SECTION 1: COURSE INFORMATION.

1.1 COURSE SET-UP INFORMATION:	
COURSE TITLE:	EXTENDED BA YEAR 1
TEACHING INSTITUTION:	ARTS UNIVERSITY PLYMOUTH
AWARDING INSTITUTION	ARTS UNIVERSITY PLYMOUTH
DATE OF FIRST VALIDATION:	2008
UCAS CODE:	Refer to UCAS for details
COURSE START DATE	SEPTEMBER 2021
RELATED QAA BENCHMARKS: The AUP undergraduate Common Unit Framework (CUF) comprises a shared set of learning outcomes mapped across all courses and three QAA benchmark statements. The listed QAA benchmark statements are for the entire CUF and not an individual course.	1. QAA Subject Benchmark Statements for Art and Design 2. QAA Subject Benchmark Statements for Communication, Media, Film and Cultural Studies 3. QAA Subject Benchmark Statements for History of Art, Architecture and Design
PSRB RECOGNITION:	NA
DUAL ACCREDITATION:	NO
CREDIT POINTS:	120 NON UK FHEQ

1.2 COURSE DELIVERY INFORMATION:	
MODE OF STUDY:	FT SEPTEMBER START
DURATION (FT / PT):	1 YEARS FT

1.3 COURSE MODE(S) [STUDY LOCATION][1]:				
ON-CAMPUS LEARNING	**HYBRID LEARNING**	**DISTANCE LEARNING**	**WORK - BASED**	**STUDY - ABROAD**
X	**X**			

[1] **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online.| **On-campus + Hybrid Learning** will use learning technologies as part of delivery

1.4 COURSE MANAGEMENT:	
MANAGING SCHOOL:	Arts and Media
COURSE LEADER:	Helen Markes

1.5 COURSE EXIT AWARDS:	
TYPE:	Non UK FHEQ credit-bearing

SECTION 2: COURSE ENTRY REQUIREMENTS.

2.1 RECRUITMENT INFORMATION:	
UCAS POINTS:	Please see AUP website for latest information pertaining to admissions
OTHER ENTRY CONSIDERATIONS:	Please see AUP website for latest information pertaining to admissions

2.2 ADDITIONAL RECRUITMENT INFORMATION:
This is the extended BA year suitable for selected degrees validated under the Common Unit Framework (CUF). To be able to undertake this year of study, students must register for a four-year BA course.

SECTION 3: AIMS.

3.1 AIMS:

Aims of study

The aims of extended BA study at AUP acknowledge the key characteristics and outcomes of creative learning, developing competencies in knowledge and comprehension, cognitive skills, and practical and professional attributes. In broad terms, we refer to these as Knowing, Being and Doing. The aims of the extended year are to support students to prepare for student at degree level and has been designed to:

- Enable creative learning through an enriching, inclusive and distinctive curriculum for the specialist study of art, design, and media.
- Foreground intellectual, technical and professional competency as a basis for lifelong learning and employment.
- Develop independent, critical and creative practitioners in professional, collaborative and/or entrepreneurial contexts.
- Foster civic responsibility and student agency through an understanding of global perspectives and cultural contexts.
- Provide learning that enables graduates to make a meaningful contribution to the wider creative economy, with impact on the social, cultural and economic life of the South West region and beyond.
- Create confident and aspirational practitioners through sustainable approaches to professional and personal wellbeing.

3.2 AIMS OF THE COURSE:

Aims of the Course:

The aim of this course is to afford students the knowledge, skills and attributes required for degree-level study. Specifically, it supports students to start to develop the essential skills and competencies that underpin learning within a named degree award. These aims are designed to:

- Provide extended BA learning that encourages the development of ideas, concepts, proposals, solutions and arguments that employ and/or challenge the conventions and possibilities and prepares students for future degree-level study.
- Develop a range of intellectual, imaginative and practical skills associated that are appropriate for developing a research-informed creative practice.
- Promote an understanding of professional practice through the development of an independent, critical and creative practice in professional, collaborative and/or entrepreneurial contexts.
- Enable the selection and use of appropriate processes, technologies and environments, with a high level of skill and creativity, whilst observing sound professional working standards.
- Foster an awareness of subject specific opportunities for creative practice, and the wider global and cultural contexts for art, design & media practice.
- Engender curious, ambitious and socially responsible creative practitioners within art, design & media.

- Develop students to become life-long learners with a deep understanding of their skills, literacies and attributes and how to apply these to their future career.

