

# **Foundation Degree Arts**

Programme Specification and Unit Descriptors

**Books & Bindings**

# Contents

Programme Specification .....	3
Unit Descriptors.....	15

# Programme Specification

Programme Summary		
<b>Awarding body</b>	University of Sussex	
<b>Teaching institution</b>	West Dean College	
<b>Programme title</b>	Historic Craft Practices: Books & Bindings	
<b>Final award / FHEQ level</b>	Foundation degree Arts / Level 5	
<b>Mode of study</b>	Full Time, 2 years	
<b>Programme Coordinator</b>	Tim Bolton	
<b>External reference points/ benchmarks</b>	<p>The UK Quality Code for Higher Education</p> <p>Foundation Degree Qualification Descriptor</p> <p>Subject Benchmarks Statements:</p> <p>Art and design</p>	
<b>Criteria for admission to the programme</b>	<p>UCAS tariff points: 120</p> <p>Completion of a level 3 qualification, for example: A-Levels, BTEC or Foundation Diploma in Art and Design.</p> <p>Applicants can be considered if they can provide evidence of prior learning with an appropriate portfolio of work.</p> <p>International applicants should provide a digital portfolio, evidence of English language ability to Level B1 (IELTS 6.0), as well as equivalent level 3 qualifications.</p> <p>All students are required to provide a portfolio of work and attend an interview.</p>	
<b>External Examiner</b>	<b>Name</b>	<b>Date tenure expires</b>
	Alma Boyes	30 September 2024

## Programme Aims

The aims of the programme are to provide:

### Practical

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

### Theoretical

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

### Professional

5. A context for the development of a range of verbal, writing and visual skills appropriate for employment as a craftsperson and/or progression to higher education paths
6. Opportunities to plan and implement projects to a professional standard
7. 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, a successful student should be able to:

### Practical

1. Demonstrate a thorough knowledge of historic craft processes and materials in relation to their discipline.
2. Evidence competence and skill in the execution of these techniques
3. Apply these skills to a range of new/historic objects to create historically inspired new work and/or introductory book conservation.

**Theoretical**

4. Understand the cultural, historical and technological contexts of their craft practice.
5. Understand the relationship between craft practice, context and meaning
6. Know how to access information and data and how to analyse and evaluate it in order to inform practice

**Professional**

7. Effectively communicate information to a range of professional and non-specialist audiences
8. Take personal responsibility and make informed decisions in a work context
9. Deepen and augment existing skills and acquire new competences that will enable them to engage in long-term continuing professional development.

**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. Programme Advisers and professionals drawn from the heritage craft profession oversee the programme design and the student work. Students are exposed to a range of professional influences and models of good practice in both public and private sectors.

## Programme Structure

### Year 1

Semester 1 (18 weeks)			Semester 2 (18 weeks)			
	Christmas Vacation		Mid-year Assessment		Easter Vacation	Summer Assessment
HC-M 1 - Materials Technology – 10 credits (Subject Specific) delivered in pathway workshop & cross-curricular				HC –M2 - Materials Technology (Metal/Wood) – 10 credits (Subject Specific) delivered in pathway workshop & cross-curricular		
HC-D 1 - Drawing + Aesthetics – 10 credits (Common)				HC –H2 - History of Craft – 20 credits (Common)		
HC – R1 - Study/Research Skills – 10 credits (Common)				HC- C2MI/C/F/ME - Craft Skills 2- 30 credits (Subject Specific)		
HC – CIMI/C/F/ME - Craft Skills 1-30 credits (Subject Specific)						

### Year 2

Semester 1(18 weeks)			Semester 2(18 weeks)			
	Christmas Vacation		Mid-year Assessment		Easter Vacation	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/ME - Applied Projects - 40 credits (Subject Specific)						

## **Distinctive Programme Features**

This two-year foundation degree provides a framework for the development of craft skills in paper and leather for heritage making and/or introductory conservation. The programme balances practical and intellectual skills and provides opportunities for these to be applied within the workplace. The programme works in tandem with the other Art Foundation programmes in clocks, furniture, metalwork and musical instruments.

In the first year students develop bench craft skills in paper and leather. 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 the development of historically inspired new work and/or an introduction to the conservation of books. Core studies focus on business and professional skills such as pricing, record-keeping, tax and insurance, marketing and intellectual property. Most students will have the opportunity to complete 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. For those wishing to undertake further study, the course prepares students to progress to a pathway specific Graduate Diploma in Conservation Studies or the final year of the BA(hons) Craft Practices at West Dean or other Level 6 qualifications, at other institutions, 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 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.

Students at Foundation Degree level 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 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 output
- Have the opportunity to undertake work placement and work-related projects.

## **Assignments and 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 unit descriptors 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 compromise 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.

### 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.

### 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 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.

### 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 be supported by a minimum of a single side A5 or A4 handout.

### Technical File

A set of documents that describes different techniques and processes around an object, material or process. It can include drawings, specifications, reports, review records, instructions, software source code, COSHH and risk assessments.

### Treatment report for conservation

A treatment report is a professional 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.

### Work placement

A work placement provides the opportunity for 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.

### Website

A collection of publicly accessible, interlinked web pages that share a single domain name. It should contain a home page, 'about us', product/services pages and contact page with optional links to resources, articles and blogs.

## **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 his or her 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 take place on a regular basis and at the request of either staff or students. They 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.

A team of technicians supports the workshops. 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 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 informed 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 at least once a year.

