be granted the opportunity to sit the entire module again, with full tutor support and access to facilities. This will normally mean repeating a term (the following year) and will incur pro-rata tuition fees.

Word Counts

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

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

Extenuating Circumstances

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

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

Extenuating circumstances form; [Extenuating Circumstances Claim Form](). Applications are considered by an Extenuating Circumstances Panel during the academic year.

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

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

Further details can be found in the " *Extenuating Circumstances Policy and Procedure"*. which together with the Extenuating circumstances form can be found in the [Policies](#) section of Moodle or via the Academy's [website](#). The policy contains guidance as to what qualifies as a valid extenuating circumstance. Further advice can be sought from your PAT or the Academic Team.

Note: Where a student is aware that particular circumstances, be they work-related, family or financial problems, or any other issues, are likely to interfere with their ability to successfully complete their academic work at any time, it is open to the student to suspend/interrupt studies for a period (up to twelve consecutive months, which may be extended in exceptional circumstances) and to return to complete the programme of study when the problems are not so great.

Please see the [Withdrawal and Interruption of Studies Policy](#) for further details

Moderation and standardisation

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

The rationale for formal procedures is:

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

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

In the case of your studio practice project modules, all work is double marked (or sometimes marked by a team). Tutors mark in 'parallel', i.e. they arrive at assessment decisions independently before conferring and agreeing a final grade. Where there are significant differences between the grades of the first and second assessor, the opinion of a third assessor will be taken into account to arrive at a final grade.

For the Critical & Contextual Studies module assignments are subject to linear marking (standardisation) where a second tutor assesses a sample of assignments and verifies or disputes the associated grades. If the grades in the sample are disputed, then a second assessor will look at all submissions.

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

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

Academic Misconduct

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

It is the student's responsibility to ensure that all work presented for summative assessment is their own, and that any work (e.g. collaboration) or opinions of others are appropriately acknowledged. Students are required to agree to a declaration of authenticity when submitting work for summative assessments. Students should not submit any coursework which has been previously submitted for another module and fully declare the roles of any other people who might have been involved in the production of collaborative work (regardless of whether they are fellow students or not).

Where a student is found to be in breach of this policy, they will be subject to penalties that will reduce their grade, and in some circumstances subject to further disciplinary action. If a student is unsure of what is acceptable, guidance should be sought from tutor(s) or the Academic Team before proceeding.

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

Plagiarism

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

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

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

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

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

Self Plagiarism
Submitting work, in whole or part, previously submitted for summative assessment.

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

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

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

Ghosting
- Submission of work presented as the student's own which has been purchased, commissioned or otherwise acquired from another person (including internet sellers).
- Submission of work created, in part or whole, by Artificial Intelligence (AI) technologies presented as the student's own.

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

Context
Obviously, art students obtain ideas from other sources during their research and adapt these ideas to their own requirements, making the distinction between this and academic misconduct often quite difficult to define when assessing submissions for Studio Practice modules (which focus on the creation of artwork). In this regard, research/sketchbooks and files are important, because these evidence the development of individual ideas and sources of inspiration, so that tutors can trace the train of thought.

Tutors should be aware that the best proof of authenticity is the evidence in sketchbooks or research files, or the progress which has been noticed at tutorials, or during daily studio contact.

The Law & Copyright

Students need to be made aware of the law around copyright, and although this is recognised as a grey area with regard to the appropriation of images in the creation of works of art, as artists and academics, students need to understand that an author/ creator has the right to control the way their work can be used through copyright and the actions that can be taken against individuals for breach of copyright.

Guidance

Students are introduced to the subject, policy & procedure at induction. Study skills sessions at induction and at the start of relevant modules teach students how to denote ownership of written passages, ideas, images, sound or performance which are not their own. 'How to' guides are also provided on the Academy's VLE (virtual learning environment, Moodle). Students submit all work digitally via Moodle and are required to confirm that all work produced is their own (by agreeing to a statement).

All written work submitted for both formative and summative assessments will be processed through TurnitIn software to check for plagiarism and AI generated content. Students are immediately issued a copy of the Turnitin report detailing and highlighting sources and percentages of similarities and AI generated content (for both formative and summative assessments).

Artificial Intelligence (AI)

Whilst AI is becoming increasingly prevalent and resources like ChatGPT can be valuable tools in many contexts, it is important to recognise the limitations of AI tools and to consider in which contexts they may be inappropriate. AI tools lack understanding; although answers can seem plausible, they can sometimes be inaccurate, poorly argued or entirely fabricated. At present large language models can provide out-of-date information, since they do not search current information on the internet in real time, instead drawing on information accessed at the time of training. And since these models work by analysing and learning patterns of text-based internet content, they can tend to reproduce unwanted biases and specific worldviews.

