

## PROGRAMME SPECIFICATION

<b>1</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2</b>	<b>Teaching institution</b>	University of Worcester & South Worcestershire College
<b>3</b>	<b>Programme accredited by</b>	N/A
<b>4</b>	<b>Final award</b>	BA Honours
<b>5</b>	<b>Programme title</b>	Art & Design
<b>6</b>	<b>Pathways available</b>	Single, Major, Minor and Joint
<b>7</b>	<b>Mode and/or site of delivery</b>	Standard taught programme
<b>8</b>	<b>Mode of attendance</b>	Full Time and Part Time
<b>9</b>	<b>UCAS Code</b>	Art & Design (WW12) Art & Design and Biology (WC01) Art & Design and Business Management (WN92) Art & Design and Creative Digital Media (WWC2) Art & Design and Digital Film Production (WW16) Art & Design and Drama & Performance (WW94) Art & Design and Education Studies (WX93) Art & Design and English Literary Studies (WQ93) Art & Design and Geography (WL97) Art & Design and Graphic Design & Multimedia (WW21) Art & Design and History (WV91) Art & Design and Media & Cultural Studies (WP13) Art & Design and Physical Geography (WF08) Art & Design and Psychology (WC98) Art & Design and Social Welfare (WL15) Archaeology & Heritage Studies and Art & Design (WN19)
<b>10</b>	<b>Subject /Professional Benchmark statements</b>	QAA Art & Design, March 2008
<b>11</b>	<b>Date of Programme Specification preparation</b>	June 2008. Updated December 2010. Revised June 2011.

### **12 Educational aims of the programme**

The Course is designed to develop students' knowledge and creative potential in the field of Art & Design through a range of practical and theoretical modules. The variety of media offered on this pathway provides students with the opportunity to develop either a broad range of skills or specialise depending on their chosen career path.

Using the University's *Curriculum Design Policy*, the Course aims are that students will:

- Perform effectively and creatively in the practice and theory of art and design
- Evaluate and reflect on their practice and situate it within the contemporary field of art and design
- Develop intellectual, practical, creative and other transferable skills appropriate to their future career plans

The Educational aims of the programme are:

- Develop students' creative, imaginative and problem solving skills
- Develop students' analytical skills alongside their practical work
- Encourage the exploration and development of practical and perceptual skills
- Broaden and contextualise students' knowledge base
- Develop research and academic skills that enable them to evaluate information gathered
- Communicate ideas effectively using visual, oral, written formal and informal means
- Encourage students' independent judgement, self-reliance and ability to work co-operatively with others
- Reflect critically on their development

### 13 Intended learning outcomes and learning, teaching and assessment methods

#### 13.1 Intended learning outcomes

On successful completion of the course, students should be able to:

<b>Knowledge and understanding</b>	<b>Examples of learning, teaching and assessment methods</b>
<ul style="list-style-type: none"> <li>• Research and evaluate the changing relationship between critical contexts and practical expression in Art &amp; Design</li> <li>• Contextualise their work within the contemporary world of Art &amp; Design</li> <li>• Develop a range of skills appropriate to their practice to a professional level</li> <li>• Recognise the importance of linking creativity with technical ability within their practice.</li> <li>• Explore, experiment and apply appropriate skills to their work</li> <li>• Develop a sustained body of work</li> <li>• Organise and source materials and skills required for the development of projects</li> </ul>	<p>Lectures, interactive seminars, group work sessions, workshops, individual tutorials, exhibition and gallery visits, learning journals, and self-directed study.</p> <p>Assessment</p> <p>Formative mini projects, research tasks, learning reports, essays, learning journals, major practical projects, development of a body of work, formative peer group assessment and presentations.</p>
<p><b>Cognitive and intellectual skills</b></p> <ul style="list-style-type: none"> <li>• Generate and select ideas through research into both practical and conceptual information which entails the location, collation and evaluation of material</li> <li>• Reflect and evaluate their own progress and work in relation to others in their field</li> <li>• Research and evaluate their relationship with the end user or audience</li> <li>• Situate and evaluate their work in relation to contemporary practices and artists</li> <li>• Communicate effectively in visual, oral and written formats</li> <li>• Present a clear case supported by research for their practice</li> </ul>	<p>Several modules are designed specifically to develop higher order critical thinking and analysis of both visual and written work: e.g. ARTD1005 <i>Critical and Contextual Practice 1</i>; ARTD2008 <i>Critical and Contextual Practice 2</i>; and ARTD3007 <i>Critical and contextual Practice 3</i>.</p> <p>All modules encourage the discussion of key issues, debates and visual analysis within the fields of both Art and Design.</p> <p>All assessments involve students developing higher order critical thinking and problem solving skills, visual analysis, developing their judgement and reflective practice, and working sensitively with a</p>