## Unit Descriptors

Unit Title	<b>Materials Technology</b>
Unit Code	HC-M1(B)
Level	4
Duration	18 weeks
Credit Value	10 credits
Total Learning Hours	100

Date of first approval	
Date of this version	November 2022

### Unit Aims

1. To introduce and understand a range materials used in traditional craft practice
2. To introduce an understanding of core concepts and areas in the study of materials technology
3. To develop an understanding of the application of materials technology in relation to historic craft practice

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO 1 Demonstrate an understanding of the role of physics, chemistry and mechanics in relation to materials technology and cemented core theoretical concepts of materials technology through practice based exercises
- LO2 Demonstrate an awareness of the properties of a range of materials used in traditional craft practice
- LO3 Relate an understanding of materials technology to traditional craft practice through taught theory, practical sessions and student-led research

### Content

This unit provides a conceptual, theoretical and practical introduction to materials technology, enabling students to gain a working understanding of physical structures, chemical composition and mechanics as applied to historic craft practice. Understanding materials technology provides students with the ability to interrogate and interpret historic work accurately, to select the correct material for the job in new making from a range of traditional and contemporary options, and to aid the manipulation of those materials in a competent and confident manner. Sessions will be delivered with lecture style presentations matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

## Teaching and Learning Methods

No. of hours scheduled activity	50
No. of hours independent activity	50
No. of hours of work placement	0
This will comprise lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment	

## Assessment Requirements

	% of assessment
Written coursework incl. essay, report, dissertation	50%
Practical skills assessment	50%
Oral Presentation	
Portfolio incl. development and project work visual, written or made	
<p>Comprising:            Practical work including exercises and live projects Week 13            Technical file, typically three processes or projects of study summarised in three A4 page per study session. Each page will explain the key aspects of the technique studied using text, diagrams and photographs. Week 13</p>	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	2, 3
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	2, 3
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	1
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	1,3
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	3
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	3
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	3



	Independence & Self-Management	Demonstrated the ability to develop and advance skills	3
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### Indicative Reading

COTTERILL, R. (1985) *The Cambridge guide to the material world*. Cambridge: Cambridge University Press.

DIRINGER, D. (1982) *The book before printing: ancient medieval and oriental*. New York: Dover Publications Inc.

HUNTER, D. (1978) *Papermaking the history and technique of an ancient craft*. Dover republication

MARKS, P.J.M. (1998) *The British Library Guide to Bookbinding. History and Techniques*. Boston Spa; British Library

REED, R. (1973) *Ancient Skins, Parchments and Leathers*. London: Seminar Press

SNYDER, C.H. (2003) *The extraordinary chemistry of ordinary things*. 4th edition Chichester: Wiley.

STEINBERG, S. H. (1996) *Five hundred years of printing*. Boston Spa: British Library

WHITE, J.C. (2013) *A DIY guide to new and old printing methods*. Asheville: Lark Crafts

WILKS, H. and MUSEUMS & GALLERIES COMMISSION (2003) *Science for conservators. Volume 1. An introduction to materials*. London: Routledge.

### Online sources

*Awagami Japanese Washi papermaking history* [https://www.youtube.com/watch?v=XG\\_iYfmCj4Y](https://www.youtube.com/watch?v=XG_iYfmCj4Y) (Accessed 04/08/2022)

BRUNDELL, B. Ed. *British Letterpress. Printing the major part of the process*. <https://britishletterpress.co.uk/letterpress-guides/printing/> (Accessed 04/08/2022)

*Five print and paper techniques: Paper-making* <https://www.youtube.com/watch?v=8hcF0Oekdeo> (Accessed 04/08/22) Guild of Book Workers Journal. (no date) New York: Guild of Book Workers. <http://www.ibookbinding.com/blog/bookbinding-history-and-introduction/> (Accessed: 2 October 2022)

GREEN, S. *Papermaking by hand at Hayle Mill, England in 1976* Online. <https://www.youtube.com/watch?v=Xs3PfwOlto> (Accessed 04/08/2022)

LANNING, D. (1996) *Skin Deep, volume 1: The Manufacture of Leather – part 1*. J. Hewit & Sons Ltd [https://www.hewit.com/skin\\_deep/?volume=1&article=2#article](https://www.hewit.com/skin_deep/?volume=1&article=2#article) (Accessed 04/08/2022)

VIDLER, K. (2015) *How to read bookbinding leather*. J. Hewit & Sons Ltd [https://www.hewit.com/skin\\_deep/?volume=39&article=1](https://www.hewit.com/skin_deep/?volume=39&article=1) (Accessed 04/08/2022)

Unit Title	<b>Drawing and Aesthetics</b>
Unit Code	HC-DI
Level	4
Duration	18 weeks
Credit Value	10 credits
Total Learning Hours	100

Date of first approval	
Date of this version	January 2019

### Unit Aims

1. To introduce a range of drawing techniques relevant to the historic craft practices
2. To develop an understanding of the role of drawing in relation to making
3. To develop an introductory understanding of the historic development of drawing

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Developed competence in observational sketching and drawing
- LO2 Developed an understanding of and ability in technical drawing including orthographic projection
- LO3 Been introduced to digital techniques of drawing and three dimensional modelling
- LO4 Developed an understanding of the historical development of drawing techniques and their relationship to craft making practices

### Content

This unit provides a practical introduction to drawing supporting students to develop observational and technical skills. Drawing is important both as a way of processing information and data to inform practice and also as a way of communicating ideas and designs as they develop. The unit will cover a range of techniques and media and including observational and life drawing, technical drawing including orthographic projection and perspective. Digital techniques will also be introduced. Workshop sessions with group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of regular drawing classes and events around the College in order to build their skills and portfolio of work for assessment.

