

## Historic Craft Practices: Clocks, Furniture, Metalwork or Musical Instruments

### Foundation Degree

Programme Summary	
Awarding body	University of Sussex
Teaching institution	West Dean College
Programme title	FdA Historic Craft Practices: Clocks, Furniture, Metalwork or Musical Instruments
Final award / FHEQ level	FdA Historic Craft Practices: Clocks, Furniture, Metalwork or Musical Instruments/ Level 5
Mode of study	Full-time, 2 years
Programme Coordinator	Dr Nick Pyall
External reference points/benchmarks	<p>The UK Quality Code for Higher Education Foundation Degree Qualification Descriptor Subject Benchmarks Statements:</p> <ul style="list-style-type: none"> <li>• Art and design</li> </ul>
Criteria for admission to the programme	<ul style="list-style-type: none"> <li>• UCAS tariff points: 120</li> <li>• Completion of a level 3 qualification, for example: A-Levels, BTEC or Foundation Diploma in Art and Design.</li> <li>• Applicants can be considered if they can provide evidence of prior learning with an appropriate portfolio of work.</li> <li>• International applicants should provide a digital portfolio, evidence of English language ability to Level B2 (IELTS 6.0), as well as equivalent level 3 qualifications.</li> </ul>

	All students are required to attend a portfolio interview.
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## Programme Aims

The aims of the programme are to provide:

### Practical

1. A context for the development of specialist craft skills in either clock, musical instrument, metalwork or furniture making
2. The opportunity to apply traditional craft techniques in the creation of new work and/or in the restoration of historic objects.

### Theoretical

1. An introduction to the historic development of craft practices in relation to culture and technology
2. A context for the development of understanding the meaning of craft and its continued relevance

### Professional

1. A context for the development of a range of verbal, writing and visual skills appropriate for employment as a craftsperson.
2. Opportunities to plan and implement projects to a professional standard
3. A context for the development of research and information skills relevant to professional practice as a craftsperson.

## Learning Outcomes

On successful completion of the programme students have:

### Practical

- LO 1 Developed a thorough knowledge of historic craft processes and materials in relation to their discipline.
- LO2 Developed competence and skill in the execution of these techniques
- LO3 Applied these skills to a range of new/historic objects to create innovative work

### Theoretical

- LO4 Gained relevant working knowledge of the cultural, historical and technological contexts of their craft practice.

LO5	Understood the relationship between craft practice, context and meaning
LO6	Demonstrated the ability to access information and data, analyse and evaluate it in order to inform practice
<b>Professional</b>	
LO7	Be able to effectively communicate information to a range of professional and non-specialist audiences:
LO8	Developed the ability to take personal responsibility and make informed decisions in a work context
LO9	Have the ability to develop existing skills, and acquire new competences that will enable them to continue to develop.

### Alignment to External Reference Points

The programme is aligned with QAA and FHEQ frameworks and has been developed with reference to the qualification descriptor for foundation degrees. The programme design and student work is overseen by Programme Advisors and professionals drawn from the heritage craft profession. Students are exposed to a range of professional influences and models of good practice in both public and private sectors.

### Programme Structure

#### Year I

Semester 1(18 weeks)				Semester 2(18 weeks)			
Study Block 1	Formative Review/ Christmas Vacation	Study Block 2	Stage Assessment	Study Block 3	Formative Review/ Easter Vacation	Study Block 4	Stage Assessment
HC-M 1 - Materials Technology – 10 credits (Common)				HC –M2 W/M - Materials Technology – 10 credits (Two options choice of metals or woods)			
HC-D 1 - Drawing + Aesthetics – 10 credits (Common)				HC – R2 - Study/Research Skills – 10 credits (Common)			

HC -H1 - History of Craft – 10 credits (Common)		HC – P2 -Professional Options – 10 credits (Common)	
HC – C1MI/C/F - Craft Skills 1-30 credits (Subject Specific)		HC- C2MI/C/F - Craft Skills 2- 30 credits (Subject Specific)	

## Year 2

Semester 1(18 weeks)				Semester 2(18 weeks)			
Study Block 1	Formative Review/ Christmas Vacation	Study Block 2	Stage Assessment	Study Block 3	Formative Review/ Easter Vacation	Study Block 4	Final Assessment
HC-P3 -Professional Skills incl. Work Placement- 20 credits (Common)				HC-P4 - Professional Portfolio - 60 credits (Common – student led)			
HC-C3MI/C/F - Applied Projects - 40 credits (Subject Specific)							

## Distinctive Programme Features

This two-year foundation degree provides a framework for the development of craft skills in metals or wood for conservation, restoration and heritage making. The course balances practical and intellectual skills and provides opportunities for these to be applied within the workplace. The course offers three specialisms furniture, musical instruments and clocks.

