

Programme Specification for BA (Hons) Art & Design

**This document applies to students who commence the programme in or after
September 2017**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award	BA Hons
5.	Programme title	Art & Design
6.	Pathways available	Single, Major, Minor and Joint
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full time and part time
9.	UCAS Code	<u>Single Honours:</u> Art & Design BA - WW12 <u>BA/ArDe Joint Honours:</u> Archaeology & Heritage Studies and Art & Design BA - WN19 BA/ArtHtg Art & Design and Drama & Performance BA - WW94 BA/ArtDrPS Art & Design and Education Studies BA - WX93 BA/ArtEds Art & Design and English Literary Studies BA - WQ93 BA/ArtEng Art & Design and Illustration BA - WF90 BA/ArDelll Art & Design and Media & Cultural Studies BA - WP13 BA/ArtMcs Art & Design and Psychology BA - WC98 Mod/ArPs
10.	Subject Benchmark statement and/or professional body statement	QAA Art & Design, March 2008

11.	Date of Programme Specification preparation/ revision	<p>January 2013. March 2014 – Change of title for ARTD3115 and ARTD3116. April 2014 – JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. November 2014 – ILTN1100 removed and replaced with ILTN1012 (both are 15 credit optional) June 2015 – ANIM1001, ILTN1011 and ILTN1100 (15 credit optionals) removed and replaced with FAPR1103 (30 credit optional). February 2016 – Requirement for Awards table (section 20) error amended. August 2017 - AQU amendments</p>
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12. Educational aims of the programme

Art & Design is designed to develop students' knowledge, skills and creative potential through an interweaving of practice, theory and research both within and across modules that provides students with the opportunity to understand how art, design and theory inform individual practice. A broad-based Level 4 provides students with the opportunity to experiment with a range of practices and media before choosing to either narrow down their focus or retain broad approach depending on their chosen career path.

As the QAA Benchmark for Art & Design states: 'For art and design, primacy is given to the preparation of students for professional, creative practice.' (2008: p.V) Thus, Employability is a feature of this course with specific modules at Level 5 and 6 designed to encourage students to develop work based projects. This is supported in the final year with professional practice as part of ARTD3108 Research and Professional Presentation.

The education aims for this programme are directly applied from the QAA Benchmark statement and successful students will be able to:

- Perform effectively and creatively in the practice and theories of art and design
- Develop and evaluate visual research and practice in relation to its purpose
- Evaluate and reflect on their practice and situate it within the contemporary field of art and design
- Explore, experiment and evaluate a range of practices and media
- 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

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

On successful completion of the course students will be able to:

Knowledge and understanding:

- Research and evaluate the changing relationship between critical contexts and practical expression in Art & Design
- Contextualise their work within the contemporary world of Art & Design
- Develop a range of skills appropriate to their practice to a professional level
- Recognise the importance of linking creativity with technical ability within their practice.
- Explore, experiment and apply appropriate skills to their work
- Develop a sustained body of work

- Organise and source materials and skills required for the development of projects

Examples of learning, teaching and assessment methods used:

- Lectures, interactive seminars, group work sessions, workshops, studio practice, individual tutorials, exhibition and gallery visits, journals, and self-directed study.
 - Formative mini projects, summative research tasks, critical evaluations of their development, essays, journals, major practical projects, development of a body of work, formative peer group presentations and feedback.
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Cognitive and intellectual skills:

- Generate and select ideas through research into both practical and conceptual information which entails the location, collation and evaluation of material
- Reflect and evaluate their own progress and work in relation to others in their field
- Research and evaluate their relationship with the end user or audience
- Situate and evaluate their work in relation to contemporary practices and artists
- Communicate effectively in visual, oral and written formats
- Present a clear case supported by research for their practice

Examples of learning, teaching and assessment methods used:

- Critical and contextual skills are embedded in all the modules. For examples students will be encouraged to develop an archive of critical material on specific practitioners and to write a critical evaluation of both the material gathered and on their own practice as part of the assessment process on both practical and theoretical modules.
 - 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 diverse range of people.
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Practical skills relevant to employment:

- Develop a professional approach to their working practice.
- Recognise and evaluate the importance of ongoing research and self-development
- Present their work professionally
- Understand and apply Health and Safety regulations within the workplace or studio context
- Use and evaluate a range of technologies applicable to their area of study

Examples of learning, teaching and assessment methods used:

- Practical, professional and technical skills are developed through all of the practical modules through a range of practical teaching sessions, workshops, technical demonstrations from tutors, technicians and visiting artists. Negotiated and self-directed project work enable students to develop and experiment with these skills.
- 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 professional and industry standards.
- The Final Show and ongoing mini exhibition opportunities at both level 5 & 6 provide students with the professional skills necessary for marketing their work in the public domain to a professional standard.
- The Negotiated Practice modules at level 5 & 6 offer students the opportunity to find placements, residency or community project within their chosen field, and to research a range of employment opportunities.

- Use of technologies will be a particular focus of ARTD1015 and ARTD2115 Digital Practices in contemporary Art and Design Practices. All students will have access to these mandatory modules, which will embed a variety of technologies relevant to their practice.
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Transferable/key skills:

- Plan and manage their own programme of study
- Organise and communicate effectively in written, oral, visual and plastic forms
- Work independently, develop and prioritise their own work schedule
- Work co-operatively with others and take on responsibilities
- Continue self-development
- Meet deadlines, prioritise work and work to schedule
- Develop a range of IT and technological skills

Examples of learning, teaching and assessment methods used:

- Negotiated Practice 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 journal and the critical evaluation of their development. This is further encouraged through regular tutorials and tutor lead seminars and discussion groups.
- 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. All the mandatory modules 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 are used throughout modules at all levels to develop and embed these skills.
- The use of group and formative peer group assessment encourages students to work collaboratively. Group work 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.
- All students are expected to meet assessment deadlines, however, the emphasis on negotiated project work requires them to develop time management and project planning skills that will enable them to meet these deadlines.
- Visual, oral and written skills are developed through seminars, presentations, learning journals, critical reflection and learning teams. Guidelines on how to do all these written forms of assessment are available on Blackboard.

14. Assessment Strategy

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). All practical modules have a final major practical project supported by a range of smaller summative and formative briefs and projects throughout the taught section of a module. The process of assessment for the final project includes a mandatory formative peer feedback. Thus students have the opportunity to develop a full range of academic, oral, written and practical skills through:

- Visual and discursive research
- Production of portfolio
- Presentations
- Journals
- Critical evaluations
- Peer feedback
- Exhibiting and curating skills

- Group work
- Professional Practice
- Practice statement
- Negotiated projects and placement projects

In line with the QAA Subject Benchmark (2008) assessment have been designed to offer students a variety of different modes of assessment. As noted in the Benchmark Statement for Art & Design 'assessment is a key element in the support of effective learning and is used for diagnostic, formative and summative purposes.' (p.10) Thus, as the assessment map in Appendix 1, there are opportunities for both formative and summative assessments in a carefully choreographed arrangement to ensure that all the 30 credit modules are not end weighted, but are interspersed with formative, summative and diagnostic assessments across both semesters. These take a range of forms from practical project work, presentations to written and reflective forms of assessment. Nevertheless, the aim across all the 30 credit modules is to develop a body of work which can be used as the basis of further development, thus many of the formative mini projects are diagnostic and will form the basis of the next stage of project work.

To encourage research students will be asked to create a series of case studies around particular artists of their choice and to keep an archive of articles, images and critical responses to the work which will form the basis of a short critical analysis on the material found. This will be embedded in the core mandatory spine of the Course: ARTD1000, ARTD2100, ARTD1015 and ARTD2115.

To encourage and develop visual research, students will be expected to work within the designated studio spaces both during and after teaching sessions matching the number of hours in the studio to those of the teaching sessions. Work developed during studio hours will form the basis of a portfolio of work that will build towards the final body of work presented as the summative assessment. Alongside of the practical development students will be encouraged to keep a journal of developing practice which is both a recording and reflective document that records experiments, ideas and development and facilitates reflection on these. The rationale for **the journal** is that it offers students 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 and encouraging self-responsibility and facilitating self-directed study or independent learning.