### Indicative Teaching and Learning Methods

No. of hours scheduled activity	54
No. of hours independent activity	46
No. of hours of work placement	0
This will comprise lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment	

## Assessment Requirements

	% of assessment
Written coursework incl. essay, report, dissertation	
Practical skills assessment	100%
Oral Presentation	
Comprising: : Drawing Portfolio incl. CAD. Comprising a minimum 10 A3 drawings Week 16	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	1,2,3
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1,2
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	4
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	4
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	1,2
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	1,2,3

## Indicative Reading

BURROUGHS, A & IDEO., (2007). *Everyday Engineering*. London. Chronicle Books

DRAUGHT ASSOCIATES. (2009). *Visual Aid 2: You Can Never Know Enough Stuff*. London, Black Dog Publishing

FULTON - Suri, J & IDEO., (2005). *Thoughtless Acts?* London. Chronicle Books

O DONNEL, T, (2009). *Sketchbook: conceptual drawings from the world's most influential designers and creatives*. London. Rockport Publishers

PIPES, A, (2007). *Drawing for designers*. London. Laurence King

TORREANO, J, (2007). *Drawing by seeing: using gestalt perception*. London. Laurence King

WIGAN, M, (2007). *Basics illustration 01. Thinking visually*. London. AVA publishing

Unit Title	Study and Research Skills
Unit Code	HC-RI
Level	4
Duration	18 weeks
Credit Value	10
Total Learning Hours	100

Date of first approval	
Date of this version	January 2019

### Unit Aims

1. To develop an understanding of a range of research methods and skills that can be used to support project and professional work in the crafts or progression into higher education
2. To provide a forum for the discussion and critical analysis of artefacts and texts related to craft
3. To provide support and guidance on methods for the expression of ideas arguments, and conclusions, in written, verbal and visual forms

### Learning Outcomes

On successful completion of this unit students will have

- LO1 Understood how a range of techniques for research and enquiry can be used to create and interpret knowledge of craft practice
- LO2 Demonstrated an ability to critically examine texts and artefacts and to understand the context of their production
- LO3 Understood how to structure the presentation and communication of their work to a professional standard

### Content

This unit introduces students to a range of research and analytical skills needed to develop and support their professional work. The course will be delivered through a range of lectures and workshops focussing on Research, Writing and Presentation Skills. In the first part of the course students will be introduced to the use of traditional and digital tools used to undertake academic research, writing and critical thinking. This will be done through sessions outlining and providing hands-on practice in the Library's research resources (catalogues, information retrieval, online databases and archives); and through sessions with course tutors on techniques of research and enquiry specific to their discipline. The course will also cover academic conventions for citing and referencing, and in the latter part of the course sessions will include presentation skills, writing skills including reflective writing, writing for blogs, and more general research skills. Throughout the unit students will be collating material for the production of a piece of academic writing related to research in their discipline.

## Teaching and Learning Methods

No. of hours scheduled activity	50
No. of hours independent activity	50
No. of hours of work placement	
This will comprise Lectures Workshops Independent study	

## Assessment Requirements

Written Exam	% of assessment
Written coursework incl. essay,	80%
Portfolio incl. development and project work visual, written or made	
Practical skills assessment incl. production of an artefact	
Oral Presentation	20%
Comprising: A description of an object that is represented firstly by 500 words that are academically written and referenced, and then re-written informally as a blog (published electronically) in 500 words. Week 15	

## Assessment Criteria

Category		Demonstrated through	LO
Practical Skills	Ideas and Intentions		
	Applied skills – materials and methods		
	Innovation and creativity		
Theoretical	Contextual Knowledge	Knowledge and understanding of a range of theoretical approaches and research methods	1,2
	Conceptual Understanding	The ability to interpret and contextualise artefacts and texts	2
	Research and Enquiry	The ability to apply established research methods to generate knowledge and understanding	1
Professional Skills	Communication	The ability to communicate methods, ideas and propositions in a structured and coherent way	3
	Professional Standards	The use of methods, conventions and language to a professional standard	3
	Independence & Self-Management	The effective planning and completion of work for the unit	1,2,3

## **Indicative Reading**

COTTRELL, Stella. (2013) *The study skills handbook*. 4th ed. Basingstoke: Palgrave Macmillan.

COTTRELL, Stella. (2011) *Skills for success, personal development and employability*. 2nd ed. Basingstoke: Palgrave Macmillan.

COTTRELL, Stella. (2011) *Critical thinking skills: developing effective analysis and argument*. Basingstoke: Palgrave Macmillan.

DAWSON, Catherine. (2013) *A practical guide to learning for all students*. Oxford: Howtobooks,

GASH, Sarah. (1989) *Effective literature searching for students*. 2<sup>nd</sup> ed. Aldershot: Gower Press.

GREETHAM, Bryan. (2013) *How to write better essays*. 3rd ed. Basingstoke: Palgrave Macmillan.

PEARS, Richard and SHIELDS, Richard. (2016) *Cite them right*. 10<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.

PECK, John and COYLE, Martin. (2005) 2<sup>nd</sup> ed. *The student's guide to writing* Basingstoke: Palgrave Macmillan.

SABIN-WILSON, Lisa. (2010) *Word press for dummies*. Chichester: John Wiley.