	diverse range of people.
<p><b>Practical skills relevant to employment</b></p> <ul style="list-style-type: none"> <li>• Develop a professional approach to their working practice.</li> <li>• Recognise and evaluate the importance of ongoing research and self development</li> <li>• Present their work professionally</li> <li>• Understand and apply Health and Safety regulations within the workplace or studio context</li> <li>• Use and evaluate a range of technologies applicable to their area of study</li> </ul>	<p><b>Examples of learning, teaching and assessment methods</b></p> <p>Practical, professional and technical skills are developed through all of the practical modules through a range of practical teaching sessions, workshops, technical demonstrations from visiting artists and self-directed project work developing and experimenting with these skills.</p> <p>All assessments involve students identifying and developing their own visual language with the concomitant need to identify the particular practical skills necessary to fulfil their own self-directed and self devised projects. This includes sourcing materials and equipment and presenting the final outcomes to a professional and industry standards.</p> <p>ARTD3009 <i>Professional Practice</i> prepares students for the workplace and negotiating an appropriate career plan through developing a range of skills necessary for seeking employment or further study. ARTD3028 <i>Work Placement</i> module enables students to experience working in the area of their future career with guidance from lecturing staff and employers.</p> <p>The Final Show module and ongoing mini exhibition opportunities provide students with the professional skills necessary for marketing their work in the public domain to a professional standard.</p>
<p><b>Transferable and key skills</b></p> <ul style="list-style-type: none"> <li>• Plan and manage their own programme of study</li> <li>• Organise and communicate effectively in written, oral, visual and plastic forms</li> <li>• Work independently, develop and prioritise their own work schedule</li> <li>• Work co-operatively with others and take on responsibilities</li> <li>• Continue self-development</li> <li>• Meet deadlines, prioritise work and work to schedule</li> <li>• Develop a range of IT and technological skills</li> </ul>	<p><b>Examples of learning, teaching and assessment methods</b></p> <p>Extension and Independent Study Modules offer students the opportunity to develop and manage their own programme of study. All modules encourage students to understand and evaluate the importance of continuing their own self development through the reflective learning report and the learning. This is further encouraged through regular tutorials and tutor lead seminars and discussion groups.</p> <p>Research into students' practice is encouraged throughout the development of their project or body of work, through tutorial advice and suggestions as well as through personal interest.</p>

	<p>The mandatory Critical and Contextual Practice focus on developing student's ability to research through a range of assessments and library workshops that focus on developing research, evaluation and referencing skills. Seminars and lectures on a range of both visual and discursive practices and theories are used through the module to develop and embed these skills.</p> <p>The use of learning groups and formative peer group assessment encourages students to work collaboratively. Learning teams develop skills in: managing group interaction; negotiating roles and responsibilities; critical awareness through peer group assessment; empathy and understanding of others from different social and cultural background.</p> <p>All students are expected to meet assessment deadlines, however, Extension modules at level 5 &amp; 6 develop students' ability to negotiate their own learning programme which they are asked to set out at the beginning of their study on this module.</p> <p>Visual, oral and written skills are developed seminars, presentation, learning journals, learning reports and learning teams. Guidelines on how to do all these written forms of assessment are available.</p> <p>GDES module focus on the development of a range of IT skills within the visual arts and design. Internet research and design also form part of these modules which is reinforced through project work and self-directed study.</p>
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### 13.2 Teaching and Assessment methods

Each module states the range of learning and teaching methods used to enhance the learning experience; these are commensurate with the University of Worcester Learning, Teaching and Assessment Strategy.