Students should be aware of the ethical considerations around AI tools' use of the existing ideas and content of human authors/creators (including artists) without referencing them, which is controversial in itself and considered by some to be a form of plagiarism and copyright infringement.

Guidance for the use of AI

Using AI tools to help with idea generation or planning may be appropriate in some contexts, depending on the nature of the submission and assessment. AI tools can support and assist learning in the preparatory stages of student work,; helping to summarise and analyse complex materials,; extract key findings,; break writer's/ creative block; and highlight grammatical errors.

Students may choose to utilise AI tools during the research phase of practical, studio practice modules. In such cases, use of AI needs to be clearly acknowledged.

AI generated images may be appropriated in the creation of original artwork, as images from other published sources are. In such instances, as with all use of appropriated imagery, students are required to acknowledge sources and satisfactorily rationalise their use.

For most Studio Practice modules students are required to submit a final, original, resolved artwork; Where a student uses AI to create such work for summative assessment they must acknowledge sources, satisfactorily rationalise its use (in the context of the brief) and provide detailed evidence of the

developmental stages (of the work) including the range of input parameters used at each step along with narrative rationalising and evaluating decisions.

Using AI to create written submissions, in part or whole, is academic misconduct.

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

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

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

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

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

11. External Examiners

The External Examiner for the Foundation programme is Kim Amis (City & Guilds Art School). The EE moderates all work and advises on national benchmark standards in Fine Art Foundation education.

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

12. Grading Criteria

All practical work:

All studio projects are graded by the following criteria and 4 levels.	**Fail** (unsatisfactory standard)	**Pass** (satisfactory standard)	**Merit** (high standard)	**Distinction** (very high standard)
Research, Analysis, Evaluation & Interpretation Systematic identification and investigation of a range of academic and cultural sources. Examination and interpretation of research material evident within preparation and final Piece(s).				
Experimentation Dynamic practical experimentation of ideas, materials and processes relevant to the selected methodology and concepts explored.				

Self Management Management of learning through reflection, evaluation, planning, self direction, subject engagement and commitment leading to a resolved final piece.				
Technical Competence Level of skills evidenced in the execution of ideas appropriate to the medium and expression of the concept				
Communication and Presentation Clarity of purpose/intention, awareness of context of own work (formal /conceptual / thematic/ historic etc.)				

Critical & Contextual Studies:

Your art theory module is graded by the following criteria and 4 levels.	**Fail** (unsatisfactory standard)	**Pass** (satisfactory standard)	**Merit** (high standard)	**Distinction** (very high standard)
Argument Efficacy and clarity of argument.				
Engagement with Literature Demonstration of understanding of texts and concepts/ ideas (used to support argument).				
Visual Analysis Efficacy of analysis of imagery/ artwork in support of ideas/ argument.				
Academic Conventions Use of appropriate structure and supporting references (following academic conventions) to communicate ideas clearly.				

13. Determination of results

Module results

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

Fine Art Foundation Classification

Studio practice project module 1 presentation assessment – 30%

Studio practice project module 2 presentation assessment – 30%

Studio practice project module 3/ Final show assessment – 30%

Critical & Contextual Studies module – 10%

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

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

ALL modules are mandatory and must be successfully completed to pass the programme. Failure in one module will result in failure of the whole programme/ qualification *(see resits & retakes, section 11 above).*

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

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

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

Overall Value conversion:

Pass = 33 - 49
Merit = 50 - 79
Distinction = >80

Records of results

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

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

Academic Appeals

The Academy has a duty to maintain and enhance the quality of provision for students and to provide an effective system for handling academic appeals. The Academy upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of

disadvantage and in the knowledge that confidentiality shall be respected. An academic appeal is defined as a request for a review of a decision concerning the following matters:

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

Outcomes of appeals shall normally be communicated in writing to students within thirty working days of receipt of the formal appeal. However, a student will be advised if a time extension is required and the reasons why.

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

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

(b) Where there is prima facie evidence (i.e. it appears that there is evidence to support the appeal on first impression) , whether provided by the student or otherwise, that:

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

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

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

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

More details of the regulations concerned with Academic Appeals can be found in the full *Academic Appeals policy and procedure ,* available from the [Policies] section on Moodle *or via the Academy's* [*website*].

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