

**Programme specification:
BA (Hons) Game Arts**

1. Overview/factual information

| | |
|---|---|
| Teaching Institution | Plymouth College of Art |
| Awarding Institution | The Open University |
| Date of latest OU validation | March 2015 |
| Next revalidation | |
| Credit points for the award | 360 |
| UCAS Code | W281 |
| Programme start date | September 2015 |
| Underpinning QAA subject benchmark(s) | Art and Design; Communication, Media, Film & Cultural Studies |
| Professional/statutory recognition | |
| Duration of the programme for each mode of study | 3 years full-time, 6 years part-time |
| Dual accreditation (if applicable) | |
| Date of production/revision of this specification | August 2018 |

2. Programme aims and objectives

2.1 Educational aims and objectives

Programme aims:

1. To develop the intellectual and practical skills of the student in the concepts, principles, development and realisation of Game Arts in relation to the games industry.
2. To develop an understanding of the computer game industry through knowledge of the communication and design process within future trends, a historical, social, ethical and cultural context.
3. To consolidate and synthesise learning in different contextual frameworks and situations, both within the field of game arts and within appropriate creative professional, collaborative and entrepreneurial contexts.
4. To equip students with the skills to communicate concepts effectively through visual, written and oral means, and to support their realisation with strong technical proficiency across multiple platforms, such as software proficiency and digital content creation and social media.
5. To foster convergent and divergent thinking in the development of ideas through to outcomes via a programme of staged development, progressing to increasingly autonomous and personally-focused learning and an extended piece of work, portfolio or project.
6. To develop a range of skills that are appropriate for entry into the creative games industry. Due to the nature and breadth of the creative industry, a wide range of diverse skills is required.
7. To develop students' academic and research skills to help them prepare for professional practice and or progression to postgraduate study.

Programme objectives:

On successful completion of this programme, a student will be able to:

1. Employ appropriate materials, techniques, methods, strategies and tools associated with Game Arts, with skill, creativity, and innovative working practices.
2. Generate ideas, concepts, proposals, solutions and/or arguments, based on a rigorous understanding of the games industry.
3. Produce Game Arts outcomes using a range of media both digital and traditional imagery.
4. Demonstrate the ability to contextualise how new and divergent depth of games and consumption is changing the way we communicate in the rapidly evolving environment of Game Arts in relation to the games industry.
5. Demonstrate the ability to apply aspects of contemporary practice, technical innovation and/or research, through their own practice and/or academic research.
6. Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional and entrepreneurial contexts of Game Arts.
7. Develop independent, critical and creative practice in a professional, collaborative or entrepreneurial context.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

- Extended Degree (successful completion allows guaranteed progression to linked Degree programme)

3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/assessment methods – across all levels |
| <p>Students will be able to:</p> <p>A1: Independently apply appropriate personal skill sets in relation to the computer games industry towards the development of an effective workflow when planning and creating game ready content.</p> <p>A2: Implement effectively game play ideas, key theories and discourses in the context of using innovative design strategies towards a designated games creation.</p> <p>A3: Initiate a range of pre-visualisation strategies both manual and digital towards developing innovative conceptualisation and planning towards defined project outcome.</p> <p>A4: Implement effectively the aesthetic possibilities of game arts practice in a wider artistic context and outside of main programme area, to develop an original personal visual vocabulary.</p> <p>A5: Reflect on the relationship between contextual research and personal practice in the context of the game industry and the wider cultural environment.</p> <p>A6: Synthesise collected knowledge and understanding, some of which will be informed by the forefront of game arts practice, into a coherent final project outcome.</p> <p>A7: Demonstrate understanding of materials, techniques and processes in an area of creative practice outside of the main programme.</p> <p>A8. Demonstrate an understanding of the overarching theories and practices that underpin your area of creative practice.</p> <p>A9. Demonstrate the ability to critically review, interpret, analyse, evaluate and synthesise ideas and concepts from a range of appropriate contextual sources.</p> | <p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student’s individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Blended Learning: to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc.</p> <p>Private study: to develop students’ learning autonomy and ownership of the knowledge and information gained during the module.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>The students’ practical knowledge base is extended and consolidated using Contextual Studies assignments and seminars.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses, students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p> <p>Assessment methods</p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> |