In the first year students develop bench craft skills in either wood or metals appropriate to their

specialism. Project work focuses on using appropriate materials, processes and techniques. Core studies include materials technology, technical drawing and historical/contextual studies. During this stage of the course students begin to develop an understanding of the relationship between material, technique and meaning.

In the second year of the course, students further develop their skills and begin to explore contemporary applications whether within the fields of conservation-restoration or in the design and production of historically inspired new work. Core studies focus on business and professional skills such as pricing craftwork and intellectual property. Most students have the opportunity to work on 'real' projects or commissions in addition to completing a period of work placement.

### **Employment and progression**

On successful completion of the course students will be able to work in a range of heritage craft contexts, as designer makers or within antiques restoration or heritage conservation. For those wishing to undertake further study, the course prepares students to progress to a specialist Graduate Diploma at West Dean or other Level 6 qualification such as the final year of a BA degree.

## **Learning and Teaching – methods and strategy**

West Dean is committed to providing a distinctive, high quality teaching and learning environment for practice-led study and research. The College is also committed to continuous improvement of teaching and learning to nurture a deep engagement with practice and its integration with historical, theoretical, cultural and contextual frameworks. The College seeks to ensure that teaching and learning activities and associated resources provide every student with an equal and effective opportunity to achieve intended learning outcomes. Our overriding intention is that, on successful completion of their programme of study, West Dean students become practically accomplished, theoretically aware and professionally autonomous practitioners.

Our continuing priorities are to:

- Provide students with opportunities to learn and develop their skills through working on a range of challenging projects and where applicable historic objects.
- Develop practice-led study and research within a stimulating and creative cultural environment.
- Promote the integration of theory and practice where each is tested and informed by the other.
- Increase opportunities for students to engage in professional practice through engagement with work placement, live and work-related projects.
- Enhance and further develop a range of specialist learning resources.
- Support staff development by encouraging opportunities to engage in professional practice, consultancy and research projects.

At Foundation Degree level students are supported by intensive group and one to one tuition to

develop practical work, supported by lectures, technical demonstrations/workshops and visits.

## Practical Experience

Students:

- Students work on applied projects, concurrently engaging in exercises to develop skills and experience in specialist craft and general craft skills.
- Build a portfolio of work in the form of a range of finished projects and present these in the form of a website or similar professional
- Have the opportunity to undertake work placement or participate in live projects.

## Assessment – methods and strategy

Work is assessed on a continuous basis by tutorial staff, and comments are fed to students informally on an on-going basis through discussion. At assessment and review points the process of continuous assessment is consolidated and two staff members, normally the programme leader and an associate tutor, independently assess and agree on student grades for units of study.

Assessors refer to the published units of study, which are available to students, to ensure a consistent range of the elements of work required is assessed.

Some aspects of student development are assessed through submitted assignments, presentations, or examinations; as detailed in the units of study.

All assessment is formalised in the form of grades, as set out in the assessment definitions.

Assessment is reviewed and moderated by the external examiner.

### Assessment element descriptions

Daybook/reflective journal

This is a physical (not electronic) on-going record of day-to-day workshop activity. It may comprise lecture and tutorial notes, technical information, sketches, drawings, process notes and observations, evaluation of tools, materials and processes etc, critical thinking and reflection.

A daybook/reflective journal may also be self-analytical mechanism that helps record a broad range of experiences, thoughts, ideas, contexts and debates. As part of a formative process of learning it may comprise notes sketches, cuttings, photographs, diagrams, images and other information to form a coherent and expressive document linking elements of the unit.

### Oral presentation

Presentations combine visual and verbal information imparted to an audience, often using a Powerpoint format, which may be supported by demonstrations, handouts, video, soundtrack, audience participation etc. Presentations that contribute to assessed work usually range in length from 10 to 20 minutes with an agreed additional period for questions and answers. PowerPoint is the typical mode of delivery. It is recommended that an oral presentation is supported by a minimum of a single side A5 or A4 handout.

### Work placement

A work placement provides the opportunity to first-hand experience of a professional working environment in the student's field of study. Its aim is to develop the professional elements of their practice and ensure it is relevant and up-to-date. Students gain transferable skills necessary for future employment, reflect and learn through observation and practice, and apply the skills they have learned to a working environment, informing their awareness of current working practices.

### Essay

An essay is a written submission that demonstrates an understanding of a subject or presents an argument. It does so by presenting research in a logical, objective and methodical manner, with clear structure and communication, and critical analysis. Content must be supported by footnotes, references and a bibliography. Images, diagrams and charts etc must be relevant and cited appropriately.

