

Programme specification: BA (Hons) Fine Art

1. Overview/factual information

Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of latest validation	March 2015
Next revalidation	
Credit points for the award	360
UCAS Code	W101
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	Art and Design
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
External Examiner	Andrea Thoma Programme Manager Art & Design University of Leeds

2. Programme aims and objectives

2.1 Educational aims and objectives

Programme aims:

1. To provide students with a specialised programme of study in Fine Art in a stimulating holistic learning environment that foregrounds the risk-taking and transferable skills inherent in a range of relevant practices.
2. To underpin an understanding of contemporary practices as encompassing and connecting to a wide range of traditional and new models of practice which encourages collaborations and exchanges with other disciplines, wider creative industries and communities within a historic, social, ethical and cultural context.
3. To provide an academically rigorous course of study that develops student understanding of their practice as it relates to theories of Fine Art and the wider field of contemporary discourses.
4. To foster convergent and divergent thinking in the development of ideas through material outcomes via a programme of staged development, progressing to increasingly autonomous and personally-focused learning and the development of a body of work or project.
5. To provide frequent regional, national and international opportunities for students to experience, evolve, show and network; to prepare students professionally for their careers, to translate their practice outside the College and to recognise those transferable skills as useful for subsequent employment.
6. 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. Deliver an independent, critical and creative practice in a professional, collaborative, entrepreneurial context.
2. Employ a wide range of materials, techniques, methods, strategies and tools used within contemporary practice with skill and innovative creativity, observing good working practices.
3. Generate ideas, concepts, proposals, solutions and/or arguments, using the wide range of tools associated with producing contemporary art in order to initiate and carry out a project individually or in collaboration with others.
4. Demonstrate the ability to apply aspects of contemporary practice, technical innovation and/or research, through their own practice and/or academic research.
5. Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional and entrepreneurial contexts of Fine Art.
6. Be able to question and appreciate existing and new knowledge in the field of Fine Art, further developing new possibilities and thinking in creative practice.

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 Level 0 (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. Demonstrate a critical awareness of the spectrum of activity within Fine Art at a local, national and international level.</p> <p>A2. Demonstrate an understanding of the overarching theories and practices that underpin your area of creative practice.</p> <p>A3. Utilise knowledge of Fine Art and reflect on possibilities, impact and connections on contemporary practice.</p> <p>A4. Demonstrate a systematic knowledge of the diverse roles and potential responsibilities within Fine Art as part of the creative industries.</p> <p>A5. Demonstrate coherent and detailed subject knowledge and professional competencies, informed by recent research and outcomes in the discipline.</p> <p>A6. Evidence a detailed understanding of the relationship between theory and practice and interpret, analyse and critically evaluate approaches to creative practice.</p> <p>A7. 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. Organised by academic staff on a regular basis, and negotiated by students when required.</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>Essays and Reviews: to develop criticality, writing skills, and ability to critique theoretical elements of Fine Art.</p> <p>Self-Evaluation: to enable students to review and evaluate their progress through a journal or similar, which is negotiated and discussed by staff and students at regular intervals.</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 to work with digital and online resources. This includes our VLE, blogs, online referencing, Apple TV integration for use with Apple products, and alternative cloud-based presentation programmes like Prezi.com. Other forms include PCA's use of Google Drive and Google Docs, which provide opportunities to work on collaborative documents.</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 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 underpinned through 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; hand-outs; intranet pages, etc. Artistic research is assessed through formative tutorials, group critiques, self-evaluation writing and live practice assessment. Theoretical elements are assessed through formative tutorials, self-evaluation writing, group presentations and final written coursework submission.</p> <p>Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.</p> <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. Apply theories and principles of Fine Art, selecting suitable research methodologies in order to construct innovative concepts and solutions.</p> <p>B2. Gather and utilise research, experience and evaluations in order to form valid independent viewpoints and insights, allowing for informed conjecture and judgment. Apply meaningful levels of analysis and evaluation to findings in order to stimulate creative and academic development.</p> <p>B3. Maintain on-going academic and professional development by reflective practice, critical analysis and self-evaluation.</p> <p>B4. Undertake research to identify and evaluate the career or progression opportunities available to them.</p> <p>B5. Evidence understanding of interdisciplinary ideas, concepts and understanding in practical and theory-based outcomes.</p> <p>B6. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B7. 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. Organised by academic staff on a regular basis, and negotiated by students when required.</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>Essays and Reviews: to develop criticality, writing skills, and ability to critique theoretical elements of Fine Art practice and associated topics.</p> <p>Self-Evaluation: to enable students to review and evaluate their progress through a journal or similar, which is negotiated and discussed by staff and students at regular intervals.</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 to work with digital and online resources. This includes our VLE, blogs, online referencing, Apple TV integration for use with Apple products, and alternative cloud-based presentation programmes like Prezi.com. Other forms include PCA's use of Google Drive and Google Docs, which provide opportunities to work on collaborative documents.</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>

Modules are delivered through a series of subject specific tutor-set assignment briefs, which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.