These include:

- Studio workshops
- Seminars and student lead presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/artists
- Group work based on projects
- Self-directed study
- E-learning
- Computer based learning
- Screenings
- Gallery visits

- Project based activities
- Work placement studies

Learning and teaching methods are constantly reviewed to ensure that as wide a range of teaching strategies are being used in order to enhance the opportunities for students to learn.

### **13.3 Assessment Methods**

In the field of Art & Design students experience a wide range of assessment practices that enable them to develop the full range of academic knowledge, skills and practical processes required for their chosen area(s). These are based on the University of Worcester Assessment Policy though due to the practical nature of the subject area these have been adjusted to reflect this. All practical modules have a final major practical project supported by a range of smaller formative briefs and projects throughout the taught section of a module. The process of assessment for the final project includes a mandatory formative peer assessment. Thus students have the opportunity to develop a full range of academic, oral, written and practical skills through:

- Visual and discursive research
- Production of art works
- Production of preparatory and secondary art work
- Presentations
- Learning Journals
- Learning reports
- Short and extended essays
- Peer assessment
- Exhibiting and curating skills
- Group work

## **14 Assessment Strategy**

The Art & Design programme offers students a range of assessment experiences, as illustrated above, to facilitate the development of a wide range of skills. These include:

- Formative minor projects
- Summative major project supported by a learning journal and learning report
- A mandatory peer group assessment

### **Formative minor projects**

Built into the design of each module are a range of formative minor projects that enable students to develop progressively towards an independent mode of study that is developed in the final summative practical project. They are designed to offer students the opportunity to test out equipment, skills and materials in a supportive environment with the guidance of tutors, technicians and lecturers. Feedback, via item report forms or tutorials with the advice recorded on tutorial report forms, enables the student to understand the issues raised and to focus on specific areas to develop. While these minor projects are unmarked, they are part of the processes necessary for building up skills and ideas and form the basis on which the final project or body of work will be built. They are thus an essential part of students learning to develop a range of ideas from which they will select and develop their final project or body of work.

In 30 credit modules formative assessment takes the form of an interim review at the half way point in the year. At this point students are asked to bring in their work to date and receive both peer and tutor guidance on how to develop their work. This is recorded on interim review forms, which are signed off by the tutor and kept by the student in their current Learning journal. A proposal based on tutorial guidance is negotiated and forms the basis for development over the next semester.

## **Summative Major Project**

The summative major project or body of work developed across the module marks the culmination of the skills, processes and ideas that have been developed through the course of the module. This is supported by a learning journal, learning report and formative peer group assessment.

The rationale for this supporting documentation is that **the learning journal** tracks the students' development at both a practical, knowledge and cognitive level, by providing a personal space for testing out and experimenting with new skills and its creative possibilities which are then evaluated in terms of its applicability to their own working practices. Research into other artists working within the practices being explored are also included and evaluated through both critical analysis and through practical experimentations. This cycle of doing, reflecting, researching and rethinking, redoing etc. is an important part of a student's development both as a practicing artist/designer as well as in terms of increasing their understanding of the creative and innovative possibilities of their chosen techniques, skills, media and equipment. It provides students with a safe space in which to test out ideas and records the processes, ideas, media and equipment used to develop their final project or body of work.

The rationale for **the learning report** is to provide students with the space to reflect on their developments within the module and how it will be developed across other modules. It offers them a space in which to reflect on and take control of their learning by evaluating what skills they need to develop alongside what they have achieved. Thus it is an important teaching tool in developing students' critical judgement as well as encouraging self responsibility and facilitating self-directed study or independent learning.

