Programme specification: Extended Degree

Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of latest validation	
Duration of the programme for each mode of study	4 years full-time, 8 years part-time (BA (Hons))

This programme will provide articulation into the following College undergraduate provision:

BA (Hons)
Craft & Material Practices
Animation & Games
Commercial Photography
Costume Production
Fashion Design
Fashion Communication
Film & Screen Arts
Fine Art
Graphic Communication
Illustration
Interior Design & Styling
Painting, Drawing & Printmaking
Photography
Textile Design

2. Programme aims and objectives

2.1 Educational aims and objectives
List overall aims and objectives of the programme here (no more than 12): 1. Widen access to the College's undergraduate programmes through offering students the opportunity to build undergraduate skills in a broad range of technical and conceptual areas, required to underpin undergraduate academic progress. 2. Enable students' personal development, further study, professional practice and employability. 3. Provide an introduction to academic and vocational work-based learning through the close collaboration of employers, the College and Programme Leaders. 4. Provide a focus on experimentation and risk taking, broadening students' perspectives on practice and developing work in their specialist discipline. 5. Provide a learning environment where students with differing profiles and aspirations can realise their creative, academic and professional potential, supported through a range of appropriate learning, teaching and assessment approaches. 6. Cultivate a pro-active and reflective approach to learning and practice. 7. Promote a context and culture whereby students are able to position their creative aspirations within discipline-related research and professional practice. 8. Provide an environment that enables students to take increasing responsibility for the material, contextual and professional outcomes of their work, as individual practitioners or members of a creative team. 9. Provide students on specialist awards with an academic framework that promotes cross-disciplinary dialogue, alongside wider cultural debate and discourse. 10. Promote an understanding of team working situations and to develop the skills necessary to function in such situations 11. Foster an approach whereby students are able to make informed decisions about their futures. 12. Develop students' key transferable skills, supporting and complementing subject-specific practice and future career development.

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
This award forms part of a group of undergraduate awards for students choosing this area of study. • BA (Hons) Degree

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: 1. Demonstrate research, analysis and evaluative skills for application to a range of relevant sources and ideas in order to develop creative solutions. 2. Effectively present themselves, their ideas and work appropriately.	**Learning and Teaching Strategy/Method** Modules are delivered through a series of subject specific tutor-set and negotiated assignments designed to develop the appropriate skills and knowledge as set out in the module descriptors. At the start of the programme students will use the experimentation module to test and refine/expand their own study interests and research methodologies before confirming the direction of their work. The students' practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars. Involvement in cross-disciplinary seminars, talks and events, requires students to articulate the distinctiveness of their practice as well as enabling them to position their work in a wider art, design and media context. Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

	Assessment Methods
	Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; VLE pages, etc.
	Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.
	Self evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: 1. Demonstrate critical and contextual awareness of different perspectives and approaches within general and specialist Art, Design and Media subjects and, more particularly, in relation to the selected specialist area of study. 2. Critically review and evaluate the effectiveness and appropriateness of methods, actions and outcomes.	**Learning and Teaching Strategy/Method** Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art, design and media, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed by traditional views. Allowing the student to develop their individual professional identity with confidence. Modules are delivered through a series of subject specific tutor-set and negotiated assignments which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors. Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art, design and media activities in both a practical, vocational manner and in a social context. Develop appropriate verbal & written language to enable the exploration of ideas clearly and concisely. Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

3B. Cognitive skills	
	Assessment Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; etc. Referencing in line with academic conventions. Details relating to the presentation of completed assignment work will also be specified within the briefing documentation. Self evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
Students will be able to: 1. Demonstrate a knowledge of a range of safe, practical methods and skills for creative production. 2. Use investigation and experimentation in the development of personal skills and visual language, relevant to the students chosen practice.	**Learning and Teaching Strategy/Method** Modules are delivered through a series of subject specific tutor-set and negotiated assignments which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors. Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research. Contextual awareness and vocational, legal, professional and business aspects of the related industries are integrated into the final module in preparation for personal promotion. Group discussions, Cross disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach. **Assessment** Assessment relates directly to the intended learning outcomes

3C. Practical and professional skills	
	and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; web addresses, etc. Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods – across all levels**
Students will be able to: 1. Demonstrate an ability to take responsibility for own learning, time management, personal development and decision-making. 2. Solve assignment problems through the application of practical, theoretical and technical Art, Design and Media skills.	**Learning and Teaching Strategy/Method** Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions and individual tutorials. Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of self and others in a range of environments. The cultivation of an open and flexible approach to problem solving and the management of opportunities that arise from that. Contextual awareness which might include vocational, legal and business aspects of the related industries is integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is encouraged and supported by the academic rigour of a critical essay. **Assessment** 'Transferable Skills' are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.

3D. Key/transferable skills	

3. Programme Structure

Semester 1		Semester 2	
LZ101 Visual Communication for Art, Design & Media			
LZ102 Integrated Art, Design & Media Research Ideas & Methods			
		LZ103 Specialist Personal Investigation	
LZ104 Essential Study Skills			
LZ105 Contextual Studies			

4. Distinctive features of the programme structure

The initial diagnostic student experience within will be substantially enhanced by delivery, practice and assessment fully embedded within the undergraduate degree pathway as the programme progresses.

Annex 1

Teaching and learning strategy

Introduction

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

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

BA (Hons):

Year 0 is designed for students who have limited prior art, design and media skills and knowledge. The programme at this level will therefore build a broad platform of technical and conceptual art design and media skills required to underpin Level One studies in relation to the selected specialist area of study.

Level 4 (Year One) is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level 5 (Year Two) consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level 6 (Year 3) allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

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

Module Assignments:
Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc.

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

Statements of Intent and Reflective Learning Logs:
Critical reflection and self-evaluation are essential elements in art and design practise and education enabling the selection of and discrimination between appropriate actions and

outcomes. For this reason critical reflection and self-evaluation are incorporated into all Assignments and made concrete in two primary ways:

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

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

Assessment strategy

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

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

Formative Peer Assessment
Peer assessment requires the student to place himself or herself in the role of the assessor and make judgments, based on the assessment criteria, about the strength and validity of their own and others work. It not only helps the student to develop more than just a surface understanding of others work and develops critical and evaluative skills it also helps to forester a supportively critical studio environment.

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

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

Summative Assessment
Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the Assignment), structured verbal discourses, essays and reports. For practical studio-based assignments the usual model will be presentation to at least 2 tutors and in a group critique situation.

All modules are marked as pass or fail with an indicative grade provided for developmental purposes.

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

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

Group Work (supporting peer interaction):
Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

Statements of Intent and Reflective Learning Logs:
Statements of Intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed.
Reflective Learning Logs may sometimes be specified by Assignments as required supporting material to be submitted for assessment.

Feedback

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

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

Annex 2 - Curriculum map

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

	A1	A2	B1	B2	C1	C2	D1	D2
LZ101	√			√		√	√	
LZ102	√			√		√	√	√
LZ103	√	√	√	√	√	√	√	√
LZ104	√	√		√	√	√	√	√
LZ105	√	√	√			√	√	√