Instigated by the staff, 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. These group discussions will be, and will be conducted by the staff.

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. Independent learning is integral to the course, and is supported and evidenced through group discussions, formative tutorials, and group critiques.

Assessment

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; hand-outs; web addresses, etc. Artistic research is assessed through formative tutorials, group critiques, self-evaluation writing and live practice assessment. Theoretical elements are assessed through formative tutorials, self-evaluation writing, group presentations and final written coursework submission.

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. Devise appropriate and innovative creative concepts in response to the needs of a specific brief, project or audience.</p> <p>C2. Apply appropriate methods of professional presentation combining visual, verbal and written techniques.</p> <p>C3. Demonstrate an experimental approach to personal practice underpinned by a sustained programme of research and development.</p> <p>C4. Produce a final body of work that utilises materials, techniques and processes from relevant areas of creative practice informed by research and specialist knowledge.</p> <p>C5. Make appropriate use of a range of research methods to investigate aspects of critical, cultural, social, professional and entrepreneurial contexts.</p> <p>C6. 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. Organised by academic staff on a regular basis, and negotiated by students when required.</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>Essays and Reviews: to develop criticality, writing skills, and ability to critique theoretical elements of Fine Art.</p> <p>Self-Evaluation: to enable students to review and evaluate their progress through a journal or similar, which is negotiated and discussed by staff and students at regular intervals.</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 to work with digital and online resources. This includes our VLE, blogs, online referencing, Apple TV integration for use with Apple products, and alternative cloud-based presentation programmes like Prezi.com. Other forms include PCA's use of Google Drive and Google Docs, which provide opportunities to work on collaborative documents.</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>

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.

Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into modules in preparation for personal promotion, which includes assessments on mock Open Call submissions, focus on CVs, Artists' Statements and websites/online presence. Employability is a key focus college-wide, which emphasises the Three Es - Employment, Entrepreneurship and Enterprise.

Group discussions, cross-disciplinary seminars, critique sessions and individual tutorial support will be provided to encourage the development of a critical approach.

Assessment

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; hand-outs; web addresses, etc. Artistic research is assessed through formative tutorials, group critiques, self-evaluation writing and live practice assessment. Theoretical elements are assessed through formative tutorials, self-evaluation writing, group presentations and final written coursework submission.

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

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods – across all levels
<p>Students will be able to:</p> <p>D1. Devise creative cross-platform solutions for a wide range of projects making use of digital media and relevant technologies, equipment and software.</p> <p>D2. Communicate concepts effectively and professionally employing a range of methods to present as a professional practitioner to a relevant audience.</p> <p>D3. Develop a reflective practice that leads to an on-going acquisition of skills and knowledge in order to foster personal and professional growth.</p> <p>D4. Demonstrate the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p> <p>D5. Negotiate and manage partners and clients needs and expectations in order to deliver tasks and projects within time and budgetary constraints.</p> <p>D6. Demonstrate communication skills, which evidence knowledge and understanding of critical, ethical, cultural and contextual discourse, relevant within and beyond a Fine Art context.</p> <p>D7. 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. Organised by academic staff on a regular basis, and negotiated by students when required.</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>Essays and Reviews: to develop criticality, writing skills, and ability to critique theoretical elements of Fine Art.</p> <p>Self-Evaluation: to enable students to review and evaluate their progress through a journal or similar, which is negotiated and discussed by staff and students at regular intervals.</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 to work with digital and online resources. This includes our VLE, blogs, online referencing, Apple TV integration for use with Apple products, and alternative cloud-based presentation programmes like Prezi.com. Other forms include PCA's use of Google Drive and Google Docs, which provide opportunities to work on collaborative documents.</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 Fine Art 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, including presentations, curatorial activities and group critique. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs</p>

and responsibilities of others in a range of environments.

Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities, which includes assessments on mock Open Call submissions, focus on CVs, Artists' Statements and websites/online presence. Employability is a key focus college-wide, which emphasises the Three Es - Employment, Entrepreneurship and Enterprise.