Unit Title	<b>Craft Skills I</b>
Unit Code	HC-CI(B)
Level	4
Duration	18 weeks
Credit Value	30 credits
Total Learning Hours	300

Date of first approval	November 2022
Date of this version	

## Unit Aims

1. To introduce Health and Safety for workshop practice
2. To introduce a range of hand and machine tools used in bookmaking and bookbinding craft practice
3. To introduce a range of historic craft practice techniques in the use and manipulation of materials
4. To relate historic craft practice techniques to historic objects and contexts

## Learning Outcomes

On completion of this unit a successful student should be able to:

- LO 1 Put into practice a sound knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling), PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations
- LO2 Use effectively a range of hand and machine tools, in a correct and safe manner.
- LO3 Carry out a range of foundation craft practice exercises
- LO4 Record and critique their work through the development of a daybook and portfolio
- LO5 Augment taught theory and practical sessions with student-led experimentation and research
- LO6 Begin to relate taught craft practice techniques to historic work and context

## Content

This unit provides an introduction to the workshop and an introduction to the practical, pre-industrialised, processes involved in making books. Students are inducted into safe workshop practice in relation to manual handling (MHOR), the safe use and maintenance of hand tools, power tools and fixed machinery (PUWER) and the safe handling and use of chemicals (COSHH/PPE). Through a series of progressively more complex practical foundation exercises, students will develop haptic skills that relate to letterpress printing and hand bookbinding. Students will study different examples of typography and binding styles at the bench and in collections in order to appreciate the historical development of books and to relate their different constructions and the craftsmanship required to inform their own bench practice. The unit will cover an introduction to book construction through



paper folding, cutting, marking up, sewing, trimming and covering. This will be complimented by introductory exercises in collation, type setting and letterpress and book illustration printing. Sessions will be delivered through practical demonstrations of techniques and object based discussions, supported by online demonstrations and talks and visits to workshops and collections. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

No. of hours scheduled activity	150
No. of hours independent activity	150
No. of hours of work placement	0
This may comprise Demonstrations, object discussions (face-to-face and online) studio instruction and technical support and studio based project work.	

### Assessment Requirements

	% of assessment
Practical skills assessment including development and supporting work	70%
Written coursework, including day book incorporating critical reflection and research, and portfolio	20%
Oral Presentation	10%
Comprising: Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal. Oral presentation to student cohort. Week 16	

### Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	3
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	3, 4
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	3, 6
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	6

	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	5, 6
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	4, 5, 6
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	4
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	1, 2
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	5

### Indicative Reading

ABBOTT, K. (2010) *Bookbinding: A step-by-step guide*. The Crowood Press Ltd.

BASSOT, B. (2013) *The reflective journal: capturing your learning for personal and professional development*. Basingstoke: Palgrave Macmillan.

CHAMBERLAIN, W. (1978) *The Thames and Hudson manual of woodcut printmaking*. Thames and Hudson

COCKERELL, D. (1925) *Bookbinding & care of books*. 4th edn. Pitman.

DIEHL, E. (2003), *Bookbinding, its background and technique*, Dover Publications, New York

GREENFIELD, J. HILLE, J. (2017) *Endbands from East to West*, Oak Knoll Press

IKEGAMI, K. (Author) STEPHAN, B. (Editor) (1986) *Japanese bookbinding, instructions from a master craftsman*, Weatherhill

JOHNSON, A. (1978) *Thames & Hudson manual of bookbinding* Thames & Hudson.

LONDON CENTRE FOR THE BOOK ARTS (LCBA) (2017) *Making Books: a guide to creating hand-crafted books*. London Pavillion

MARKS, P.J.M. (1998) *The British Library guide to bookbinding*. University of Toronto Press

RUGGIE SAUNDERS, C. & CHIPLIS, M. (2013) *For the love of letterpress: A printing handbook for instructors and students*. Bloomsbury

Unit Title	<b>History of Craft</b>
Unit Code	HC-H2
Level	4
Duration	18 weeks
Credit Value	20 Credits
Total Learning Hours	200

Date of first approval	
Date of this version	January 2019

### Unit Aims

1. To provide students with an overview of the development of craft practices in relation to socio-political and cultural developments.
2. To develop the ability to 'read' objects and understand them as a product of time and place as well as material and technology.
3. To develop transferable skills for employment including research and communication skills.

### Learning Outcomes

On successful completion of this unit students will have

LO 1 A developing knowledge of the social and cultural history of craft practices

LO2 The ability to understand the meaning of craft objects in relation to context

LO3 The ability to use research methods to analyse and understand objects and artefacts

LO4 The ability to communicate information in a range of ways applicable to professional practice

### Content

This unit will introduce students to the history of craft practices in relation to social and cultural factors. Using object studies as the focus teaching will examine how individual artefacts are the product of their historical and cultural environment and consider the roles of both maker and user. Lectures will cover a broad historic period from 1600 to 2000 through a series of case studies drawing on contexts such as socio-political history, fashion, architecture and interiors. Students will be required to undertake their own research into artefacts related to their own discipline, present their research in the form of a presentation to the group as well as writing an essay following academic conventions.