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| | <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.</p> |
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| 3B. Cognitive skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/assessment methods – across all levels |
| <p>Students will be able to:</p> <p>B1: Independently execute personal creative practice in the confines of computer game software and in response to a self-directed game arts brief.</p> <p>B2: Demonstrate effectively a range of design issues that communicate personal concepts through a range of preproduction techniques into original game artworks.</p> <p>B3: Apply key ideas and theories within game studies in relationship to the game arts in the games industry.</p> <p>B4: Systematically evidence the design process towards an original games character to be central to a computer game.</p> <p>B5: Conduct a rigorous independent investigation into an appropriate area of game arts and game studies, which informs personal creative practice using a range of research and reference source material.</p> <p>B6: Implement a range of practice based research techniques towards underpinning an innovative game arts project.</p> <p>B7: Show understanding of interdisciplinary ideas and concepts and evidence understanding in practical and theory-based outcomes.</p> <p>B8: Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B9: Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p> | <p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Blended Learning: to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc.</p> <p>Private study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p>Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art and design, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed by traditional views and will allow the student to develop their individual professional identity with confidence.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Group discussions both specialist and cross disciplinary, research seminars and critique sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art and design activities in both a practical, vocational manner and in a social context.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p> |

3B. Cognitive skills

Assessment methods

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

| 3C. Practical and professional skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/assessment methods – across all levels |
| <p>Students will be able to:</p> <p>C1: Utilise to a high level of competence a range of creative digital game arts techniques.</p> <p>C2: Effectively implement a range of techniques towards the design, build and preparation of an original game ready character.</p> <p>C3: Apply a range of immersive elements such as sound and interaction to enhance the final game arts artefact.</p> <p>C4: Employ manual and digital techniques in the design and experimentation stages of preproduction towards a final game art artefact.</p> <p>C5: Employ appropriate academic conventions to a written body of work, which demonstrates a critical understanding of thematic concerns.</p> <p>C6: Competently utilise a range of appropriate research methods and academic conventions in the researching of game arts culture and practice.</p> <p>C7: Effectively apply a range of game art processes independently in the production of an innovative and coherent end artefact.</p> <p>C8. Demonstrate a systematic approach to personal practice underpinned by a sustained programme of experimentation towards development of a game arts project.</p> <p>C9. Research, evaluate and contextualise own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p> | <p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Blended Learning: to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc.</p> <p>Private study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments that are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.</p> <p>Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.</p> <p>Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion.</p> <p>Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.</p> <p>Assessment</p> <p>Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research</p> |

| 3C. Practical and professional skills | |
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| | <p>sources; handouts; web addresses, etc.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> |

| 3D. Key/transferable skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods – across all levels |
| <p>Students will be able to:</p> <p>D1: Consolidate an annotated and visual portfolio that aesthetically and informatively displays effective overview and exhibition of the full range of the game arts project.</p> <p>D2: Present a range of individually and/or group presentation skills appropriate to the creative industries to communicate both contextual and practical interpretations of game arts practice.</p> <p>D3: Reflect on your self-directed problem solving and developing collaborative strategies in work in the completion of a small creative studio team.</p> <p>D4: Evidence a developed personal interpretation of and response to a chosen aspect of current research in the area of game studies.</p> <p>D5: Effective apply realistic personal and team goals through time management towards completion of the game arts project.</p> <p>D6: Demonstrate personal and independent communication skills, which evidence the deep understanding of critical, cultural and contextual discourses within game studies.</p> <p>D7: Evidence ability to begin to articulate the potential for the transfer of materials, techniques and processes from one area of creative practice to another.</p> <p>D8: Effectively communicate personal and independent communication skills, which evidence the deep understanding of critical, cultural and contextual discourses within game studies.</p> <p>D9. Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p> | <p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Blended Learning: to enable students of digital and on line resources, through our VLE, Lynda.com, blogs etc.</p> <p>Private study: to develop students' learning autonomy and ownership of the knowledge and information gained during the module.</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, critique sessions and individual tutorials.</p> <p>Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.</p> <p>Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation or equivalent output.</p> <p>Assessment methods</p> <p>'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.</p> |