### Portfolio

A portfolio comprises a summary of the body of work that a student has produced and skills they have developed. It demonstrates their skills and experience to prospective employers and customers. It may be required as a part of a job application, project tender or as evidence of continued professional development. Typically a portfolio is an image rich document supported by explanatory text. It should be presented in a concise and accessible manner, free of extraneous technical detail or niche professional language.

### Treatment report

A treatment report is a professional conservation-restoration document that uses objective language supported by images to:

- describe an object before treatment, distinguishing it from others if possible, and giving explicit information about the object.
- describe the condition of the object in terms of completeness, losses, stability and cause/s of damage
- make comment on the nature of the object in terms of its historic and contemporary context and integrity
- propose a programme of treatment, with options and justification for choices
- estimate the number of hours and materials required (cost) for the proposed treatment
- describe the treatment that was carried out
- describe the number of hours taken and cost of materials needed to complete the treatment
- present information about post treatment care, handling, packing for transportation,

- recommendations for addressing any inherent H&S hazards in the object, where necessary.
- present information on how health and safety requirements have been met for each process that has been used in the treatment.

#### Practical work

Practical work is physical evidence of work carried out by the student that demonstrates practical skills, manipulation of materials and a level of competency in the use and application of hand and machine tools. A piece of practical work may be a practical exercise or allied work, an element of or complete piece of newly made work, or an element or complete treatment of an historic object. Work must be informed by historic craft practises. In the case of treatment of historic objects, practical work must adhere to current professional conservation standards. Practical work is supported by daybook/reflective journal, photography, treatment report for historic objects or portfolio entry for newly made objects and information about how health and safety requirements have been met for each process that has been used.

## Student Support, Information and Resources

### Academic Support and Resources

**Tutorial support:** Each student has a personal tutor who in some, but not all, cases is their Programme Leader. Tutorial support beyond the delivery of the programme curriculum is intended to foster a climate in which in-depth discussion of individual progress and development can take place.

Tutorials can take place at the request of either staff or students and provide an opportunity to ensure that students' progress and general welfare can be monitored and supported.

**Library:** students have access to a specialist Art and Conservation library. The Library is open 9.00am-5pm weekdays with Library staff on duty within these times, but it is also accessible outside of these hours during evenings and weekends. The Library has a collection of approximately 11,000 items (books, journals, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of specialist electronic databases. The Library catalogue and homepage can be accessed online. In addition, the Library has established links with other libraries and offers an inter-library loan service. Students are introduced, as part of the induction programme, to the Library and its resources.

**Study Skills:** The College has a specialist study skills tutor, available by individual appointment and also offering group taught sessions. Support is aimed generally at students returning to study or those with learning disabilities or for whom English is a second language. Study skills support is intended to complement not replace individual DSA arrangements.



**IT support:** students have access to IT facilities in a dedicated Computer Suite, the Library and in the studios and workshops. Each student is allocated a West Dean College network account with a personal login, email address and allocated file storage. Students also have access to the West Dean Student Intranet providing access to useful information and resources regarding the College and individual courses. Students are introduced to the IT facilities during the induction period at the beginning of the academic year and specialist IT-staff provide support to students as and when required.

**Programme-specific resources:** Programmes are delivered in dedicated workshops and studios. Each student has his/her own personal workbench, including space for the storage of personal tools. Each workshop is provided with equipment specific to the discipline, which is under continual review in respect both of its suitability for its purpose, and of health and safety requirements.

The workshops are supported by a team of technicians and a Workshop Manager. They carry out the maintenance of most equipment and providing day to day technical backup for all students and staff. Full-time students are also able to use workshops and equipment primarily used by short courses, for instance the forge, the pottery and the silversmiths' workshops.

**Short courses:** Students are encouraged to take part in an extensive and varied programme of short courses at West Dean, and Foundation degree students are able to pre book one short course in each academic year to supplement their main study programme. Additionally, all students may attend an unlimited number of short courses on a last minute basis if places are available.

### **Student support and guidance**

The College endeavours to ensure the welfare of all its students through appropriate support and guidance.

In addition to the tutorial system, a professional counselling service is offered to students individually, by appointment, at specified times and connections can be made with other specialist support services outside the College wherever necessary.

The interruption of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit is generally available.

The College acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them following graduation. Professional and business skills are embedded in the programme and are intended to develop competencies as well as ensure students can make appropriate choices about their future direction.

## Methods for Evaluating and Improving the Quality and Standards of Learning

West Dean College is quality assured by the QAA.

West Dean full-time courses are validated by University of Sussex and undergo regular periodic review and revalidation. Each year an annual monitoring report, including feedback from students and external examiners, is submitted for approval to the University.

There is a QA committee structure with termly meetings of School boards, teaching and learning and research forums, an overall quality committee and academic board. All committees have representation from students.

All courses have an external examiner and programme advisers who visit twice a year.