### Teaching and Learning Methods

No. of hours scheduled activity	100
No. of hours independent activity	100
No. of hours of work placement	0
This will comprise Lectures, seminars, group and individual tutorials and presentations	

## Assessment Requirements

	% of assessment
Written coursework incl. essay, report, dissertation	70%
Practical skills assessment	
Oral Presentation	30%
Portfolio incl. development and project work visual, written or made	
Comprising: <ul style="list-style-type: none"> <li>• A 1500 word essay related to a chosen research area Week 33</li> <li>• An individual research presentation to student cohort. Week 33</li> </ul>	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	1
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	2
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	3
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	4
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	

## Indicative Reading

ADAMSON, G. (2007) *Thinking through craft*. Oxford: Berg

ADAMSON, G. (ed.) (2010) *The craft reader*. Oxford: Berg

BRITTON, A. (2013) *Seeing things: collected writing on art, craft and design*. London: Occasional Papers

- BUSZEK, M.E. (ed.) (2011) *Extraordinary: craft and contemporary art*. Durham: Duke University Press
- CHARNY, D. (ed.) (2011) *Power of making. the importance of being skilled*. London: V&A Publications
- FRAYLING, C. (2011) *On craftsmanship. towards a new Bauhaus*. London: Oberon Masters
- LUCIE-SMITH, E. (1981) *The story of craft: the craftsman's role in society*. Oxford: Phaidon
- MILLER, D. (2007). *Stuff*. London: Polity
- PERRY, G. (2011) *Grayson Perry: the tomb of the unknown craftsman*. London: British Museum Press.
- SENNETT, R. (2008) *The craftsman*. London: Allen Lane

Unit Title	<b>Materials Technology</b>
Unit Code	HC-M2 (B)
Level	4
Duration	18 weeks
Credit Value	10 credits
Total Learning Hours	100

Date of first approval	
Date of this version	November 2022

### Unit Aims

1. To develop an understanding of core concepts and areas of study in paper and leather related materials technology
2. To develop a working knowledge of properties of printing and binding materials, inks, paper, parchment, leather and book-cloths
3. To integrate a knowledge of materials technology with printing and binding or historical research into book production

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO 1 Demonstrate a foundation understanding of physics, chemistry and mechanics in relation to materials technology and apply core theoretical concepts of materials technology to practice-based exercises
- LO2 Show an ability to make choices from a range of materials used in traditional craft practice based on knowledge of material properties
- LO3 Begin to relate a working understanding of materials technology to the craft of traditional bookmaking
- LO4 Refine and focus their own research in relation to materials technology

### Content

This unit develops conceptual, theoretical and practical knowledge of materials technology as applied to traditional craft practice in bookmaking. It enables students to further develop and apply a working understanding of physical structures, chemical composition and mechanics as applied to historic craft practice. Applying materials technology helps students interrogate and interpret historic work accurately, to select the correct material for the job in new making and restoration from a range of traditional and contemporary options, and to aid the manipulation of those materials in a competent and confident manner. It also forms part of the process in understanding and critiquing their work and the work of others. The unit will relate conceptual and theoretical work to a historically relevant practical project. Sessions will be delivered with lecture-style presentations being matched with practical workshop sessions. Group and one-to-one tuition will be underpinned by individual research

study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their skills and portfolio of work for assessment.

### Teaching and Learning Methods

No. of hours scheduled activity	50
No. of hours independent activity	50
No. of hours of work placement	0
This will comprise of lectures, handling/identification sessions, studio instruction and technical support and project work carried out within the studio.	

### Assessment Requirements

	% of assessment
Practical skills assessment	50%
Portfolio incl. development and project work visual, written or made	50%
Comprising: Practical work including exercises and live projects Week 32 This comprises: a technical file, typically three processes or projects of study summarised in three A4 page per study session. Week 32	

### Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	1,2
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	1, 3
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	3
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	1,3
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	4
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	1

## Indicative reading

ASUNCION, J. (2001) *Complete Book of Papermaking*. New York: Lark Books

BARRETT, T.D. (2005) *Japanese Papermaking: traditions, tools, and techniques*. Floating World Editions, 2005

BARRETT, T.D. (2018) *European Hand Papermaking: Traditions, tools and, techniques*. Ann Arbor, MI: The Legacy Press.

BLUMENTHAL, J. and NY PIERPONT MORGAN LIBRARY (1973) *The art of the printed book 1455-1955: Masterpieces of typography thro' five centuries from collections of Pierpont Morgan Library New York*. New York: Pierpont & Morgan

FEBVRE, L, MARTIN, H. and GERARD, D. (TR) (1976) *The coming of the book: the impact of printing 1450-1800*. London: Verso

LEE, A (ed) (2021) *Hanji unfurled; one journey into Korean papermaking*. Ann Arbor: The Legacy Press

LOVEDAY, H. & CARSWELL, J. (2001) *Islamic paper. A study of the ancient craft*. London: Archetype

MACDONALD, R. (2000s) *Hand made paper moulds*. British Association of Paper Historians

HELLER, J. (1997) *Papermaking: How to Make Handmade Paper for Printmaking, Drawing, Painting, Relief and Cast Forms, Book Arts and mixed Media*. Watson-Guption Publications

PREMCHAND, N.S. (1995) *Off the deckle edge. A paper-making journey through India*. Bombay: The Ankur Project

*Language of Bindings (LoB)*. (no date). <http://www.ligatus.org.uk/lob/> (Accessed; 2 October 2022).



<b>Unit Title</b>	<b>Craft Skills 2</b>
Unit Code	HC-C2 (B)
Level	4
Duration	18 weeks
Credit Value	30 credits
Total Learning Hours	300

Date of first approval	
Date of this version	November 2022

### Unit Aims

1. Develop and embed high standards of Health and Safety practice in the workshop and associated work areas (hand tools, power tools and fixed machinery, manual handling, COSHH and PPE)
2. To integrate techniques and skills acquired in Unit 1 alongside developing relevant research and material testing methodologies in response to specific project briefs.
3. To introduce specialist printing and bookbinding processes using hand and machine tools, techniques and design concepts required to produce different book projects.
4. To introduce theory, language and concepts relating to letterpress printing and binding and relevant professional contexts.

