

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA Hons (Top Up) Degree in Contemporary Art and Design Practice
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of latest OU validation	n/a
Next revalidation	n/a
Credit points for the award	120 (Level 6)
UCAS Code	n/a
Programme start date	September 2016
Underpinning QAA subject benchmark(s)	QAA (2016) Draft Subject Benchmark Statement Art & Design
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications QAA Quality Code
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	F/T One Year
Dual accreditation (if applicable)	n/a
Date of production/revision of this specification	March 2016

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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Aims

- To provide a curriculum, informed by external reference points, which develops a systematic understanding of technical, professional, vocational, employability, transferable and key skills some of which is at, or informed by, the forefront of the art and design industry
- To develop lifelong learners, independent and reflective students
- To enhance the employability and career prospects of students
- To develop niche skills in art and design specialisms
- To produce capable, responsible and well-rounded graduates who will contribute to the skills base of the local economy and region
- To provide a graduates with a range of multi-transferable skills within art and design, including:
 - the application of technical skills and working methods to tackle project-based tasks;
 - making judgements based on critical evaluation;
 - confidently deploying analytical skills and the desire for enquiry;
 - communicating with a range of audiences successfully

The programme aims have been aligned to the Framework for Higher Education Qualifications, Descriptor for qualifications at Level 6.

Digital literacy will be developed during semester 1 to develop confident and critical use of information and practical, digital technologies to enhance academic, personal, and professional development. Enterprise is a fundamental aspect of contemporary art and design practice. The course is structured around a series of projects and live work-related briefs and competitions which engender individual initiative and responsiveness. Artists and designers take inspiration from a vast array of cultural influences and information from outside their personal experience and identity. Artists and designers must to respond to diverse, cultural developments from international perspectives and develop a visual ability to cross cultural boundaries.

Personal and professional development runs through the top-up, with several evaluative written pieces and a module based around a personal research file on the learner's own area for specialism. The modules should help students to link their project work to the professional context, and their research to their own professional development. The Major Project gives students the opportunity to draw together the various strands they have been weaving throughout semester 1, including the skills, knowledge and thinking skills they have been developing.

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)

The BA (Hons) top-up is the internal progression route for students who have successfully completed the HND Art and Design.

3. Programme outcomes

Intended learning outcomes are listed below.

A Communication	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1 Communicate the development of ideas through to outcomes, for example images, artefacts, environments, products, systems and processes, or text.	All modules and learning outcomes are assessed by the submission of coursework assignments and/or practical work at regular intervals during the semesters 1 and 2. Teaching will utilise the following: lectures, seminars, practical workshops, individual tutorials. Resources which support the above will be made available on the College VLE (Moodle). Assessment for Communication will include both orally presented, written and digital pieces, combined with the production of practical work to a range of audiences. At level 6 students will be expected to produce work that is structured and that presents a clear argument. Each medium will support the other within the assessments for the Focus Project; Professional Practice and Employability; and the Major Project.
A2 Communicate and present ideas and work to audiences in a range of situations, using appropriate media to support own practice.	
A3 Apply oral and written communication skills to articulate ideas and information accurately and reliably using structured and coherent arguments.	
A4 Analyse information and experiences, and formulate independent judgements that inform and promote professional skills and a career pathway within the creative industries.	

B Reflection	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Articulate reasoned arguments through reflection upon own practice to inform, plan and implement actions</p> <p>B2 Critically analyse own work and reflect on personal development to identify personal strengths and needs.</p> <p>B3 Evaluate and reflect upon professional contexts of uncertainty and unfamiliarity to identify areas of development for employability skills and strategies for securing work in the profession.</p> <p>B4 Determine own learning needs by identifying own personal strengths and develop appropriate strategies to achieve academic, professional and personal aspirations</p> <p>B5 Manage own time and take responsibility for own learning.</p>	<p>In Semester 1, students' skills will be developed in relation to self-assessment and evaluation, including SWOT analysis, PESTLE, and others, which should enable them to successfully identify their own personal and professional skills and associated development needs. It will also include planning, reflective writing and critical thinking.</p> <p>Semester 1 assessment of Reflection will include a written evaluation (Creative Exploration) and Career Master Plan (Professional Practice and Employability).</p> <p>In Semester 2, the skills developed in Semester 1 will be applied within the whole of the Major Project.</p> <p>Semester 2 assessment of Reflection is included in the Interim Presentation, but can be met within any part of the whole project, where applicable.</p>

C Conceptual	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Select and apply knowledge of art and design materials, methodologies, techniques and processes that are integrated within practical work.</p> <p>C2 Demonstrate an understanding of multi-disciplinary approaches in</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written and practical work, presentations from industry and one-to-one tutorials. Learning should inform students' approach/es to the other modules during semesters 1 and 2.</p>

C Conceptual	
contemporary art and design practice including key developments in current and emerging media and technologies.	Both C1 and C2 are assessed within Creative Exploration, where students are amassing and assimilating a body of knowledge and skills in order to develop their ability to engage with the other modules and to advance their professional practice. Assessment includes a portfolio of work accompanied by a written evaluation.

