ARTS UNIVERSITY PLYMOUTH

Course Specification Form

SECTION 1: COURSE INFORMATION.

1.1 COURSE SET-UP INFORMATION:	
COURSE TITLE:	*All AUP Postgraduate courses*
TEACHING INSTITUTION:	ARTS UNIVERSITY PLYMOUTH
AWARDING INSTITUTION	ARTS UNIVERSITY PLYMOUTH
DATE OF FIRST VALIDATION:	N/A
UCAS CODE:	N/A
COURSE START DATE	SEPTEMBER 2024
RELATED QAA BENCHMARKS:	QAA Quality Code: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October 2014 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies February 2024 QAA Subject Benchmark Statements for Art and Design/ Communication, Media, Film and Cultural studies/ History of Art, Architecture and Design
PSRB RECOGNITION:	N/A
DUAL ACCREDITATION:	NO
CREDIT POINTS:	MA: 180 CREDITS MFA: 300 CREDITS

1.2 COURSE DELIVERY INFORMATION:	
MODE OF STUDY:	FT & PT
DURATION (FT / PT):	1 YEAR FT | 2 YEARS PT

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

1.4 COURSE MANAGEMENT:	
MANAGER:	Postgraduate Course Leader
COURSE LEADER:	Dr. Tom Milnes

1.5 COURSE EXIT AWARDS:	
TYPE:	PGCERT (60 LEVEL 7 CREDITS); PGDIP (120 LEVEL 7 CREDITS), MASTERS (180 LEVEL 7 CREDITS); MFA (300 LEVEL 7 CREDITS)

SECTION 2: COURSE ENTRY REQUIREMENTS.

2.1 RECRUITMENT INFORMATION:	
UCAS POINTS:	Direct University entry with a minimum 2.2 at undergraduate level
OTHER ENTRY CONSIDERATIONS:	Please see AUP website for latest information pertaining to admissions

2.2 ADDITIONAL RECRUITMENT INFORMATION:
MFA requires 180 credits at MA or significant industry experience negotiated through APEL/APL

[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

SECTION 3: AIMS.

3.1 AIMS AND OBJECTIVES:

Aims of Postgraduate Study

The aims of postgraduate 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. The aims are 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, ethical practice, sustainability 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.

Course specific objectives support the essential skills and competencies that underpin learning within a named award. These objectives are designed to:

- Provide subject specific learning that encourages the development of ideas, concepts, proposals, solutions and arguments that employ and/or challenge the conventions and possibilities within the subject field.
- Develop a range of intellectual, imaginative and practical skills 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.
- Engender curious, ambitious and socially responsible creative practitioners within their field.
- Develop students to become life-long learners with a deep understanding of their skills, literacies and attributes and the application of these to their future careers.

3.2 AIMS OF THE COURSE:
N/A

SECTION 4: COURSE LEARNING OUTCOMES.

4.1 KNOWLEDGE & COMPREHENSION:	
K1	Apply and understand appropriate advanced research methods in the chosen creative industry practice or discipline.
K2	Demonstrate an extensive knowledge of relevant historic and current theoretical perspectives including an understanding of their application to their discipline.
K3	Demonstrate an in-depth knowledge of the range of ethical, professional, social, institutional, environmental and economic factors which constrain and/or inform enterprise and practice decisions.
K4	Evidence considered and highly professional creative, curatorial and enterprise skills in the display and /or dissemination of a self-initiated research project.
K5	(MFA only) Demonstrate the ability to corroborate appropriate methodologies and critical engagement with the ethical, economical, cultural, social and other constraints operating in the particular professional context for the discipline.

4.2 COGNITIVE SKILLS:	
B1	Identify, select and apply management tools and theories appropriate to their chosen field.
B2	Situate a research project through analysis and critical evaluation so that it can be understood in relation to historical, contemporary disciplinary or multidisciplinary fields.
B3	Analyse, critically evaluate and reflect on their project in the wider contexts of current research, practice and debate.
B4	Formulate a research question and position that contextualises their research and addresses their conceptual, ethical and critical understandings.
B5	(MFA only) Plan and negotiate their creative praxis, putting theoretical knowledge into practice through a combination of reflection and action.