The **formative peer assessment** offers students a safe space in which to present their work for their final project and to receive feedback from a jury of their peers. It is usually timetabled in weeks 11-12 to give students a chance to refine their work using the feedback to focus their work. The rationale for this process is that it provides students with an insight into its reception and whether it is successful or not, and ways in which it might be improved or developed which they may not have thought of.

In order to support assessment as a driver for student learning, the subject of Art & Design has developed a set of coherent and structured assessment criteria, which are published in the Art & Design Student Handbook. They are used for formative, summative and peer assessments on every module thus students become very familiar with them by their third year. The eight domains of the assessment criteria are generic in nature and based on the UW generic grade descriptors. They cover the broad domains of the conceptual, the practical, the contextual, the personal and the interpersonal as indicated below:

1. Generating and selecting ideas
2. Critical thinking and contextualisation
3. Media selection and communication
4. Materials and equipment
5. Composition and form
6. Research and evaluation of information
7. Personal Management skills
8. Interpersonal skills

Using these criteria as the basis of formative peer group assessments reflects the transparency of the marking process across the field. Students are told that they will be assessed on the quality of their approach to learning as well as on the quality of the work produced.

## **15 Programme structures and requirements**

Art & Design has been planned as a Single Honours pathway in which students can specialise in one or more media choosing a route through the domain that fits their chosen practice. However, students can

also choose to combine their course in different pathways, e.g.: Joint pathway in which students take two courses of equal weighting; and Major/Minor pathways. There are opportunities to take 'free-choice' modules, which can be drawn from other subject areas subject to availability. The course is available in full and part time modes.

There are two mandatory modules at each level for students following Major or Single Honours pathways with one 30 credit module as core for Single Honours pathway and optional for other pathways. To allow for greater flexibility for students entering at level 5 from HND or other programmes, some modules will be offered at Level 5 and 6.

Art & Design is offered across the full Pathways at all three levels, and while the majority of modules are 15 credits there is one 30 credit module at level 4 & 5 with two at level 6 including the Independent Study Module. These 30 credit modules are mandatory for Single and Major pathways and optional for all other pathways. For full details see Appendix 1. Award Map

## **16 QAA Academic Infrastructure**

The intended learning outcomes for Art & Design provide evidence of the ways in which the QAA subject benchmark, found on the FHEQ web pages ([Framework for HE Qualifications](#)), has been embedded into the teaching and learning of Art & Design at the University of Worcester. Through project-based enquiry, working independently and in learning teams, students engage in reflexive, creative and critical practices and in the acquisition of knowledge required to forward their ideas. The majority of modules are skills-based and investigative, introducing and developing a solution-focused approach that enables students to demonstrate a synthesis of creative, conceptual and visual thinking. These are evidenced in the range of delivery modes (practical, demonstrations, seminars, lectures, tutorials, visits and field trips), and in the range of assessment modes (practical submissions, learning journals, learning reports, essays, presentations and the development of a coherent portfolio of work).

Students in Art & Design can choose at Level 5 between a more fine art focus or a graphic design focus to their final degree and can choose to take a range of 30 credit modules that will extend their chosen practice. The 30 credit modules FAPR1000 *Fine Art Practices and Processes 1*, FAPR2000 *Fine Art Practices and Processes 2*, and GDES2001 *Graphic Design for the Web* and FAPR3000 *Fine Art Practices and Processes 3*, have been designed to encourage students to develop a sound, professional and experimental approach to their art and design practices underpinned by critical and contextual skills. The aim of these extended modules is to enable students to develop and apply practical skills, to create a coherent portfolio of work through self-directed study and the development of their own visual and design vocabulary. The learning outcomes of all these modules meet the requirements set out by the QAA subject benchmark statement.

## **17 Support for students**

Throughout their period of study students are supported by the Art & Design team at both The St John's site and at The Garage Studios, who offer a range of intellectual, practical and pastoral support through a system of personal and academic tutoring. Equally, the wide variety of teaching strategies employed are designed to support students' different modes of learning. This is supplemented by tutorials on demand and constructive formative feedback.