D Contextualisation	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate and apply knowledge of critical, contextual, historical, conceptual and ethical dimensions of a selected discipline, to the creative industries work, in terms of structures, markets and working practices.</p> <p>D2 Analyse the depth and breadth of the field of art and design practices and the views of others as opportunities to develop and enhance own skills, interests and abilities within it.</p> <p>D3 Critique and analyse a specialist field of study using relevant material including primary and secondary sources.</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written work, presentations from industry and one-to-one tutorials.</p> <p>Assessment for Professional Practice and Employability includes the research file on the individual student's own career aspiration, which in turn informs the career master plan. This enables the student to produce materials that are appropriate and relevant to the creative industries, and to locate themselves within a specialised field.</p>

E Applied Practice	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>E1 Identify and predict problems, in order to explore alternative possibilities, in the preparation and execution of creative tasks and professional activities.</p> <p>E2 Apply specialist knowledge to manipulate and manage information from a variety of sources, for personal interpretation and synthesis.</p> <p>E3 Apply a selection of methodologies in the preparation and execution of a body of work.</p> <p>E4 Apply knowledge and information to generate new ideas, concepts for art and design solutions, and creative outcomes to a set design brief.</p> <p>E5 Evaluate and review key theories, concepts and principles relevant to the subject area.</p> <p>E6 Establish and set own criteria for the production of practical work where outcomes are evaluated and critically analysed.</p>	<p>Applied Practice is taught through workshops, lectures, presentations, formative feedback during tutorials and peer assessment. It is in this area that external industry professionals have an input into teaching and learning.</p> <p>Assessment for the Focus Project differs from the Major Project in that for the Focus Project students will be working to an industry brief whereas the Major Project is self-negotiated. Students are required to demonstrate the application of theoretical perspectives and professional practice in their practical work.</p>

4. Programme Structure

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Creative Exploration	20	n/a	
Professional Practice and Employability	20		
Focus Project	20		
Major Project	60		

Students achieving a minimum of 120 credit points at Level 6 exit with the award of BA (Hons)

Students achieving a minimum of 60 credit points at Level 6 exit with a BA (Ordinary)

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

This course will build on the skills and knowledge developed during previous study at Level 5 (usually a HND or FD) to produce capable and well-rounded graduates who will make a contribution to the labour force needs of Calderdale. On completion students will have the ability to react to the local marketplace and present themselves as professionals within that marketplace. They will have the skills, knowledge and abilities of a foundation degree or HND graduate, but with the enhanced and developed sense of personal and professional development that the major project and focus project will instil.

Some modules have been designed to directly engage students with public-facing, work related creative enterprise activities, including an 'Art Market' which will be held at the end of year show (2016-17) where students can apply and sell their work in a retail context.

The award aims to provide a high quality programme of study to enable individuals to undertake preliminary, intermediate and higher technical learning in the fields of art and design, and to provide individuals with the opportunity to develop multi-transferable skills including: contextual, business and personal knowledge; skills and understanding to prepare for employment and self-employment in the creative design industries including – but not limited to: graphic design, print/illustration, photography, interactive media.

Graduates of this route will be prepared to take up employment in the design industries and art related growth industries. Graduates will also develop niche skills in specialisms at a time when demand from local highly qualified professionals is growing. The course specifically seeks to widen participation in the art and design fields and improve access to higher education from under-represented groups in the local community and within specific arts, design and cultural sectors. It also contributes to the skills base of the region and other local economies in the context of the rapid developments taking place, particularly in creative and design industries.

6. Support for students and their learning

All students will take part in a comprehensive induction that includes a College wide induction into higher education as well as award specific induction. Induction will cover:

- The course philosophy, curriculum and teaching, learning and assessment strategies
- The facilities
- The Learning Resource Centre (LRC)
- Student support including academic skills support, learner services, tutor

- support
- Meeting the course team
- The College's Open University handbook
- Student handbook – all students will be provided with this at the beginning of the course providing detailed requirements of the programme and of each module.

A wide range of academic and pastoral support is available to students including:

- Academic guidance and tutorial support.
- Pastoral and welfare support from both personal tutors and Student Services.
- Careers information and guidance.

Staff associated with the award will provide support through group and individual tutorials and other formal and informal meetings, some of which may be carried out online or on the telephone. The course team provide high levels of formative feedback on student work, particularly on semester 1 modules. Such support eases the transition students must make from FD's and HND's to working at an appropriate honours degree level.

Students will be allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. Personal tutors provide academic and pastoral support to students. During both levels the students will meet their personal tutor during induction week and at regular intervals (at least once per semester, more often if individuals have particular problems), to ensure they are progressing with their studies. Notes are taken during these tutorials a copy of which is later given to the student. This would include any agreed actions that were to be taken before the next tutorial meeting.

Students may also contact their Personal Tutors at any time during the academic year if they have any problems or issues that need resolving.

It is recognised that students benefit from peer assessment and collaborative learning as this can provide the opportunity for comparison and sharing of experiences and ideas as well as fulfilling a support function.