4. Indicative Programme Structure – Full-time

| | | |
|------------------|-----------------------|----------------------|
| Full-Time | Year 1/level 4 | |
| | Semester 1 | Semester 2 |
| | BCOP100 - 20 Credits | |
| | BAGA104 - 20 Credits | |
| | BAGA101 - 20 Credits | BAGA103 - 20 Credits |
| | BAGA102 - 20 Credits | BAIS300 - 20 Credits |
| | Year 2/level 5 | |
| | Semester 3 | Semester 4 |
| | GCOP200 - 20 Credits | |
| | BAGA203 - 20 Credits | |
| | BAGA201 - 40 Credits | BAGA202 - 40 Credits |
| | Year 3/level 6 | |
| | Semester 5 | Semester 6 |
| | BAGA301 - 40 Credits | BAGA303 - 40 Credits |
| | BAGA304 - 20 Credits | BAGA302 - 20 Credits |

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no optional modules in the programme.

| | | |
|-----------|-----------------------|----------------------|
| Part-Time | Year 1/level 4 | |
| | Semester 1 | Semester 2 |
| | BCOP100 - 20 Credits | |
| | BAGA101 - 20 Credits | BAIS300 - 20 Credits |
| | Year 2/level 4 | |
| | Semester 3 | Semester 4 |
| | BAGA104 - 20 Credits | |
| | BAGA102 - 20 Credits | BAGA103 - 20 Credits |
| | Year 3/level 5 | |
| | Semester 5 | Semester 6 |
| | BAGA203 - 20 Credits | |
| | BAGA201 - 40 Credits | |
| | Year 4/level 5 | |
| | Semester 7 | Semester 8 |
| | GCOP200 - 20 Credits | |
| | | BAGA202 - 40 Credits |
| | Year 5/level 6 | |
| | Semester 9 | Semester 10 |
| | BAGA301 - 40 Credits | BAGA302 - 20 Credits |
| | Year 6/level 6 | |
| | Semester 11 | Semester 12 |
| | BAGA304 - 20 Credits | BAGA303 - 40 Credits |

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

Annex 1

Indicative Programme Content

The games industry has many different models ranging from 2D sprite/pixel art games to far more technologically driven cutting edge 3D realistic worlds. The type of game does not reflect success or popularity as each area has its own market and identity. A flexible programme will be needed in order to adapt to changing trends in the computer games market and demand from industry and students. BA Game Arts can be a central point in delivering the demands of artists developing a personal voice in a technology focused educational area. With the emphasis on the word 'Arts' we can train and develop students to be fluent in the techniques and skills needed but let them develop an individual and personal voice that stands out. BA (Hons) Game Arts is for artists who want to make imaginative and contextual sound games that will drive the narrative of the game industry in the future.

The initial modules are designed to ensure that students with different prior, educational and/or life skills, experiences all have the necessary foundation in Game Arts. These Level 4 skills will underpin their development through Level 5 and 6, and on to career or further study.

Level 4

Level 4 introduces a broad range of processes that underpin the practical skills and knowledge to become a games artist in the games industry. The level 4 skills will give the students the creative opportunities to produce original and personal works, underpinned with contextual understanding of games culture and context. These foundations of skill and new knowledge will give students the confidence to expand into an independent practice of game arts, towards becoming confident creative practitioners. To contextualise these new skills, students will examine the cultural and economic environment in which the games industry exists and by exploring the industry and current and future trends, gain the perspective to relate their personal world view to the wider context.

BAGA101 Asset Creation (20 credits)

This practical module explores the planning, the design and the development of 3D game assets for implementation into a game engine. It will demystify and underpin the student's creative voice for all the following practical modules. Its outcome should be artwork that is portfolio ready and presents logically the high level of skills explored.

BAGA102 Game Play Creation (20 credits)

This module will explore the theory of game play and how to use the basic rules to be implemented into the digital realm. It will introduce interactivity and emersion into simple game making. The module will dissect the planning, design and build of a coherent games concept into a playable prototype.