Other sources of support are:

- One week induction programme
- Course Handbook and the University's Student Handbook
- Information for students on the subject intranet pages and SOLE (Student Online Environment) pages

- All students have a academic/personal tutor based within the department, who guides completion of the PDP and offers general pastoral and academic support and guidance.
- Module outlines provide information on the programme of study for each module along with supporting material and bibliography
- Library induction and information skills workshops. The library also operates a Reading Resource Strategy that facilitates research at module as well as at course level
- Opportunities to take an IT modules as part of the programme
- Study skills support available within the subject area and separately by the Disability & Dyslexia Unit
- Support is offered to students with a range of disabilities through the Disability & Dyslexia Unit and student counsellors
- Writing support is provided both within the department and from the Royal Literary Fund Writers Residency
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- Opportunities to study abroad through the Erasmus scheme
- Students are supported by an excellent Learning Support Service (Library, IT Media and Print) Technical support is provided by the department's technicians and tutors
- Career planning is supported by both the department through its mandatory module ART3009 *Professional Practice* and by the University's Career Service
- Support for international students and students with ESL is available through the International Office and Language Unit
- Placement support is provided by the module leader for the ARTD3028 *Placement Module*
- Students are supported in the independent studies(IS) through IS tutors and supervisors

Art & Design students are also supported by the use of studios and equipment at the Garage as well as in the Digital Arts Centre.

## **18 Admissions Policy**

Candidates for the course will be students who wish to pursue a career in Art & Design or in related areas of work. They will not be expected to have a substantial foreknowledge of the subject but must demonstrate an ability to think visually, have some facility with a range of media e.g. drawing, painting, ceramics, object making etc. and demonstrate an intellectual ability to engage with the demands of a degree course.

The admissions policy for this pathway seeks to be inclusive and is committed to widening participation to include all groups in society.

### **Entry requirements**

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels, which must include Art or equivalent Level 3 qualifications with an art inflection. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### **Accreditation of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on

eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

### **Admissions procedures**

Full-time applicants apply through UCAS (WW12)

Part-time applicants apply directly to University of Worcester (UW)

All home applicants for Single, Major or Joint pathways are required to attend an interview and are expected to show evidence of both written and practical work through the production of a portfolio of current work. In the case of students applying from abroad this is adapted using electronic methods of interviewing; e.g. CD-ROM or PowerPoint presentation of work sent electronically plus an example of written work. They are also required to provide answers to a range of questions asked at interview.

### **Admissions/selection criteria**

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. The scanning of these forms the first part of the selection process with those not meeting the required tariff points or not having a recognised qualification in Art being rejected. The use of an interview and the presentation of a portfolio of current work provides a second level of selection ensuring that students have the required level of skills. Applicants are told of their success or failure within 24 hours of the interview through email and for those who fail are given reasons and advice on how to improve their prospects.

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- Annual Evaluation reports
- External Examiner's report
- Student evaluation of each module via IHCA module feedback forms
- Biannual Course Management Committees at which StARs report on student issues to the Course Team
- Peer observation of teaching staff
- The University's Learning, Teaching and Assessment Committee and the Learning, Teaching and Assessment Centre promote good practice through their programme of staff development sessions for all staff across the institution
- Research carried out by the department into supporting students learning and students with disabilities
- A teacher accreditation course for new staff (PGCHE)
- Surveys of alumni experiences on the course

## **20 Regulation of assessment**

### **Requirements to pass modules**

Modules are assessed using a variety of assessment activities which are detailed in the module specifications.

The minimum pass mark is D- for each module.

Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.

Some modules have attendance requirements and students will be appraised of this during the module introduction.

Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.

For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### Retrieval of failure

Students are entitled to resubmit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.

Reassessment items that are passed are graded at D-.

If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### Requirements for Progression

Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.

Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.

A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.

Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Award

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## **21 Indicators of quality and standards**

Positive features identified by the external examiner for the course include:

- Students are provided with a challenging educational experience to which they respond positively and enthusiastically
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure is due to non-attendance or non-submission
- The transparency of the Assessment Criteria was perceived as best practice
- The use of learning groups and formative peer assessment was considered exemplary
- Some excellent teaching demonstrating good practice
- The integration of practical, critical and conceptual skills within the course
- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

The University has the Investors in People Kite mark, which was renewed in 2008, and the design and delivery of Art & Design is guided by the Subject Benchmark Statement for the Field.

All members of staff are research active in their field of expertise, studying at Post graduate level and above, exhibiting work and developing their practice.

Learning and teaching is of central importance to the development of best practices in this field. Staff have been engaged in a partnership research project with the University of the Arts, London, exploring the student experience of those who come with, or develop mental ill health issues. Funding was provided by ADM HEA and by the in house Learning and teaching fund from the IHCA department.

In terms of student progression, a small cohort each year go on to higher studies, in 2011 one student was accepted at Camden College of Art to further his studies with others following post graduate studies in Ceramics, Textiles and other arts related specialisms. A further group go onto do a PGCE; whilst others go into arts related work or self-employment setting up successful studios, galleries and other arts related businesses. Finally other students have successfully applied for internships and art therapy routes.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22 Employability and graduate destinations**

Students in Art & Design following either a Single, or Major pathway are required to take a mandatory Professional Practice module at level 6 (ARTD3009). This facilitates students' entry into the world of work, post graduate study or further professional development, residencies and community arts projects through an exploration of the work opportunities available to Art & Design graduates. Another opportunity available on this module is the chance to apply for grants for various types of projects including setting up their own businesses, studios or other arts related concerns. This requires students to develop a viable business plan.

Another opportunity to experience the world of work in an arts related occupation is provided by ARTD3028 *Work Placement Module*. Students have worked on a variety of different kinds of work placements, including: arts projects in schools, teaching practice, working in various kinds of studios in

ceramics, photography, graphic design and alongside practicing artists in a variety of media. Students have found this an important aspect of their studies.

Students are also encouraged to show their work at a range of local galleries and there is a programme of exhibiting work within the University site, as well as in the department itself at The Garage Studios. The culmination of the final year's work is exhibited in a End of Year Show that is organised and promoted by final year students. They are expected through the Final show module to manage, fund and publicise this show. As many of the teaching staff are practising artists they are aware of all the many things that students have to engage with in terms of exhibiting work; equally they have many work contacts, knowledge of exhibition opportunities, arts competitions, residencies and about sources of Arts funding.

On GDES design modules students are provided with a combination of simulated and live briefs that require them to work to a tight deadline to produce the requisite product.

Art & Design students have a good record of finding work after graduation in their preferred occupation which include:

- Teaching at home and abroad
- Textile Design
- Setting up own business
- Arts administration
- Art therapy
- MA studies
- Residencies
- Community projects
- Art galleries

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Appendix 1: Award Map

### LEVEL 4

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
ANIM1001	Closed	Introduction to Animation 1: Origin and Function	15	O	O	O	O	-	-	-
ARTD1003	Open	Introduction to Textiles - Design and practice	15	O	O	O	O	-	-	-
ARTD1004	Closed	Drawing	15	M	M	M	M	-	-	ANIM1003
ARTD1005	Closed	Critical and Contextual Practice 1	15	M	M*	M*	M*	-	-	-
ARTD1006	Open	Ceramics	15	O	O	O	O	-	-	-
ARTD1009	Open	Landscape and Visual Identity	15	O	O	O	O	-	-	-
ARTD1012	Open	Illustration and Printmaking	15	O	O	O	O	-	-	-
ARTD1014	Closed	Photography and Portraiture	15	O	O	O	O	-	-	-
GDES1000	Closed	Graphic Design Practice and Theory	15	M*	M*	M*	M*	-	-	-
GDES1001	Closed	Introduction to Multimedia	15	M	M	M	M	-	-	-
GDES1002	Closed	Graphic Design and Typography	15	M*	M*	M*	M*	-	-	-
GDES1003	Closed	Creative Digital Imaging	15	O	O	O	O	-	-	-
ILTN1001	Closed	Illustration: Origins and Function	15	O	O	O	O	-	-	-

## Appendix 1: Award Map

### Single Honours Requirements at Level 4

Single Honours students must take 45 credits from the three (3) Mandatory modules i.e. ARTD1004, ARTD1005 & GDES1001, **plus** 15 credits from either GDES1000 or GDES1002 **plus** 30 credits from the Optional modules listed above making 90 credits in total.