4.3 PRACTICAL & PROFESSIONAL:	
D1	Use a range of transferable intellectual skills including research methodologies, report writing and the use of relevant ICT to clearly present complex ideas and concepts as appropriate for their discipline, practice or project.
D2	Clearly articulate values in terms of their creative practices, ethics, ethos and professional commitment.
D3	Identify, select and engage with professional opportunities relevant to their stated professional goals.
D4	Demonstrate a flexible approach to problem solving skills, while exercising initiative, personal responsibility and accountability.

D5	(MFA only) Research and select relevant and critical creative communities, galleries or businesses relevant to the professional realisation of individual practice.
D6	(MFA only) Realise and professionally present a significant body of work worthy of publication and dissemination.

SECTION 5: GRADUATE ATTRIBUTES

5.1 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:

(Click on table to access full document)



PG CUF Graduate Attributes mapped to learning outcomes		Apply and understand appropriate advanced research methods in the chosen creative industry practice or discipline.	Demonstrate an extensive knowledge of relevant historic and current theoretical perpectives including an understanding of their application to their discipline.	Demonstrate an in-depth knowledge of the range of ethical, professional, social, institutional, environmental and economic factors which constrain and/or inform enterprise and practice decisions.	Evidence considered and highly professional creative, curatorial and enterprise skills in the display and /or dissemination of a self-initiated research project.	Identify, select and apply management tools and theories appropriate to their chosen field.	Situate a research project through analysis and critical evaluation so that it can be understood in relation to historical, contemporary disciplinary or multi-disciplinary fields.	Analyse, critically evaluate and reflect on their project in the wider contexts of current research, practice and debate.	Formulate a research question and position that contextualises their research and addresses their conceptual, ethical and critical understandings.	Use a range of transferable intellectual skills including research methodologies, report writing and the use of relevant ICT to clearly present complex ideas and concepts as appropriate for their discipline, practice or	Clearly articulate values in terms of their creative practices, ethics, ethos and professional commitment.	Identify, select and engage with professional opportunities relevant to their stated professional goals	Demonstrate a flexible approach to problem solving skills, while exercising initiative, personal responsibility and accountability.
Creative Practice													
PGA 1	Comprehensive knowledge and understanding of current research at the forefront of their discipline, and the ability to critically evaluate it.												
PGA 2	The ability to engage in current critical debates within their discipline and the ability to communicate complex ideas to both expert and non-expert audiences												
PGA 3	Mastery to be able to study independently in the subject, the ability to design and undertake a research project in the discipline, use appropriate methodology and solve complex problems in novel ways												
PGA 4	The capacity to reflect on their progress as a learner and be able to articulate this within their own research, scholarship and practice												
Professional Agency													
PGA 5	The ability to apply research and critical perspectives to professional situations, both practical and theoretical												
PGA 6	The confidence and agility to use a range of techniques and research methods, with the digital literacy required to search for high-quality information and to critically evaluate and engage with the information obtained												
PGA 7	Initiative, autonomy and the ability to exercise personal responsibility												
PGA 8	The professional competencies to make sound and appropriate decisions in complex and unexpected circumstances												
Ethos & Values													
PGA 9	Advanced knowledge of social responsibility, academic integrity and ethics												
PGA 10	Resilience and adaptability, able to respond positively to challenge and critique with the capacity to supportively critique others												
PGA 11	Self awareness, reflectivity and knowledge of the local and global perspectives of their discipline												
PGA 12	Value diversity and difference as necessary elements of a vibrant, intellectual culture												
Collaboration													
PGA 13	Collaborative and team-working skills, able to communicate, actively listen and problem-solve within diverse contexts												
PGA 14	Socially intelligent and inclusive, able to effectively navigate complex relationships with others from any discipline, background or culture												
PGA 15	Global citizens able to use their knowledge and skills to benefit society through active engagement with issues of equity, sustainability and social justice												
PGA 16	Enterprising and entrepreneurial, able to engage with a range of stakeholders to deliver creative and sustainable solutions to specific problems												

SECTION 6: LEARNING & TEACHING INFORMATION.

6.1 LEARNING & TEACHING:

Principles of Level 7 PG CUF

The PG CUF follows a structure aligned with the Undergraduate Common Unit Framework in that learning outcomes and mechanisms for achieving graduate attributes are not separate from the content, but are instead embedded within the student experience of their learning. Core teaching is timetabled and is central to the cohesion and continuity of student learning during the duration of their study. Core teaching includes content fundamental to the knowledge and skills essential to successful completion of the course as well as content taught by external scholars and experts whose work supports course objectives.