SECTION 4: COURSE LEARNING OUTCOMES.

LEARNING OUTCOMES IN RED ARE NOT ASSESSED AT THE EXTENDED BA LEVEL BUT ARE MAPPED AT UG DEGREE LEVEL - UPON COMPLETION OF THE DEGREE AT LEVEL 6.

4.1 KNOWLEDGE & COMPREHENSION:	
K1	Critically engage with contextual knowledge to inform and develop as a creative practitioner
K2	Critically explore the relationship between the practitioner and their audience and articulate the impact of these on contemporary practice and culture
K3	Critically apply judgement through the selection and use of materials, processes and environments
K4	Demonstrate conceptual thinking and/or visualisation through investigation and enquiry
K5	Demonstrate ethical practice and values as an essential concern of working in the creative arts
K6	Generate ideas, concepts, proposals, solutions or arguments as self-initiated activity in response to a proposition
K7	Apply convergent and divergent thinking to inform practice-based outcomes

4.2 COGNITIVE SKILLS:	
B1	Analyse information and/or experience to formulate a critical position
B2	Critically engage in research to inform judgements as part of a creative approach
B3	Critically apply effective ICT, aware of the impact of new technologies, by making evidence-informed judgements
B4	Engage with wider communities to synthesise work, evidencing new information and learned experiences
B5	Defend a creative position drawing from, and integrating, personal reflection and feedback
B6	Justify connections between intention, process, outcome, context and forms of dissemination
B7	Critique the development of ideas by drawing from, and engaging with, multiple modes of practice

4.3 PRACTICAL & PROFESSIONAL ATTRIBUTES:	
D1	Demonstrate the characteristics of a lifelong learner who are actively engaged in their professional development
D2	Apply interpersonal, social, problem-solving and negotiation skills as part of creative practice
D3	Critically apply appropriate communication methods and demonstrate impact and engagement with a range of stakeholders
D4	Explore the role and impact of IP within art, design and media practice

D5	Manage workload and timelines according to a defined plan whilst responding to change and ambiguity
D6	Demonstrate the knowledge and attributes for effective team working
D7	Exhibit characteristics, knowledge and attributes, recognising enterprise, entrepreneurial thinking & funding, to support future careers

SECTION 5: ATTRIBUTES & SKILLS.

5.1 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:
Mapping for these elements of the CUF start at level 4 (Year 1)

5.2 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL LITERACY SKILLS:
Mapping for these elements of the CUF start at level 4 (Year 1)

5.3 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:
Mapping for these elements of the CUF start at level 4 (Year 1)

SECTION 6: LEARNING & TEACHING INFORMATION.

6.1 LEARNING & TEACHING:
Lectures: All units comprise interactive keynote style lectures, often delivered to cognate groups, and designed to cover core essential knowledge. Where possible, lectures are recorded and students will be able to review the material via the student portal - this has been implemented to support accessibility, student confidence as well as support for students with English as a second language. **Structured Learning:** Prior to lectures and other teaching activities, students are provided with pre-activity to help them prepare for the session. This could include pre-reading, watching or engagement with online learning activities. Post-session, and to support preparation for a linked session, students are provided with the material, learning, watching and engagement which builds on the content of the session and will be explored in detail as part of future curriculum delivery. **Seminars:** Seminars are structured to follow-on from a lecture and may be delivered as part of a cognate group or within a defined subject discipline. Importantly, linked to the lectures, these seminars afford students to engage with the material through a focused subject/cognate lens and through active learning promote a deeper understanding and application of the material. Furthermore, seminars are structured to promote peer-to-peer engagement and thus support the development of learning communities which are essential for student engagement as well as having been shown to support student retention.

Tutorials: Throughout each unit, students are provided with tutorials either 1:1 or small groups to support a deeper engagement with their subject and practice as well as a vehicle for formative feedback. Importantly, these tutorials help to deliver a personalised and responsive curriculum to help support students' individual needs.

Technical Delivery: All courses constructed using the CUF comprise technical teaching - this may be online or face-to-face. This teaching, delivered by dedicated technical teams (technical demonstrators and academics), form part of the core curriculum and is aligned to the name and nature of a course.Students are encouraged and supported to engage in technical workshops outside of the core curriculum as part of our structured (Workshop Wednesday) and unstructured open-access learning approach.