### Learning Outcomes

On completion of this unit a successful student should be able to:

LO1 Put into practice and evidence a thorough knowledge of H&S legislative requirements, safe procedures and practice in the workshop, including the Health and Safety at Work Act, MHOR (manual handling) PUWER (tools and equipment), COSHH (materials and chemicals) and PPE regulations

LO2 Design and make historically derived book structures

LO3 Demonstrate competencies in the use and manipulation of a range of specialist printing and bookbinding hand and machine tools

LO4 Record and critique their work through the further development of a daybook and port-folio

LO5 Augment taught theory and practical sessions with their experimentation and research

LO6 Evidence the development of a fluent process in which craft practice techniques relate to historic work and context

## Content

This unit builds on knowledge developed in Unit HC-C1(B) Students make more complex historic book structures and are introduced to paper making and gold tooling and decoration. Themed project work, practical design briefs and specialist workshops and demonstrations give students the opportunity to expand and develop their own individual making skills and material awareness and steers students towards increasing critical reflection and professional practice. Students are encouraged to establish individual research interests and tutors' mentor the students to develop methodologies that assist them to start to build up their own skillsets and results in the resolution of increasingly complex projects. Students are encouraged to study closely historic books in order to appreciate the design, materials and skills that are intrinsic in the production and to use this understanding to reflect on and develop their own abilities. Sessions are delivered through specialist demonstrations and object based discussions in the studio and online, tutor supported, peer-to-peer presentations and discussions, group and individual tutorials. Study trips will be used to develop subject specific and contextual awareness. Independent study is a key element and students are expected to supplement taught sessions with significant independent study, making full use of both the College library and other learning resources and events within the College in order to build their skills and portfolio of work for assessments.

## Teaching and Learning Methods

No. of hours scheduled activity	150
No. of hours independent activity	150
This will comprise Demonstrations and object based discussions in the studio and online, studio based project work and instruction and technical support, peer-to-peer presentations, reflection and group and individual tutorial support	

## Assessment Requirements

	% of assessment
Practical skills assessment including supporting work	75%
Portfolio incl. daybook, /reflective journal, research and development work.	25%
Comprising: Practical work including exercises and personal projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	1, 2
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1, 2

	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	4, 5
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	5
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	3, 4 , 5
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	4, 5
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	3, 6
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	1, 3, 6
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	3

### Indicative Reading

CHAMBERS, A. (1986) *The practical guide to marbling paper*. London: Thames & Hudson

GASKELL, p. (1972) *A New Introduction to Bibliography*. Oxford: Clarendon Press

HELLER, J. (1997) *Papermaking: How to make handmade paper for printmaking, drawing, painting, relief and cast forms, book arts and mixed media*. Watson-Guptill

MARKS, P.J.M. (2011) *Beautiful Bookbindings: A thousand years of the bookbinder's art*. British Library/Oak Knoll Press

MITCHELL, J. (1993) *The craftsman's guide to edge decoration*. Worthing: The Standing Press

MITCHELL, J. (1995) *An Introduction to Gold Finishing*. Five Oaks: The Standing Press

NEEDHAM, P. (1979) *Twelve centuries of bookbindings 400-1600*. Pierpont Morgan Library

VAUGHAN, A.J. (1960) *Modern bookbinding*. (New ed.) Charles Skilton

Journals:

*Printmaking today*. (no date)Witney: Cello Press Ltd

*Bookbinder, Journal of the Society of Bookbinders* (no date) Dorchester: Henry Ling Ltd

Online sources

BOSCH, G., CARSWELL, J., PETHERBRIDGE, G. (1981) *Islamic bindings and bookmaking*. Chicago; Oriental Institute Museum. [IslamicBindings.pdf \(uchicago.edu\)](#)

[E-journal]

Guild of Book Workers Journal. (no date) New York: Guild of Book Workers

Unit Title	Professional Skills
Unit Code	HC-P3
Level	5
Duration	18 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	
Date of this version	January 2019

## Unit Aims

1. To introduce a range of professional outcomes and work contexts for Historic Craft Skills practitioners
2. To develop critical thinking as applied to a particular focussed area of professional vocational activity
3. To encourage students to integrate with the professional community and apply practical skills through work placement
4. To apply language sets to the generation of project and treatment proposals to a professional level within a chosen vocational area of the domain
5. To coalesce professional thought processes, personal areas of interest and areas of strength in craft practice into a viable business proposal

## Learning Outcomes

On successful completion of this unit students will have

- LO 1 Understood the basic requirements for running a business either as a self-employed practitioner or employed contractor
- LO2 Applied professional contextual understanding to developing a business plan and business model, including a web site
- LO3 Chosen an area of personal and professional strength from which to develop their professional growth and trajectory

## Content

This unit provides an experience-based vocational perspective on a range of professional employment outcomes for the Historic Craft Practitioner. It will help students to understand a range of applications of craft practice and employment options to aid informed choices in career directions. Considering applied craft from a range of collection and collectors' perspectives will inform and enrich practical outcomes. Students will be exposed to a range of language sets, attitudes and approaches. They will be encouraged to investigate, interpret and critique meaning and outcomes of applied craft in a work situation in a competent and confident manner. They will apply their experiences and vocational perspectives within a business model and produce a professional website that reflects their own practice.