Communication and the ability to present an argument or concept is encouraged and supported through the academic rigour of a dissertation or equivalent output.

Assessment

'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.

4. Indicative Programme Structure – Full-time

Full-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAFA104 - 20 Credits	
	BAFA101 - 20 Credits	BAFA103 - 20 Credits
	BAFA102 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 5	
	Semester 3	Semester 4
	GCOP200 - 20 Credits	
	BAFA203 - 20 Credits	
	BAFA201 - 40 Credits	BAFA202 - 40 Credits
	Year 3/level 6	
	Semester 5	Semester 6
	BAFA301 - 40 Credits	BAFA303 - 40 Credits
BAFA304 - 20 Credits	BAFA302 - 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 will 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	
	BAFA101 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 4	
	Semester 3	Semester 4
	BAFA104 - 20 Credits	
	BAFA102 - 20 Credits	BAFA103 - 20 Credits
	Year 3/level 5	
	Semester 5	Semester 6
	BAFA203 - 20 Credits	
	BAFA201 - 40 Credits	
	Year 4/level 5	
	Semester 7	Semester 8
	GCOP200 - 20 Credits	
		BAFA202 - 40 Credits
	Year 5/level 6	
	Semester 9	Semester 10
BAFA301 - 40 Credits	BAFA302 - 20 Credits	
Year 6/level 6		
Semester 11	Semester 12	
BAFA304 - 20 Credits	BAFA303 - 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)

Indicative Programme Content

Level 4

The initial modules are designed to ensure that students with different prior educational and/or life skill experiences all have the necessary foundation in Fine Art.

The first module **BAFA101 Defining Practice** forms an essential induction to the discipline and provides orientation for the programme in demonstrating the wide range of traditional and new practices that form Fine Art. It encompasses and connects to traditional and new practices within art, and connects to historic and relevant contemporary issues.

The module starts in the induction week and encompasses the various inductions in IT and the use of the library as well as safe working practices and continues onto to include inductions to college wide resources and specialist practical workshops. This is a relatively short module that is realised through workshops, lectures, research tasks, key texts and practical exercises.

Module **BCOP100 Contexts of Practice 1** presents and underpins key theoretical propositions to provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary art practices and art history.

It is followed in the first semester by module **BAFA102 Thinking Through Practice**, where a body of work is developed around a negotiated theme. Students are asked to develop their own brief and are encouraged to understand reflective analysis, while mapping their research through journals or equivalent that is utilised throughout tutorials and group critiques, to develop a critical awareness of their nascent practice.

In semester 2 students embark on two modules, **BAIS300 Interdisciplinary Studies** and **BAFA103 Personal Practice Project**. The first provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. BAFA103 Personal Practice Project allows production of a body of work to test what was instigated in BAFA102 in terms of choice of discipline, subject and material. Ideally it forms the basis for further development in Levels 5 and 6.

Throughout semester 1 and 2 students will also embark upon module **BAFA104 Production & Professional Practice 1**. This module introduces a Fine Art approach to Employability, Enterprise and Entrepreneurship. It is designed to introduce collaborative working practices with peers to develop process around project, exhibitions, fundraising and publications development. Collaborative practices will be investigated and tested in the realisation of an end of Level 4 group project, and the outcome will be mapped via a reflective document and group presentations at the conclusion of the module. Students will be facilitated to develop skills including teamwork, time management, mediation and flexible/reactive planning. This includes utilising visits to local, regional, national and international projects and exhibitions to feed into individual research

Level 5

Level 5 further develops the skills, abilities and knowledge gained so far and increases independent working and introduces the statement of intent as a module to focus the students plans through the year and tests the achievement against set goals.

In module **BAFA201 Active/Reactive** students are asked to respond to a current or salient topic in the arts, sciences or wider society that has relevance to their developing practice. This is followed in semester 2 by module **BAFA202 Praxis** in which findings are consolidated in a final body of work. Students will explore a variety of methods of ideas development and examine how their concepts can be articulated in different ways through diverse mediums, practices and visual production. There is an

examination of how to use the studio, working methods and a developing comprehension of material choices and the effect this has on their practice.

The **GCOP200 Contexts of Practice 2** module extends themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. A series of core lectures and themed seminars deepen understanding of contemporary fine art practices in their wider contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between context and practice. This will be evidenced in an essay that should have a relation to their on-going practice.