Workshop Wednesdays: As part of the timetable, students are not taught on Wednesdays and instead, AUP runs Workshop Wednesdays - a rich, rolling menu of workshops led by our excellent technical staff offered free of charge. Workshop Wednesdays also comprise elements delivered by our Academic Professional services including academic literacy, information literacy and careers. This approach affords students a chance to encounter unfamiliar technical processes, strengthen existing skills, and engage in broader learning opportunities in the college. These workshops facilitate student agency, mobility outside their subject and a chance for them to immerse in creative cross-disciplinary exchange with peers.

Open access: Outside of the core elements of the CUF, students are encouraged to access workshops and resources are part of open-access learning. The CUF timetable permits open access learning and students will be able to use facilities, supported by resident technical colleagues throughout the week when other classes are not running.

Critiques: These can be online/in-campus, individual or part of a group activity. Central to creative practice, these are used to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process. Giving and receiving feedback on practice is part of every unit comprising practical elements.

Collaboration & peer interaction: Engagement and interaction is core to every unit to support students to develop core communication and interpersonal skills as well as those aligned to future employability and professional practice.

Independent study: This may be directed or self-initiated to develop a student's learning autonomy and ownership of the knowledge and information gained during the course. Students will be supported to engage in developing their independent study through unit briefings, online and face-to-face guidance and a detailed understanding of the unit requirements.

Blended Learning: For units comprising face-to-face elements, a blended learning approach is taken to integrate the use of technology to support and enhance learning. Students will be able to utilise digital and online resources, through our LMS, Linkedin Learning and other online technologies as part of unit delivery. Group Google App, students will be able to undertake co-creation and collaboration as part of our blended learning experience.

6.2 ASSESSMENT:

Assessment is an integral part of the learning and the overall approach taken is to ensure that assessment is dialogical, impactful and meaningful. It recognises the complexity associated in art, design and media assessment and how to manage this to support an appropriate and authentic assessment experience. Assessment modalities are grouped into three types: (1) Practice, (2) Communication & Engagement and (3) Written Synthesis to support the design of an assessment for learning design. The spread of the assessment modality can be found here.

Formative tutor assessment: Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme.

Formative peer assessment: Peer assessment requires the student to place themselves in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, but it also helps to foster a supportively critical studio environment. Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Formative dialogic feedback: Extensive use is made of dialogic formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. This type of feedback will happen throughout the students' learning experience and across learning formats – lecture, seminar, workshop, tutorial, base room and classroom.

Summative feedback (written): 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. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with unit learning outcomes.

Summative feedback (written): Written summative feedback is expanded through one-to-one tutorial feedback with a member of the assessment team so students can explore in-depth their feedback and future actions. This is a guided conversation whereby students are able to bring to the tutorial questions they would like to explore in response to their written feedback. Importantly, this process follows a model of feedforward so students can develop actions to help them apply their feedback to future practice.

Unit assignments: Information relating to the requirements for the 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 unit guide will articulate how the performance of the group will be assessed.

Project Proposals and Online Sketchbooks: Project proposals include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed. However, it is the critical evaluation of the research, planning and production activity recorded in online sketchbooks, via blog and/or website that forms part of the assessment.

Assessment Map:

		Practice					Communication & Engagement					Written synthesis						
		Body of Creative Practice	Creative Project	Project artefact	Creative Final Project	Online Quiz (pass/fail)	Presentation - 10mins (content)	Presentation - (presentation skills)	Public Exposition	Research Poster	Online presence (website / ePortfolio)	Critical Reflection 500	Written Synthesis 1,000	Skills Evaluation 1,000	Project evaluation 2,000	Project report 3,000	Critical essay + Publication (2,500 words each) 5,000	Extended Critical Essay 5,000
Foundations	EXBA01	100																
Thinking through Making	EXBA02	50											50					
Specialist Practice	EXBA03						75	25										
Specialist Project	EXBA04				100													
Materials & Methods (1)	401	100										100						
Encountering Place	402						75	25										
Exploring Subject (1)	403		100									100						
Platforms of Exchange	404			50											50			
Speculative Strategies (1)	501		75											25				
Global Challenges	502															100		
Ideas & Audience	503								100			100						
Emergent Practice (1)	504		100									100						
Ideas & Audience (study abroad option)	*506*								100									
Emergent Practice (study abroad option) (1)	*508*		100									100						
Sandwich / Placement year	*510*														100			
Research & Development	601							25		75								
Publication (2)	602																100	100
Final Major Project	603				100													
Positioning practice (1)	604					100					100							

(1) Graded Holistically

CUF Assessment Map. Assessments weightings are shown. Units shaded in blue are optional study abroad /sandwich.