### Major, Joint and Minor Pathway Requirements at Level 4

Major, Joint and Minor Pathway students must take 30 credits from the two (2) Mandatory module ARTD1004 and GDES1001 **plus** 15 credits from either GDES1000, GDES1002 or ARTD1005 to make 45 credits in total.

### In addition:

All students on the Art & Design course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Art & Design as listed above (subject to availability and satisfying any pre-requisites).

### LEVEL 5

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
ARTD2005	Open	Textiles: Surface Embellishment	15	O	O	O	O	ARTD1003	-	-
ARTD2008	Closed	Critical and Contextual Practice 2	15	M	M*	M*	O	ARTD1005	-	-
ARTD2012	Open	Art in Public Places	15	O	O	O	O	ARTD1006	-	ARTD3012
ARTD2013	Open	Contemporary Object-Making Practices	15	O	O	O	O	ARTD1006	-	-
ARTD2016	Open	Extension Module A	15	O	O	O	O	Level 4 or 5 ARTD module grade B or above	-	-
ARTD2018	Open	Textiles in Cultural Context	15	O	O	O	O	ARTD1003	-	-

## Appendix 1: Award Map

ARTD2023	Closed	Experimental Photographic Practice	15	O	O	O	O	-	-	-
ARTD2026	Closed	Drawing Extension Module	15	M	M*	M*	O	ANIM1003 or ARTD1004	-	-
CDME2011	Closed	Digital Photography and Image Manipulation	15	O	O	O	O	CDME1001 or JOUR1006	-	CDME3011
CDME2021	Open	Digital Studio Photography	15	O	O	O	O	CDME2011	-	CDME3012
CDME2028	Closed	Documentary Photography	15	O	O	O	O	CDME2011 or ARTD1014	-	CDME3028
CDME2032	Open	Visual Effects Digital Photography	15	O	O	O	O	CDME2011 or CDME3011	-	CDME3032
GDES2000	Open	Graphic Design for Internet and Multimedia	30	O	O	O		GDES1000 or GDES1001 or equivalent	-	GDES3000
GDES2001	Closed	Graphic Information Design	15	O	O	O	O	ANIM1003 or ARTD1004 or GDES1000	-	-
GDES2002	Closed	Publication Design	15	O	O	O	O	GDES1000 or GDES1003	-	-

### Single Honours Requirements at Level 5

Single Honours students must take 30 credits from the two (2) Mandatory modules i.e. ARTD2008 and ARTD2026 **plus** 30 credits from GDES coded modules, **plus** 30 credits from Optional modules listed above to make 90 credits.

### Major Pathway Requirements at Level 5

Major Pathway students must take 30 credits from the two (2) Mandatory modules i.e. ARTD2008 and ARTD2026 **plus** 30 credits from GDES coded modules **plus** 15 credits from an Optional module listed above to make 60 credits.

## **Appendix 1: Award Map**

### **Joint Pathway Requirements at Level 5**

Joint Pathway students must take 15 credits from the one (1) Mandatory module i.e. ARTD2008 *plus* 15 credits from one (1) GDES coded module, *plus* 15 credits from an Optional module listed above to make 45 credits.

### **Minor Pathway Requirements at Level 5**

Minor Pathway students must take 15 credits from one (1) ARTD coded module and 15 credits from one (1) GDES coded module to make 30 credits.

### **In addition:**

All students on the Art & Design course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Art & Design as listed above (subject to availability and satisfying any pre-requisites).