The unit will cover the retail trade, the private collector, the historic house, regional and national museums, and the sole and independent trader. Students will be given the opportunity to negotiate an optional four-week work placement. Sessions will be delivered collectively across all FdA disciplines with lecture style presentations, group discussion sessions and group visits. Group and one-to-one tuition will be underpinned by individual research study and practice, for which guidance will be given. Students are expected to take advantage of the College Library and other learning resources and events around the College in order to build their professional contacts and exposure.

### Teaching and Learning Methods

No. of hours scheduled activity	100
No. of hours independent activity	100
No. of hours of work placement	Optional/Negotiable (Maximum 140)
This will comprise Lectures, group led discussion, group visits and interaction with professionals within the domain.	

### Assessment Requirements

	% of assessment
Business plan	60
Website	30
Oral Presentation	10
Comprising: A business plan (approx. 2000 words), website design and presentation of work placement/work related project. Week 15	

### Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices in relation to context	-
	Applied skills – materials and methods	Demonstrated competence in modifying a range of techniques and processes in relation to context.	-
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas informed by context.	-
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	2, 3

	Conceptual Understanding	Developed an individualised understanding of the relationship between craft practice, and context	2
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	3
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to targeted audiences	1, 2,
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	1, 3
	Independence & Self-Management	Demonstrated the ability to develop and advance skills in a particular focussed area of employment	1, 2, 3

### Indicative Reading

DAWSON, Alexander, (2011), *Getting started building websites*.

GILL, James, (2013), *Word Press step-by-step: how to build and launch your own word press website, starting from scratch*. CreateSpace Independent Publishing.

THE STAFF OF ENTREPRENEUR MEDIA, (2018), 7<sup>th</sup> ed. *Start your own business*. Entrepreneur Press.

STARTUPS (Author), (2012), *Start Your Own Business 2013: The most realistic and up-to-date guide to starting a business*, Startups.

Websites for starting your own business:

<https://www.gov.uk/starting-up-a-business/start-with-an-idea>

<http://startups.co.uk/10-steps-to-starting-a-business/>

<http://www.sage.co.uk/business-advice/starting-a-business/guide-starting-a-business.html?nst=0&gclid=COjstfrPmMUCFakKwwod9VgApQ>

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

<b>Unit Title</b>	<b>Applied Projects</b>
Unit Code	HC – C3 (B)
Level	5
Duration	18 weeks
Credit Value	40 credits
Total Learning Hours	400

Date of first approval	
Date of this version	November 2022

## Unit Aims

1. Integrate the knowledge, experience and techniques acquired in Year I and apply them to the production of more complex historical techniques and objects OR basic conservation projects with associated documentation processes.
2. To introduce students to the decision making and problem solving processes relating to the construction and assembly of an object, OR to the decision making process relating to the treatment of historic books, including ethics, object assessment, treatment proposal and treatment report writing.
3. Develop an understanding of the relationship between construction, decoration and finishing techniques in the context of EITHER making an object using historic craft practices OR working on an existing historic craft object
4. Continue the development of a range of professional attitudes and vocabularies dependant on object and professional context.

## Learning Outcomes

On completion of this unit a successful student should be able to:

- LO 1 Initiate, plan and execute a major piece of project work.
- LO2 Demonstrate technical confidence and competence through further bench practice and reflection.
- LO3 Record and critique their work through the further development of a daybook and portfolio.
- LO4 Augment taught theory and practical sessions with experimentation, analysis and research.
- LO5 Demonstrate a fluent process in which historic craft practice techniques relate to historic work and context.

## Content

This unit is designed to extend craft competence and confidence by extending the complexity of construction, materials and techniques used in making books and bindings, including design, decorative features and gold finishing or through an introduction to book repair and conservation. It will incorporate an understanding of mechanisms of deterioration and failure so that students comprehend the limits of materials and can integrate this with their knowledge of the historical development of



materials and techniques and the impact of the increasing demand for the mass-produced on production and quality. Students will produce three books that explore different structures or decoration or basic repair and/or conservation projects. In each case they will research and experiment with traditional craft materials and techniques. Project management skills such as planning a logical sequence of processes, estimating and timekeeping will be fostered to assist students to complete their projects to deadline. Students will visit museums, libraries and makers' workshops to deepen their understanding of book construction, decoration and conservation. Workshop seminars will be augmented with group and one-to-one tuition, underpinned by guided individual research and practice so that students continue to develop their ability to evaluate and critically reflect on their work. Students will be expected to take advantage of the College Library, online and external learning resources and events in order to develop their individual interests in books and building a portfolio of work.

### Teaching and Learning Methods

No. of hours scheduled activity	200
No. of hours independent activity	200
No. of hours of work placement	0
This will comprise	
<ul style="list-style-type: none"> <li>• Project work at advanced level.</li> <li>• Independent study</li> </ul>	

### Assessment Requirements

	% of assessment
Practical skills assessment	70%
Written work	30%
Comprising: Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 16	

### Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	1
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1,2
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	1,2
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	4,5

	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	1,4,5
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	4
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	3
	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	3,4,5
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	1,4

### Indicative Reading

APPELBAUM, B. (2010) *Conservation treatment methodology*. London: Butterworth.