SECTION 7: COURSE STRUCTURE (FULL-TIME).

The CUF comprises course-specific, school-specific and college-wide units.

Level	Course-based units	School-specific Units	College-wide Units
EB	-	-	EXBA01,EXBA02, EXBA03, EXBA04

YEAR 1:

7.1 TRIMESTER 1 (FULL TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
EXBA01	**Fundamentals**	**30**	
EXBA02	**Thinking through Making**	**30**	

7.2 TRIMESTER 2 (FULL TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
EXBA03	**Developing Specialist Practice**	**30**	
EXBA04	**Specialist Project**	**30**	

SECTION 8: COURSE STRUCTURE (PART-TIME).

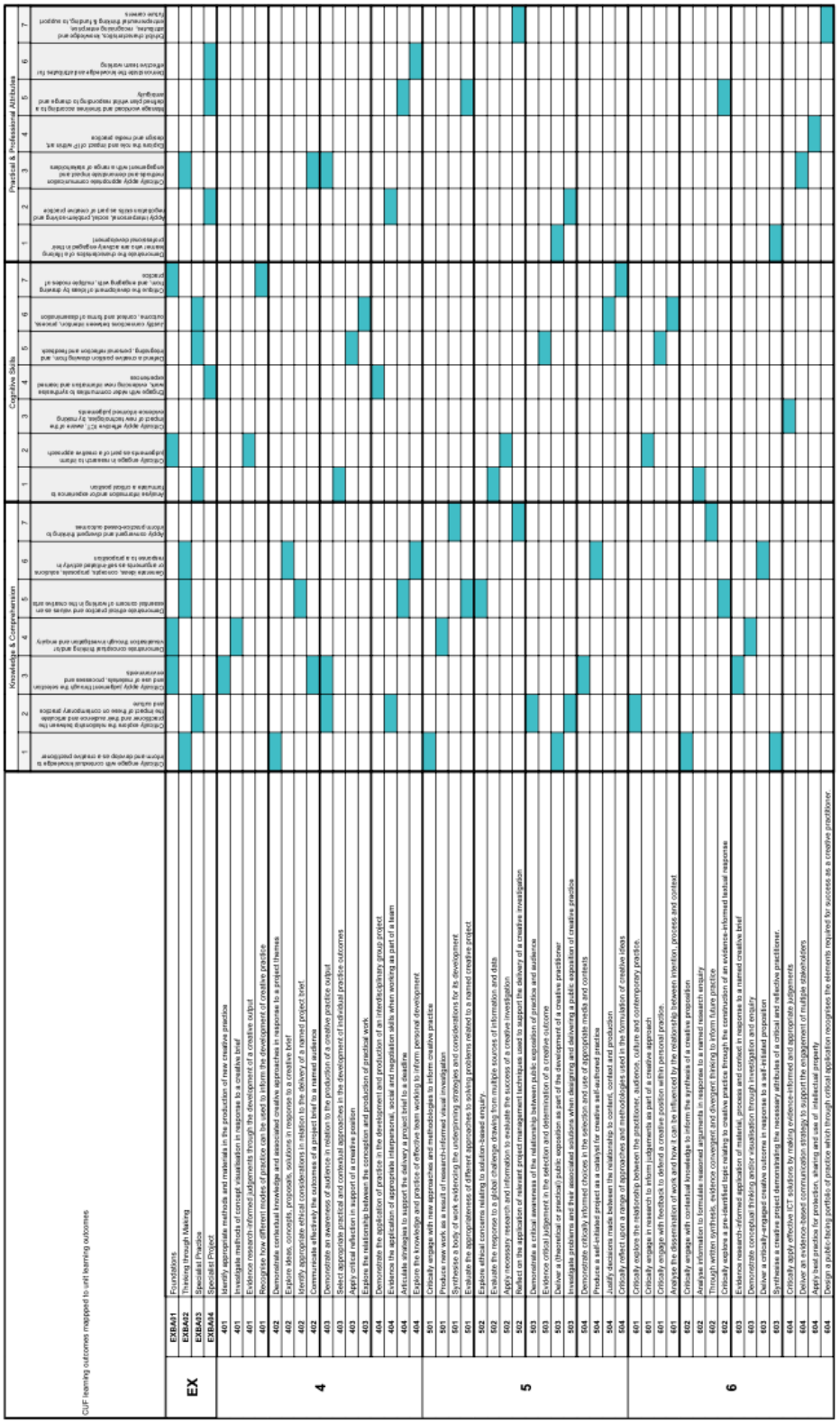
Not applicable

SECTION 9: ADDITIONAL COURSE INFORMATION.