## Appendix 1: Award Map

### LEVEL 6

Module Code	Module restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded combinations (Code of Module)
				Single Hons	Major	Joint	Minor			
ARTD3001 or ARTD3002	Closed	Independent Study	30	M	M	O		-	-	ARTD3002 or ARTD3001
ARTD3006	Open	Innovative Textile Construction	15	O	O	O	O	ARTD1003 and/or ARTD2005 and/or ARTD2018 or equivalent	-	-
ARTD3007	Closed	Critical and Contextual Practice 3	15	O	O	O	O	ARTD1005 and/or ARTD2008	-	-
ARTD3009	Closed	Professional Practice	15	M	M	O	O	Level 5 ARTD, ANIM, CDME, FAPR, GDME or ILTN modules	-	-
ARTD3012	Open	Art in Public Places	15	O	O	O	O	ARTD1006 and/or ARTD2013	-	ART2012
ARTD3017	Open	Extension Module B	15	O	O	O	O	Level 5 or 6 ARTD module grade B or above	-	-
ARTD3020	Open	The Final Exhibition	15	M	M	O		-	ARTD3001 or ARTD3002	-

## Appendix 1: Award Map

ARTD3021	Open	Extension Module C	15	0	0	0	0	Level 5 or 6 ARTD module grade B or above	-	-
ARTD3028	Closed	Art & Design Work Placement Module	15	0	0	0	0	Normally a Level 5 ARTD module	-	-
CDME3003	Closed	Pressure Projects	15	0	0	0	0	GDES1000 CDME1001	-	-
CDME3005	Closed	Extension Module	15	0	0	0		Level 5 or 6 CDME module at grade B or above	-	-
CDME3008	Closed	Digital Media Research Skills	15	0	0	0		CDME1001	-	CDME2008
CDME3009	Closed	Experimental Practice	15	0	0	0		CDME1001 or equivalent	-	-
CDME3011	Open	Digital Photography and Image Manipulation	15	0	0	0		CDME1001 or JOUR1006	-	CDME2011
CDME3021	Open	Digital Studio Photography	15	0	0	0		CDME2011 or CDME3011	-	CDME2021
CDME3028	Closed	Documentary Photography	15	0	0	0		CDME2011 or CDME3011 or ARTD1014	-	CDME2028
CDME3032	Open	Visual Effects Digital Photography	15	0	0	0		CDME2011 or CDME3011	-	CDME2032
FAPR3000	Closed	Fine Art: Practices and Processes 3	30	0	0	0		FAPR1000, FAPR2000	-	-
GDES3003	Open	Green Design	15	0	0	0	0	GDES2001 or	-	-

## Appendix 1: Award Map

								GDES2002 or equivalent		
GDES3004	Open	Children's Book Design	15	0	0	0	0	Normally both GDES2001 and GDES2002 or equivalent [to be negotiated with the module tutor]	-	-

### Single Honours Requirements at Level 6

Single Honours students must take 30 credits from the Mandatory Independent Study module ARTD3001-2 either over one or two semesters and 30 credits from the two (2) Mandatory modules ARTD3009 and ARTD3020 *plus* Optional modules to the value of 60 credits from those listed above to make 120 credits.

### Major Pathway Requirements at Level 6

Major Pathway students must take 30 credits from the Mandatory Independent Study module ARTD3001-2 either over one or two semesters and 30 credits from the two (2) Mandatory modules ARTD3009 and ARTD3020 *plus* Optional modules to the value of 30 credits from those listed above to make 90 credits.

### Joint Pathway Requirements at Level 6

Joint Pathway students intending to do their Independent Study in Art and Design must take 30 credits from the Mandatory modules ARTD3001-2 Independent Study module, *plus* 15 credits from the Mandatory module ARTD3020 and 15 credits from an Optional module to make 60 credits.

Joint pathway students who choose to place their Independent Study in their other joint subject must take at least 30 credits from two (2) ARTD coded Optional modules from those listed above to make 60 credits.

### Minor Pathway Requirements at Level 6

Minor Pathway students are required to take 15 credits from one (1) ARTD coded module and 15 credits from one (1) GDES coded module to make 30 credits.