Supporting the use of the journal is a short **critical evaluation** of their development across the module. This assessment provides students with a space to reflect on their development and to evaluate which skills need to be developed. Thus like the learning journal it is an important teaching and learning tool enabling students to develop critical judgement as well as encouraging self-responsibility and facilitating self-directed study and independent learning.

Formative peer presentation and feedback 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 in each semester to give students a chance to refine their work using the feedback received. 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 four domains of the assessment criteria are generic in nature and based on both the UW generic grade descriptors and the QAA Subject Benchmark statement. These are:

1. Critical and Contextual

2. Selecting and generating ideas
3. Methodologies and materials
4. Personal and interpersonal skills

Using these criteria as the basis of formative peer group feedback 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 developing their practice as well as on the quality of the work produced.

15. Programme structures and requirements

The course is available full and part-time modules. Students may combine their study of Art and Design with another subject in Joint or Major/Minor combination.

Award Map

Course Title: Art & Design	Year of entry: 2017 onwards
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
ARTD1000	Art & Design Practices 1	30	M	M	None	None
ARTD1015	Digital Practices in Contemporary Art and Design 1	30	M	M	None	None
FAPR1100	Visual Enquiry	30	D	N/A	None	None
FAPR1103	Materials. Form and Space	30	O	N/A	None	None
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ARTD1000 (30 credits), ARTD1015 (30 credits) and FAPR1100 (30 credits).

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory/designated modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include ARTD1000 (30 credits) and ARTD1015 (30 credits).

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
ARTD2100	Art & Design Practices 2	30	M	M	O	O	None	None
ARTD2115	Digital Practices in Contemporary Art & Design 2	30	M	M	O	O	None	None
ARTD2117	Art in Context	15	O	O	O	O	None	None
ARTD2118	Negotiated Practice	15	O	O	N/A	N/A	None	None
FAPR2100	Visual Research	30	M	O	N/A	N/A	None	None
LANGxxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include ARTD2100 (30 credits), ARTD2115 (30 credits) and FAPR2100 (30 credits).

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory/designated modules and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include ARTD2100 (30 credits) and ARTD2115 (30 credits).

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include at least one of ARTD2100 (30 credits) and ARTD2115 (30 credits).

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include, *either* ARTD2100 (30 credits) *or* ARTD2115 (30 credits).

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
ARTD3002	Independent Study	30	M	M	O	N/A	None	None
ARTD3105	Negotiated Project	30	M	O	O	O	None	None
ARTD3108	Research and Professional Presentation	30	M	M	O	N/A	None	None
ARTD3115	Art & Design Practices 3	30	M	O	O	O	None	Excluded combination ARTD3116
ARTD3116	Art & Design Practices 4	15	N/A	O	O	O	None	Excluded combination ARTD3115

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include ARTD3002 (30 credits), ARTD3105 (30 credits), ARTD3108 (30 Credits) and ARTD3115 (30 Credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include ARTD3002 (30 credits) and ARTD3108 (30 credits)

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students taking their Independent Study (equivalent) in this subject must take ARTD3002 (30 credits).

Joint pathway students who choose to place their Independent Study (equivalent) in their other joint subject must take ARTD3105 (30 credits), (excluding ARTD3002).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include **either** ARTD3105 (30 credits) **or** ARTD3115 (30 credits)

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and Professional Academic Standards and Quality

As identified in the QAA Benchmark for Art & Design (2008), this course is a 'distinctively interdisciplinary' (QAA, 2008: 5) course drawing on a wide range of both different practices, disciplines and methodologies that provide students with the confidence to work either across disciplines or within a narrower framework but aware of the crossovers and multiple applications of their ideas and practice. It is this flexibility that is one of the key features of this pathway. Equally, the course has been designed to accommodate the need to be 'continually' developing 'its relationship with other disciplines' and is to be 'responsive to a wide range of innovative methodologies in the construction of new areas of knowledge. It follows that the range of skills and attributes which graduate in the subject area acquire will also be various and evolving.' (QAA, 2008: 5) Thus the course as a whole and at specifically modular level has been designed to encourage and enable a flexible approach to the subject, methodologies and underpinning theories and contexts. Nevertheless, there is a central core to the course that provides students with all the important 'methods and approaches necessary to any useful engagement with the subjects in this area. (QAA, 2008: 5)