9.1 ADDITIONAL NOTES:

SECTION 10: LEARNING OUTCOME MAPPING.

CUF mapping documentation.



CUF learning outcomes mapped to unit learning outcomes			Knowledge & Comprehension							Cognitive Skills							Practical & Professional Attributes						
			1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	EXBA01	Foundations																					
EX	EXBA02	Thinking Through Making																					
	EXBA03	Specialist Practice																					
	EXBA04	Specialist Project																					
4	401	Identify appropriate methods and materials in the production of new creative practice																					
	401	Investigate methods of concept visualisation in response to a creative brief																					
	401	Evidence research-informed judgements through the development of a creative output																					
	401	Recognise how different modes of practice can be used to inform the development of creative practice.																					
	402	Demonstrate contextual knowledge and associated creative approaches in response to a project themes																					
	402	Explore ideas, concepts, proposals, solutions in response to a creative brief																					
	402	Identify appropriate ethical considerations in relation to the delivery of a named project brief.																					
	402	Communicate effectively the outcomes of a project brief to a named audience																					
	403	Demonstrate an awareness of audience in relation to the production of a creative practice output																					
	403	Select appropriate practical and contextual approaches in the development of individual practice outcomes																					
	403	Apply critical reflection in support of a creative position																					
	403	Explore the relationship between the conception and production of practical work.																					
	404	Demonstrate the application of practice in the development and production of an interdisciplinary group project																					
	404	Evidence the application of appropriate interpersonal, social and negotiation skills when working as part of a team																					
	404	Articulate strategies to support the delivery a project brief to a deadline.																					
	404	Explore the knowledge and practice of effective team working to inform personal development																					
5	501	Critically engage with new approaches and methodologies to inform creative practice																					
	501	Produce new work as a result of research-informed visual investigation																					
	501	Synthesise a body of work evidencing the underpinning strategies and considerations for its development																					
	501	Evaluate the appropriateness of different approaches to solving problems related to a named creative project																					
	502	Explore ethical concerns relating to solution-based enquiry.																					
	502	Evaluate the response to a global challenge drawing from multiple sources of information and data																					
	502	Apply necessary research and information to evaluate the success of a creative investigation.																					
	502	Reflect on the application of relevant project management techniques used to support the delivery of a creative investigation.																					
6	503	Demonstrate a critical awareness of the relationship between public exposition of practice and audience																					
	503	Evidence critical judgement in the selection and determination of a creative outcome																					
	503	Deliver a (theoretical or practical) public exposition as part of the development of a creative practitioner																					
	503	Investigate problems and their associated solutions when designing and delivering a public exposition of creative practice																					
	504	Demonstrate critically informed choices in the selection and use of appropriate media and contexts																					
	504	Produce a self-initiated project as a catalyst for creative self-authored practice																					
	504	Justify decisions made between the relationship to content, context and production																					
	504	Critically reflect upon a range of approaches and methodologies used in the formulation of creative ideas																					
	601	Critically explore the relationship between the practitioner, audience, culture and contemporary practice.																					
	601	Critically engage in research to inform judgements as part of a creative approach																					
	601	Critically engage with feedback to defend a creative position within personal practice.																					
	601	Analyse the dissemination of work and how it can be influenced by the relationship between intention, process and context																					
	602	Critically engage with contextual knowledge to inform the synthesis of a creative proposition																					
	602	Analyse information to formulate conceptual judgements in response to a named project enquiry																					
	602	Through written synthesis, evidence conceptual strategies that will inform future practice																					
	602	Critically explore a project-based topic leading to creative practice through the construction of an evidence-informed textual response.																					
	603	Evidence research-informed application of material, process and context in response to a named creative brief																					
	603	Demonstrate conceptual thinking and/or visualisation through investigation and enquiry																					
	603	Deliver a critically-engaged creative outcome in response to a self-initiated proposition																					
	603	Synthesise a creative project demonstrating the necessary attributes of a critical and reflective practitioner.																					
	604	Critically apply effective ICT solutions by making evidence-informed and appropriate judgements																					
	604	Deliver an evidence-based communication strategy to support the engagement of multiple stakeholders																					
	604	Apply best practice for protection, sharing and use of intellectual property																					
	604	Design a public-facing portfolio of practice which through critical application recognises the elements required for success as a creative practitioner																					