Intrinsic to the core teaching shared by all enrolled postgraduate students, study includes structured support for student creative, academic and professional development through seminars, individual and group tutorials, studio critiques, formative feedback, research supervision, and the **Research Intensives** programme of elected teaching. In addition to the core elements of the PG CUF, students are encouraged to access workshops and academic resources outside of the timetabled curriculum as open-access learning that leads to independent use of the campus facilities and resources by students in self-directed practice and study.

As part of their learning environment, in the second Unit 702 students are asked to select three topics from a suite of Research Intensives, guided through tutorial by the project outline they have submitted at the end of Unit 701.

Core Methods of Learning and Teaching at Level 7 CUF

Lectures: All units comprise regular lectures by resident or guest academic staff to cognate groups, and designed to cover core content and essential knowledge.

Research Intensives: The Research Intensives represent current developments and research by academic staff as well as invited external guest lecturers to provide an evolving roster of content through which students can engage with the most urgent issues and challenges of contemporary society through practice. These workshops take advantage of the physical resources and academic expertise available at the University, giving students a chance to encounter unfamiliar areas of practice and research and engage in broader learning opportunities as part of the wider creative community.

Seminars: Seminars are discursive, participatory sessions that provide a focal point in the curriculum for lecturers or unit leaders to explore lecture content and to enable student-led learning. Seminars link the range of subject specialisms, individual research projects and divergent professional objectives to a common topic, theory or creative methodology. As a mode of learning largely student-led and discursive, seminars are designed to develop students' ability for critical analysis, contextualization through various historical or cultural perspectives, and to identify how their ideas might be realised through larger societal or contemporary debates. Seminars are structured to promote peer-to-peer engagement, collaborative practice and support the development of learning communities essential to independent and resilient thinking.

Tutorials: Throughout each unit, PG students are provided with tutorials with either specialist academic or technical staff as a 1:1 session or in small groups to support a deeper engagement with their subject and practice as well as provide a means for receiving formative feedback and feed forward. Tutorials at postgraduate level ensure individualised guidance and support for the progression of students' research and creative and professional development. The Course Leader will provide pastoral support where appropriate, in negotiation with the student and during normal office hours.

Critiques/Peer Feedback: These can be online or on-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.

Self-directed Study: Essential to Level 7 study is the development of academic autonomy and subjective interpretation and application of the knowledge and information

presented by the course. To support this autonomy, assessment tasks in the postgraduate curriculum require student-led independent research and critical review of relevant subject literature and historic examples of practice. This independent research must then be demonstrated in relation to a student's postgraduate project through written, verbal and practice-based evidence.

Distributed Learning: To facilitate a future of the postgraduate course that can accommodate and continuously adapt to new network-based modalities of learning and keep pace with emerging approaches to remote teaching, the curriculum design encompasses teaching and learning in an online format as well as face-to-face format. Although the primary benefit of engaging in postgraduate study at AUP is through peer learning, in-person critique and working locally with specialists leading the understanding of the relationship of aesthetics and place, the common curriculum spans global and local understanding, and therefore can accommodate these potential distributed modes of study:

- Distance Learning
- Low Residency
- Fully Online Learning

This range of distributed modes of study is incorporated into the structure of teaching and learning and the structure of the units, and enabled through synchronous and asynchronous methods of teaching. Specific degree titles and various subject specialisms can be developed as a form of postgraduate study through this design as either fully online, low-residency or face-to-face as required by the content and objectives of the qualification.

Open access: Outside of the core elements of the PG CUF, students are encouraged to access workshops and resources are part of open-access learning. Students will be able to use bookable facilities, supported by resident technical colleagues throughout the week subject to timetabled sessions.

Approaches to Equality, Diversity and Inclusion in Learning and Teaching

In line with AUP Reasonable Adjustments and Learning and Disability Support Policy, inclusion is embedded into the design of all the University's higher education courses, responding positively to each student's unique learning profile, including students with diverse learning needs. The emphasis therefore is on flexibility in the delivery of teaching and awareness of the needs of students with disabilities.