Throughout semester 1 and 2 students will also embark upon module **BAFA203 Production & Professional Practice 2**. This module continues to concentrate on an approach to Employability, Enterprise and Entrepreneurship from a Fine Art perspective. It is designed to further collaborative working practices with peers and to continue to develop process around project, exhibitions, fundraising and publications development. Collaborative practices will be investigated and tested in the realisation of an end of Level 5 group project, and the outcome will be mapped via a reflective document and group presentations at the conclusion of the module. Students will be facilitated to develop skills including teamwork, time management, mediation and flexible/reactive planning. This includes utilising visits to local, regional, national and international projects and exhibitions to feed into individual research.

Level 6

At the outset of Level 6 students will confirm their extended study in response to a proposal developed during the later part of Level 5, guided by staff from the programme team who provide on-going tutorial support.

Module **BAFA301 Research & Experimentation** invites them to reconsider that proposal, to question its viability. The intention is to deconstruct preconceived ideas around their practice and work patterns, and to allow new creative formations to emerge through calculated risk-taking and critical reflection.

This is followed in semester 6 with the module **BAFA302 Creative and Professional Development** in which the emphasis is on responding to developing a professional profile of work and of the student that includes online and offline marketing and promotion, as well as artist statements and associated writing etc. This module also includes researching professional open calls and opportunities (residencies, exhibitions, commissions etc.) and an understanding of how to realise an interface between their work and the public. They are also continuing to develop their practice and will be at the later stages of planning and consolidating their work. This also includes a self-initiated project (including possible group and collaborative work) that is realised by a public facing event.

Following on from this, students embark on their final module **BAFA303 Creative & Professional Conclusion** in which they consolidate their practice through a body of work or project. The outcome and conclusion of their year could also be external partner projects or similar.

The **BAFA304 Contexts of Practice 3** module in semester 5 provides two pathways. Each pathway supports the development of independent critical thinking.

The delivery of all levels is secured by the core team and underpinned by an extensive programme of visiting lecturers and twilight teaching. The latter encompasses but is not limited to workshops, peer-to-peer teaching, discussions, presentations by graduates, film or book presentations and focuses on shared experience and teaching.

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 and professional portfolio.

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, are 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. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and hand-outs); and Health & Safety information, etc. This additional information will visually be made available on the colleges VLE 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.

Reflective Learning:

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 Reflective Learning Logs. This is 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 coursework 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. Assessments are generally structured similarly for all levels, and are double marked by staff. Unless working with temporally-based work (which needs to be negotiated with the student beforehand), the assessment begins by the students speaking about their work for 10-15 minutes while reflecting on the learning outcomes. Staff ask questions for the remaining 10-15 minutes, and then staff subsequently write feedback at a later date which is within three weeks of the assessment, in accordance with the college-wide directive. The feedback is in written form, and reflects on how the student achieved the learning outcomes, as well as issues that need to be addressed in the work.

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 student to place himself or herself 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 by the tutor 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. Ideally this will be group presentations & written evidence presented a portfolio practice folder.

Reflective Learning Logs:

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
4							
BAFA101		■				■	
BAFA102		■	■				
BAFA103				■	■		
BAFA104			■	■			
BAIS300				■	■		
BCOP100	■				■	■	
5							
BAFA201		■	■				
BAFA202	■	■					
BAFA203				■			
GCOP200			■			■	■
6							
BAFA301	■						
BAFA302	■			■	■		
BAFA303				■	■		
BAFA304		■				■	■

Cognitive Skills

Level	B1	B2	B3	B4	B5	B6	B7
4							
BAFA101							
BAFA102							
BAFA103							
BAFA104							
BAIS300							
BCOP100							
5							
BAFA201							
BAFA202							
BAFA203							
GCOP200							
6							
BAFA301							
BAFA302							
BAFA303							
BAFA304							

Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
4						
BAFA101		■	■			
BAFA102			■			■
BAFA103				■		■
BAFA104	■	■			■	
BAIS300	■			■		
BCOP100		■			■	
5						
BAFA201			■		■	
BAFA202				■	■	
BAFA203				■	■	
GCOP200					■	
6						
BAFA301		■	■			
BAFA302	■					■
BAFA303	■			■		
BAFA304		■			■	■

Key/Transferable Skills

Level	D1	D2	D3	D4	D5	D6	D7
4							
BAFA101	■		■				
BAFA102			■				
BAFA103		■	■				
BAFA104		■				■	
BAIS300	■						
BCOP100						■	
5							
BAFA201				■		■	
BAFA202				■		■	
BAFA203		■	■		■	■	
GCOP200						■	■
6							
BAFA301			■	■			
BAFA302					■		
BAFA303		■			■		
BAFA304				■		■	■