BODLEIAN LIBRARY. (1971) *Textile& embroidered bindings*. Bodleian Library

BURY, S. (2015) *Artists' books: the book as a work of art 1963-2000*. London: Bernard Quartich

CAVE, R. (2001) *Fine printing and private presses*. Boston Spa: British Library. (British Library Studies in the History of the Book)

CLARKSON, C. (1982) *Limp Vellum binding*. Oxford: Christopher Clarkson

FOOT, M. (1997) *The History of Bookbinding as a Mirror of Society*. Boston spa: British Library

Getty Conservation Institute (1996) *Historical and philosophical issues in the conservation of cultural heritage*, Getty Conservation Institute

LINDSAY, J. (2009) *Fine Bookbinding: a technical guide*. London: British Library

MCLEAN, R. (1974) *Victorian publisher's book-bindings in cloth and leather*. London Gordon Fraser.

MIDDLETON, B. C. (1972) *The Restoration of Leather Bindings*. Chicago: American Library Association

MILLER, J. (2010) *Books will Speak Plain; A Handbook for identifying and Describing Historical Bindings*. Ann Arbor: The Legacy Press

NIXON, H.M. (1979) *Five Centuries of English Bookbinding*. Aldershot: Scolar Press

PEARSON, D. (2005) *English Bookbinding styles, 1450-1800: A Handbook*. British Library, London/oak Knoll Press, New Castle

PICKWOOD, NL. (2000) *European Bookbinding 1500-1800* Oxford: IPC

SCHEPER, K. (2015) *The technique of Islamic bookbinding; methods, materials and regional varieties*. Leiden: Brill

SMITH, K.A. (1996) *Non-adhesive Binding, books without paste or glue*. New York: keith smith BOOKS

TIDCOMBE, M. (1996) *Women Bookbinders: 1880-1920*. Boston Spa: British Library

VICTORIA AND ALBERT MUSEUM (1948) *Decorative endpapers*. Exeter: Webb & Bowler

WILKS, H. (ed.) and MUSEUMS & GALLERIES COMMISSION (1992) *Science for conservators. Volume 2. Cleaning*. London: Routledge.

WILKS, H. (ed.) and MUSEUMS AND GALLERIES COMMISSION (2004) *Science for conservators. Volume 3. Adhesives and coatings*. London: Routledge.

WOLFE, R. (1991) *Marbled paper, its history, techniques and patterns. With special reference to the relationship of marbling to bookbinding in Europe and the Western world*. University of Pennsylvania Press

### **Journals**

*The New Bookbinder*. (1981-) Designer Bookbinders Publications Ltd

#### Online sources

*Book Arts newsletter*. (no date) Bristol: impact Press – Centre for Print Research – UWE.  
<http://www.bookarts.uwe.ac.uk/newsletters/> (Accessed 2 October 2022)

<b>Unit Title</b>	<b>Professional Portfolio</b>
Unit Code	HC-P4
Level	5
Duration	18 weeks
Credit Value	60 credits
Total Learning Hours	600

Date of first approval	
Date of this version	January 2019

### Unit Aims

1. To integrate techniques and skills acquired in previous units into a holistic professional portfolio
2. To understand historical craft practices required to make objects of increasing complexity and technical challenge
3. To develop professional decision making processes in relation to making complex objects
4. To develop a range of professional attitudes and vocabularies relating to a widening range of object and professional contexts

### Learning Outcomes

On successful completion of this unit students will have

- LO 1 Completed a major negotiated practical project(s) that demands research and professional enquiry
- LO2 Refined a range of allied technical and professional competencies required to understand the making of objects using historic craft practices
- LO3 Completed a professional portfolio reflecting their work and range of competencies
- LO4 Augmented taught theory and practical sessions with experimentation and research
- LO5 Written a 2500-3000-word essay that demonstrates research, technical understanding, and critical analysis

### Content

This unit provides students with the opportunity to bring together a wide range of professional and practical skills and competencies in a professional portfolio reflecting the period of study to date and self-directed research and study outside the programme. Students will bring together bench work with, contextual and technical elements of historic craft practice in a holistic and fluid manner. Students will negotiate challenging practical and professional final project that will be accompanied by a project-related essay. It will be driven by individual research study and practice, for which guidance and one-on-one tuition will be given. Students are expected to adopt professional levels of enquiry and autonomy.

## Teaching and Learning Methods

No. of hours scheduled activity	300
No. of hours independent activity	300
No. of hours of work placement	0
This will comprise Lectures, studio instruction and technical support and studio/project work carried out within the studio/workshop environment	

## Assessment Requirements

	% of assessment
Practical skills assessment	50%
Written coursework incl. essay, report, dissertation	25%
Portfolio incl. development and project work visual, written or made	25%
Comprising: 2500 – 3000 word historical materials and techniques essay Week 31	
Practical work including exercises and live projects, supporting documentation which includes photographic portfolio and daybook/reflective journal Week 33	

## Assessment Criteria

Category			LO
Practical Skills	Ideas and Intentions	Demonstrated knowledge of a range of techniques and materials, their properties and made appropriate choices.	1
	Applied skills – materials and methods	Demonstrated competence in a range of techniques and processes	1,2
	Innovation and creativity	Selected materials and processes in order to create new solutions and ideas.	1,2
Theoretical	Contextual Knowledge	Demonstrated awareness of cultural, historical and technological contexts.	1,4,5
	Conceptual Understanding	Understood the relationship between craft practice, context and meaning	1,4,5
	Research and Enquiry	Demonstrated the ability to access appropriate information, analyse and evaluate it.	4,5
Professional Skills	Communication	Verbal, written and visual skills are competent and effective in communicating to a range of audiences	3,5

	Professional Standards	Demonstrated the ability to make informed decisions and to take personal responsibility.	1,4
	Independence & Self-Management	Demonstrated the ability to develop and advance skills	1,3,4

### **Indicative Reading**

The reading list for this unit is determined by the student's individual project.