In some instances, there might be a requirement to apply a specific 'reasonable adjustment'. This is an accommodation or alteration to existing arrangements, when flexibility for individual students may be required or where there are inherent barriers for students with disabilities.

Consultation between the AUP staff responsible for the adjustment and the student is important for a successful outcome. Guidance to students on reasonable adjustments is provided on the University website.

6.2 ASSESSMENT:

Assessment is an integral part of teaching and learning and the overall approach taken is to ensure that assessment is dialogue-based, 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 modalities can be found in Appendix 2.

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

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. Feedback is collected by the student and collated for use 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 course. This type of feedback will happen throughout the students' learning experience and across learning formats – lecture, seminar, workshop, tutorial and studio-based.

Summative assessment:
Summative assessment is an evaluative method used to measure a student's overall understanding and mastery of a subject or course at the end of the Unit. The primary purpose of summative assessment is to gauge the extent to which students have acquired the intended learning outcomes and to assign grades or make decisions about their progress.

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 (verbal): 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 feed-forward so students can develop actions to help them apply their feedback to future practice.

Unit Briefing: Each Unit will commence with a briefing, contextualising aims and objectives and giving key information to students. Information relating to the requirements for the presentation of completed work and its assessment will be specified within each Unit. 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.

Assessment Mapping:

(Click on table to access full document)

PGCUF Assessment Mapping		Practice	Communication & Engagement				Written Synthesis				
		Body of Work	Presentation (Research and practice)	Professional context presentation	Presentation (20 minutes)	Research Poster?	Critical Review	Project proposal	Written Research Thesis	Final position statement	Scholarly and professional documentation
Unit 701											
	Task 1: Presentation (10 mins/equivalent to 2000 words)										
	Task 2: Critical Review (2000 words)										
Unit 702											
	Task 1: Body of work	100									
	Task 2: Critical review (3,500 words)										
	Task 3: Project proposal (1000 words)										
Unit 703											
(Option 1)	Task 1: Body of Work										
	Task 2: Critical review (3,500 words) Research Poster?										
	Task 3: Professional context presentation (10 mins/equivalent to 2000 words)										
(Option 2)	Task 4: Written Research Thesis (10,000 words)										
	Task 5: Professional context presentation (10 mins/equivalent to 2000 words)										
Unit 704 (MFA)											
	Task 1: Significant body of work in appropriate formats										
	Task 2: Final position statement (3-4000 words)										
	Task 3: Scholarly and professional documentation										
	Task 4: Presentation (20 minutes)										

SECTION 7: POSTGRADUATE MA COURSE STRUCTURE (FULL-TIME).

YEAR 1:

7.1 TRIMESTER 1 (FULL TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG701	Practice-Led Research Methods	**60**	

7.2 TRIMESTER 2 (FULL TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG702	Creative & Critical Development	**60**	

7.3 TRIMESTER 3 (FULL TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG703	Independent Final Project	**60**	

SECTION 8: POSTGRADUATE MA COURSE STRUCTURE (PART-TIME).

Year 1

8.1 TRIMESTER 1 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG701	Practice-Led Research Methods	**60**	

8.2 TRIMESTER 2 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG701	Practice-Led Research Methods	**60**	

8.3 TRIMESTER 3 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG702	Creative & Critical Development	**60**	

Year 2

8.4 TRIMESTER 4 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG702	Creative & Critical Development	**60**	

8.5 TRIMESTER 5 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG702	Creative & Critical Development	**60**	

8.6 TRIMESTER 6 (PART-TIME):			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG703	Independent Final Project	**60**	

Master of Fine Art (MFA) (Full-time)

8.7 TRIMESTERS 1-3			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG704	MFA Unit	**120**	

Master of Fine Art (MFA) (Part-time)

Year 1

8.8 TRIMESTERS 1-3 (PART-TIME)			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG704	MFA Unit	**120**	

Year 2

8.9 TRIMESTERS 4-6 (PART-TIME)			
UNIT CODE	**UNIT TITLE**	**CREDITS**	**SPECIFIC INFORMATION -**
PG704	MFA Unit	**120**	

SECTION 9: ADDITIONAL COURSE INFORMATION.

9.1 ADDITIONAL NOTES:

SECTION 10: LEARNING OUTCOME MAPPING.

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