Academic staff will support students in their academic study through formative feedback on work in progress, however, students are expected to employ independent learning skills to ensure successful achievement of the award.

Individual learning programmes will be developed through the PDP and Professional Practice modules to support students.

Students will receive guidance with regard to potential progression opportunities both into work and on to higher degrees and other post graduate courses.

7. Criteria for admission

This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualifications worth 240 credit points including:

- FD in Art and Design or related area

- HND in Art and Design
- The first two years of a BA Hons Degree in Art and Design or related area
- Diploma in Higher Education in Art and Design or related area

The College actively supports claims for Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL) and applications will be considered on an individual basis. All credit from prior learning to be approved by the University.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission are expected to be able to communicate effectively in the English language. Suitably qualified overseas applicants may be required to evidence this by achieving a minimum of International English Language Testing System (IELTS) 6.0 or Test of English as a Foreign Language (TOEFL) 550 or equivalent.

Applicants who demonstrate in their UCAS application that they have met the academic requirements, thought about the appropriateness of the course, have a clear idea of their progression route and have the relevant personal skills and qualities will be invited to a group presentation which will provide a detailed overview of the course, its aims and objectives, assessment methods, limitations etc. It will also provide applicants with an opportunity to have any questions answered. It is planned that current students will be present at these sessions to give a view of the course from a student perspective.

Thereafter applicants will be invited to an interview where they can show and discuss their current portfolio of work.

All applicants are subject to the same criteria and selection procedure whether they are our own students progressing from Level 5 courses or outside applicants.

8. Language of study

English

9. Information about assessment regulations

Modules are assessed by the submission of coursework assignments and/or portfolios, at regular intervals across the year. There are no formal written examinations. The course team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

Students will experience a range of assessment methods including: continuous assessment of process, presentations, critical evaluations, portfolios, and personal development plans.

Methods chosen are intended to provide a range of opportunities for students to demonstrate learning in different ways according to module elements. For example written elements encourage students to construct writing in a range of different styles and for a range of audiences appropriate to the tasks. Written pieces also allow students to demonstrate knowledge and understanding of relevant theoretical bases as well as demonstrating skills in critically reflecting on their own learning during the development of a particular project.

The development of a career master plan allows students to demonstrate how they have created a credible path that will support them in achieving their individual development goals and additionally demonstrating how that plan is subject to continuous review and updating. The assessment also allows students to develop and demonstrate skills in reflective writing.

All formal written assignments should normally be word processed. The Harvard system for referencing is to be used and academic support is provided for students who are not familiar with this. Assessments are planned and modified annually, depending on module evaluations and annual review to mitigate against bunching and to ensure a mix of assessment types.

Late penalties conform to the Open University regulations for assessment F1.17 (Handbook for Validated Awards 2014-15).

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments and/or portfolios at regular intervals across the year. There are no formal written examinations. The course team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the External Examiner at the end of each semester.

The External Examiner will have the opportunity to view and assess students' submissions during semesters 1 and 2. There are no group assessments, all students are marked as individuals. Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 10% loss of marks for each working day. After seven days it will be recorded as a failure to submit and awarded zero which will be reported to the Examination Committee.

All formal written assignments should be word processed. The Harvard reference system is to be used and support will be provided for students who are not familiar with this. Assessments are planned on an annual basis to mitigate against bunching and to ensure a mix of assessment types.

Feedback on Assessment

Both oral and written formative and summative assessments will support students reflecting on their progress. Written summative feedback will normally be provided within four weeks of the completion of an assignment, together with provisional grades – subject to the outcomes of external moderation and the exam board.

Much of the course is continually assessed in terms of the developmental process, particularly in relation to project based modules. This provides an opportunity for continual formative feedback and discussion with tutors and peers (formally and informally), however, this feedback is not formally recorded or tracked. Students are also encouraged to feedback to their peers and engage in ongoing self-assessment, informal peer assessment and discussion. Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- The annual Programme Leader Report which includes a Course Rolling Action Plan for developments and improvements. This report is informed by the annual Course Review, External Examiner reports and the course team responses, as well as feedback from students from course meetings and module evaluations.
- Student feedback, which is collected in a variety of ways including module evaluations and course meetings. The student course representative is responsible for bringing responses to the group's feedback, closing the feedback loop. For issues that can't be responded to at meetings, the course representatives are regularly updated on progress. Feedback is also disseminated by the Programme Leader who flags up changes within the College organisation and the course based on student feedback to highlight the strength and influence of the student voice.
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. From 2015-16, all students on higher education programmes will take part in an internal survey based on the NSS, so that a wider picture of the whole cohort can be seen and evaluated.
- Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning.
- The HE Management Group and other groups can include discussion of best practice.
- Programme Leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance.
- The course team is expected to keep themselves aware of changes in industry practice

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

Level	Study module/unit	Programme outcomes																			
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	D1	D2	D3	E1	E2	E3	E4	E5	E6
6	Creative Exploration					X					X	X				X					
	Focus Project	X	X														X	X			
	Professional Practice & Employability			X			X	X					X	X							
	Major Project	X	X		X				X	X					X			X	X	X	X

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.