The defining principle set out by the QAA benchmark is to encourage both convergent and divergent thinking, as they state '[w]hile convergent forms of thinking, which involve rational and analytical skills, are developed in art and design, they are not the only conceptual skills within the repertoire employed by artists and designers. More divergent forms of thinking, which involve generating alternatives, and in which the notion of being 'correct' gives way to broader issues of value, are characteristic of the creative process.' (2008: 3) The diversity of teaching, practices and media explored across the central core of this pathway is supported by a continual reflective process established in the use of the Journal and the critical evaluation that engages students at both a practical and cognitive level of engagement with the subjects of Art& Design. These defining principles also recognize the importance of engaging 'with appropriate various related theories within global, historical, contemporary and cultural settings which inform that context and add purpose to their activity.' (QAA, 2008:4) combined with '[e]xperiential, activity and enquiry-based learning [that] are features of the art and design curriculum in HE.' (QAA, 2008: 4)

Specifically, the course framework is structured to support 'an understanding of the context of the practice', (ibid: p.4) that will enhance their ability to 'understand the broad vocational context within which their study sits and the range of professional practices that inform it, such as anticipating and responding to change; knowledge and application of business systems; presentation; distribution and dissemination of work; skills in entrepreneurialism and social enterprise; and client/audience negotiation skills.' (QAA, 2008:4) This framework provides the basis for placing into context other relevant subject benchmarks including: the ability to 'select, test and make appropriate use of materials, processes and environments; develop ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or texts' (QAA, 2008: 7); understand 'the critical, contextual, historical, conceptual and ethical dimensions of the student's discipline in particular, and art and design in general' (QAA, 2008: 7) and understand 'the implications and potential for their discipline(s) presented by the key developments in current and emerging media and technologies, and in interdisciplinary approaches to contemporary practice in art and design.' (QAA, 2008: 7). These benchmarks underpin the development of the core mandatory modules with the inclusion of the FAPR coded modules providing the underpinning observational, drawing and visual research upon which all art practices rest.

The intended learning outcomes for Art & Design provide evidence of the ways in which the QAA subject benchmark has been embedded into the teaching and learning of Art & Design at the University of Worcester. Through project-based enquiry, working independently and in groups, 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). All of these approaches to teaching, learning and assessment are recommended by the QAA benchmark and are used to embed 'the combination of visual, critical and historical abilities particular to this group of subjects' (p.6)

17. Support for students

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to those needs at both University and subject level.

The Art and Design Course Team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester. Student's transition into University life is assisted by an initial one week's induction programme which through a range of activities introduces students to their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, the Careers and the Counselling Service. Students are also provided with a brief induction into their second and third year study.

In addition the Institute for Humanities and Creative Arts monitors attendance closely in first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and provide online support through email and Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. Tutorials are held on a one-to-one basis during all years of study, but also within the mandatory modules at Levels 4 and 5.

Staff teaching students on module support students through one – to- one and small group tutorials; and provide students with clear indications of when they will be available to see students either on their office door, via email or in module outlines.

Students are further supported through a range of online –support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include for example:

- The Disability and Dyslexia Service within Student Services specialist support on a one to one basis.

- Writing support from the Royal Literary Fund Writers in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which as an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University.

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 at Course level are:

- One week induction programme
- Course Handbook and the University's Student Handbook
- Information for students on the subject intranet pages, Blackboard and SOLE (Student Online Environment) pages. There is also an Art & Design Blog which details news about up and coming exhibitions and shows within the region and by current students.
- Module outlines provide information on the programme of study for each module along with supporting material and bibliography
- Library induction and information skills workshops.
- Study support and writing skills are supported by staff as well as through a range of institutional resources
- Career planning is supported by both the department through its mandatory module ARTD3108 *Research and Professional Presentation* and by the University's Career Service
- Students are supported in the independent studies (IS) through IS tutors and supervisors
- Preparation workshops on writing and IS study skills
- All students have an academic tutor based within the department

At institutional level further support is provided by the First Year Tutor scheme. Finally at University level students have access to a range of support systems:

- Student Union welfare services and clubs
- General academic and pastoral support and referral to the University's Welfare and Support Services
- Writing support from the royal Literary Fund Writers in Residence
- Writing support for international and EU students from the Language centre
- Access to health, finance, learning support and disability guidance from Student Services; including specialist Disability and Dyslexia support
- Student Advisors on academic and module choices

18. Admissions

Admissions policy

Applicants 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, photography 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 normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Recognition 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 webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (Single Honours WW12 BA/ArDe. See Section 9 above for a full list UCAS codes for available Joint Pathway options)

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

All applicants for Single and 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. Those who meet the entry requirements are expected to attend an interview with a current portfolio of work and give a short presentation. 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

The Art & Design Course Team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). These include:

- External Examiner's reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and student experience.

In writing the AER, the course team benefits of from utilising feedback gathered throughout the academic year from students on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and as such have a proactive and significant role in the development of the course.
- **Course Management Committee** - The committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feedback to module tutors, all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make improvements in the future to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing their module report. These reports are read by the Chair of the Institute of Humanities and Creative Arts (IHCA) Quality Committee, course leaders and also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course / Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space where students can provide feedback to the External Examiner.
- **Complaints** - Full details of student complaints procedures can be found in the [university academic regulation](#).
- **Academic Appeals** - Full details of procedures to make an appeal can be found in the university academic regulations.

The Art & Design team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here and within course team meeting and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of Course, IHCA University and external activities aimed at enhancing the quality and standards of student learning these include:

- University Teaching and Learning Conferences and staff development workshops
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums and conferences held at the University

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

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.
- 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.
- For full details of submission regulations see Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.

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 Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 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 60 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.

For further information on honours degree classification, see the Taught Courses 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
- 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

All staff teaching on the Art & Design programme are research active and use research led teaching which students find interesting and stimulating. Equally all developments of this pathway are guided by the Subject Benchmark Statement for Art & Design (2008)

NSS results

Individual module evaluation feedback

All Art & Design modules are given an overall positive rating last year of at least over 80% satisfaction including the mandatory modules. Positive comments include:

- stimulating, friendly, approachable and structured teaching
- lively and informative group discussions
- the diversity and range of areas studied
- the supportive ethos of the department

Retention and Progression

The progression level between levels has increased to 100% with all the level 4 students progressing to level 5 and from Level 5 to 6 in 2011-12. This marks a considerable improvement on previous years and the exit profile of those at Level 6 show a 100% pass rate. Statistics of graduate destination from this pathway reveal that 80% entered full time employment of one kind or another or went on to further post graduate studies after graduating. This has been a fairly steady statistic for quite a few years.

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. In 2011 the Art & Design programme was commended as an honours programme during its Periodic Review

22. Graduate destinations, employability and links with employers

Graduate destinations

Students who successfully complete a degree in Art and Design go on to work in a range of areas of employment including the approximately 50% of graduate jobs which are not subject – specific and freelance work. Recent graduates have progressed to the following destinations:

- Teaching
- Art Therapy
- MA courses
- Arts related industries

- Self employed
- Residencies
- Community Projects
- Employment in Art Galleries

Student employability

Art & Design is a vocational course and embedded within this pathway are a range of modules that encourage students to research and experience work opportunities available to them. At Level 5 students are given the opportunity to research, find and develop a work placement project on ARTD2118 Negotiated Practice. This experience is built on and extended at Level 6 in the follow on module ARTD3105, Negotiated Practice, which offers students the opportunity to develop an extended work placement project. Further support in the presentation of self and their work is provided in the module ARTD3108 Research and Professional Presentation. This module is designed to develop a range of self-presentation and exhibitions skills necessary for showcasing their Independent Study which they can then use beyond the framework of academia. Students on this level 6 module are provided with individual career development tutorials as well as well as receiving support in the preparation and presentation of their CV, job application and interview skills.

With all staff being research active and practicing artists within their specific media they are aware of all the various job opportunities available to students and regularly update students on employment, residencies and competition opportunities via the Art & Design Blog which is updated on a regular basis by technical staff.

Links with employers

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 an End of Year Show that is organised and promoted by final year students. They are expected through the ARTD3108 *Research and Presentation* 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.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.