BAGA103 Drawing for Games (20 credits)

The module explores a wider range of artistic possibilities and the techniques by introducing knowledge to improve skills in drawing and digital painting. It encourages the student's development through investigating seeing and interpretation of the real world through drawing. Students will be introduced to a range of digital techniques to explore the possibilities of the visualisation of personal ideas and concepts.

BAGA104 Professional Practice 1 (20 credits)

An introduction to and exploration of the games and other related creative industries. Students will make tangible relationships with personal aspirations and a realistic view of employment. Students will develop a range of communication skills that will be underpinned by their knowledge of the needs of the games industry.

BCOP100 Context in Practice 1 (20 credits)

Students will be introduced and encouraged to understand a range of cultural and theoretical thinking. They will evidence this knowledge through a range of written exercises.

BAIS300 Interdisciplinary Studies (20 credits)

This module provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. Subject areas are nonetheless relevant to personal career aspirations.

Level 5

In this year, students will gain more practical skills and develop more sophisticated processes to better reach the skill levels need for entering in the games industry. They will be given more autonomy to start to take control of their own learning, supported throughout the level by a solid and wide range of contextual thinking. This will be underpinned by research skills to contextualise and develop critical thinking and idea generation.

GCOP200 Context in Practice 2 (20 credits)

Expanding from level 4 students will be encouraged to collate these contextual findings into a more coherent and focused exploration of their practice in relation to a wider dialogue. They will further investigate how their practice impacts on the audience and how to underpin the practice with a solid foundation base of empirical knowledge.

BAGA203 Professional Practice 2 (20 credits)

Students will explore and develop connections with the industry and employment. The exploration should take the form of investigating and reflecting on a live external project. This should consider team work, planning and a range of communication techniques.

BAGA201 Character Creation (40 credits)

Students will investigate a range of techniques both manual and digital to form a coherent games character developed through a range of preproduction processes. This will form idea generation, conception and planning, building, animating and developing and communicating visually an end product that best communicates the initial aims of the students.

BAGA202 Level Creation (40 credits)

Following the investigation in BAGA102 Game Play Creation students will develop a more in-depth playable game. This will explore character, narrative, audio and a range of interactive elements to prototype a playable level.

Level 6

At the outset of Level 6 students will consolidate their extended study via a response to a proposal developed during the latter part of Level 5, guided by staff from the programme team who provide ongoing tutorial support.

BAGA301 Research and Experimentation (40 credits)

This module will provide information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory studio practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their dissertation/extended essay title with staff and peers.

BAGA302 Creative and Professional Development (20 credits)

In this module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study.

BAGA303 Creative and Professional Conclusion (40 credits)

This module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

BAGA304 Contexts of Practice 3 (20 credits)

This module provides two pathways. Each pathway supports the development of independent critical thinking.

Annex 2

Learning and Teaching Strategy

Introduction

The Learning and Teaching Strategy developed for Undergraduate (Foundation Degree and BA (Hons)) programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

Programme levels:

The levels of the programmes carry distinct roles within the students' progression and development.

BA (Hons):

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

Module delivery:

Modules are structured around combinations of, or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in studio/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as materials-based manipulative skills.

Module assignments:

Assignments, of varying length, provide the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the colleges VEL along with a wide range of useful resources, such as software support and contextual readers.

Peer interaction, independent learning and private study-time:

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

Statements of intent and reflective learning logs:

Critical reflection and self-evaluation are essential elements in art and design practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason critical reflection and self-evaluation are incorporated into all assignments and made concrete in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level Two and Level Three Assignment work that is geared more towards negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning the students own learning.

Assessment strategy:

Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity.

Formative tutor assessment:

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback, as do the Statements of Intent and Reflective Learning Logs (see below).

Formative peer assessment:

Peer assessment requires the students to place themselves in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical studio environment.

Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Formative external/employer assessment:

During and at the conclusion of professional practice, work based and work related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

Summative assessment:

Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical studio-based assignments the usual model will be presentation to at least two tutors and in a group critique situation.

The academic & industry skills agenda:

Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments.

Module assignments:

Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

Group work (supporting peer interaction):

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

Statements of intent and reflective learning logs:

Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed.

Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

Feedback

Formative feedback:

Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

Summative feedback:

Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

Annex 3 - Curriculum map

Key:

Outcome summatively assessed



Outcome embedded/formatively assessed



This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Knowledge and Understanding

| Level | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | A9 |
|---------|----|----|----|----|----|----|----|----|----|
| 4 | | | | | | | | | |
| BAGA101 | ■ | | | | | | | | |
| BAGA102 | | ■ | | | | | | | |
| BAGA103 | | | | ■ | | | | | |
| BAGA104 | ■ | | | | ■ | | | | |
| BCOP100 | | | | | ■ | | | | |
| BAIS300 | | | | | | | ■ | | |
| 5 | | | | | | | | | |
| BAGA201 | ■ | | | | | | | | |
| BAGA202 | | | ■ | | | | | | |
| BAGA203 | | | | | ■ | | | | |
| GCOP200 | | | | | ■ | | | ■ | ■ |
| 6 | | | | | | | | | |
| BAGA301 | | ■ | | | | | | | |
| BAGA302 | | | ■ | | | | | | |
| BAGA303 | ■ | | | | | ■ | | | |
| BAGA304 | | | | | ■ | | | ■ | ■ |

Cognitive Skills

| Level | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 |
|---------|----|----|----|----|----|----|----|----|----|
| 4 | | | | | | | | | |
| BAGA101 | ■ | | | | | | | | |
| BAGA102 | | ■ | | | | | | | |
| BAGA103 | | ■ | | | | | | | |
| BAGA104 | | | | | ■ | | | | |
| BCOP100 | | | ■ | | ■ | | | | |
| BAIS300 | | | | | | | ■ | | |
| 5 | | | | | | | | | |
| BAGA201 | ■ | | | ■ | | | | | |
| BAGA202 | ■ | ■ | | | | | | | |
| BAGA203 | | | | | ■ | | | | |
| GCOP200 | | | ■ | | ■ | | | ■ | ■ |
| 6 | | | | | | | | | |
| BAGA301 | | | ■ | | | ■ | | | |
| BAGA302 | | ■ | | | | | | | |
| BAGA303 | ■ | | | | | | | | |
| BAGA304 | | | ■ | | ■ | | | ■ | ■ |

Practical and Professional Skills

| Level | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 |
|---------|----|----|----|----|----|----|----|----|----|
| 4 | | | | | | | | | |
| BAGA101 | ■ | | | | | | | | |
| BAGA102 | ■ | | | | | | | | |
| BAGA103 | | | | ■ | | | | | |
| BAGA104 | | | | | | | | | |
| BCOP100 | | | | | ■ | | | | |
| BAIS300 | | | | | | | | ■ | |
| 5 | | | | | | | | | |
| BAGA201 | ■ | ■ | | | | | | | |
| BAGA202 | ■ | | ■ | | | | | | |
| BAGA203 | | | | | | | | | |
| GCOP200 | | | | | ■ | ■ | | | ■ |
| 6 | | | | | | | | | |
| BAGA301 | | | | ■ | | | ■ | | |
| BAGA302 | ■ | | | ■ | | | | | |
| BAGA303 | ■ | | | | | | | | |
| BAGA304 | | | | | ■ | | | | ■ |

Key/Transferable Skills

| Level | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 |
|---------|----|----|----|----|----|----|----|----|----|
| 4 | | | | | | | | | |
| BAGA101 | | | | | | | | | |
| BAGA102 | ■ | | | | | | | | |
| BAGA103 | ■ | | | | | | | | |
| BAGA104 | | ■ | | ■ | | | | | |
| BAIS300 | | ■ | | | | | | | |
| BCOP100 | | | | | | ■ | | | |
| 5 | | | | | | | | | |
| BAGA201 | ■ | | | | | | | | |
| BAGA202 | ■ | | | | | | | | |
| BAGA203 | | ■ | ■ | | | | | | |
| GCOP200 | | | | | | | ■ | | ■ |
| 6 | | | | | | | | | |
| BAGA301 | | ■ | | | | | | | |
| BAGA302 | ■ | | | | | | | | |
| BAGA303 | | | | | ■ | | | | |
| BAGA304 | | | | | | | | ■ | ■ |