

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	Foundation Degree Art and Design
Teaching Institution	University Centre Calderdale College
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2019
Date of latest OU (re)validation	September 2019
Next revalidation	September 2022
Credit points for the award	240
UCAS Code	WR19
Programme start date	September 2019
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement Art and Design (2017)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors (2016) QAA Foundation Degree Characteristics Statement (2015)
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, PT
Duration of the programme for each mode of study	FT = 2 years PT = 3 years
Dual accreditation (if applicable)	None
Date of production/revision of this specification	September 2019

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 student's 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

The aims of the programme are 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
- Develop lifelong learners, independent and reflective graduates, developing the capacity to confront and think-through creative and technical issues and, with appropriate support, find resolutions
- Enhance the employability prospects of students and strengthen individual practice through direct engagement with professional creative practitioners, drawing on technical, experiential and professional expertise
- To explore a multi-disciplinary approach to the creative industries including exploring current and future applications, enabling informed decisions to be made regarding potential area/s of interest
- Produce capable, responsible and well-rounded graduates who will have the potential to contribute to the skills base of the local/regional economy, developing an understanding of the possibilities related to the global audience
- Provide graduates with a range of multi-transferable skills within art and design, including:
 - the capability to progress onto a BA (Hons) top-up, or to employment;
 - an emerging sense of specialisation, for example, a particular creative field that a student wishes to investigate further;
 - the application of technical skills and working methods to tackle project-based tasks;
 - a developing sense of critical awareness;
 - 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 Levels 4 & 5. The learning outcomes have been informed by the QAA Subject Benchmark Statement for Art and Design (2017).

The foundation degree programme has been designed to deliver a learning experience and qualification that suits the intake of Level 4 students at the University Centre. The majority of the intakes have a Level 3 qualification, with some re-entering education after a period of employment, therefore the FD is designed to allow students to explore a wide range of disciplines and creative areas through a variety of live and personal projects. The programme narrows students' focus at Level 5 so they are prepared to progress to the BA (Hons) top-up or employment. The BA (Hons) top-up is in its third successful year and the FD has been designed as a preparatory stage in what will effectively be a three-year undergraduate degree programme. The 'two-plus-one' model is appropriate for the students at the University Centre as it allows for students to exit with an award after two years if they wish to enter employment or professional practice and also allows for them to re-enter to top-up to a full Honours degree in future.

The programme is designed to be collaborative and outward-looking through

engagement with local employers, allowing for creative opportunities with practitioners and creative organisations in the creative industries both locally and nationally. The intention is to capitalise on the unique relationship and access that the University Centre has with the collective practitioners at Dean Clough. Throughout the programme there will be a series of industry masterclasses in a broad range of disciplines giving students the experience of industry skills and real-world working practices. This will significantly enhance the students' experience on the course.

Key elements of the engagement with professional practitioners and industry practice will include:

- Using live briefs that engage with professional bodies and companies
- Industry presentations
- Professional material and media masterclasses
- Working with the Dean Clough artist and designer community allowing students the opportunity to strengthen and diversify their knowledge and identify future career choices.

The modules have been developed in response to the digital skills growth in the creative industries, responsible for contributing £101.5bn GVA in 2017 (DCMS, 2017). In addition, it reflects the development of the creative arts curriculum at the University Centre ensuring that this focus is reflected within the modules which, in turn, will prepare students for progression and future employment. These digital skills will be embedded in semester one through the Traditional and Digital Material Practice Exploration module and reinforced in year two, semester one, through the Traditional and Digital Material Practice Personal Pathway module. The focus of this module is for the students to apply digital and traditional competences in their own pathway.

At Level 4 students will complete five modules which will enable them to re-visit the wider creative industries through tutor and vocational live briefs which will focus on a broad range of materials and contextual sources. These will be underpinned with masterclasses. This will allow all students to access and update a broad range of processes and apply these to specific tasks or aims. The knowledge gained will inform semester two modules which focus on a student individual interest in a creative specialism allowing a greater autonomy in their learning. Supporting the development of research and practical skills will be the module Professional Practice in Art and Design. This module will underpin these skills by immersing the students in the professional creative industries allowing students to identify possible career opportunities and aspirational goals.

The Level 5 modules, Traditional & Digital Material Practice Personal Pathway and Specialist Contextual Investigation & Research, have been designed to run in semester one of year two. These will enable the student to build on the skills and knowledge gained in year one, allowing them to apply a more rigorous approach to understanding their own specialism within the creative industries. The course will conclude with modules, Professional Practice in the Creative Industries and Final Major Project: Advanced Specialist Skills/Exhibition, which will enable the student to access and plan for progression while developing a creative portfolio and outcomes for a final presentation.

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)

On completion of the programme students have the option to progress onto the BA (Hons) Contemporary Art and Design Practice (Top Up). The programme has been designed to build on the internal progression from the Level 3 programmes while considering external applications. The modules have been designed to position between these factors, ensuring in year one there is an initial broader investigation into the creative industries with a greater individual specialisation in the latter year one modules and year two modules.

External examiner visits and exam board arrangements will continue to be completed on a semestral cycle.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

Where modules contain a work-based or work-related learning element this is clearly identified in the module specifications.

2.4 List of all exit awards

A certificate of higher education may be awarded to a student who has completed 120 credits at Level 4.

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Visual and Material Contextual Research	20	None	-	Yes	1
Traditional and Digital Material Practice	30			No	1
Professional Practice in Art and Design	20			Yes	1+2
Working Methods, Sources and References	20			Yes	2
Individual Project	30			No	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>A1: Demonstrate an awareness of key concepts, theories and movements and how these can have an influence on own direction.</p> <p>A2: Demonstrate an awareness of traditional and non-traditional techniques, processes and methods and how they relate to specific disciplines.</p> <p>A3: Demonstrate development of own knowledge and understanding within a defined context.</p>	<p>Workshops: To deliver media and material explorations related to individual pathways and specialisms. The delivery of a series of masterclasses in which tutors and industry specialists can deliver a series of specialist focused sessions. These sessions will develop and underpin material, media and techniques explored.</p> <p>Taught classes: To introduce the concepts and research methodologies involved by course team and guest speakers.</p> <p>Independent Study: To carry out independent learning through direction from tutors/guest speakers/peers using VLE and other appropriate</p>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

methods to enhance autonomy and ownership of the knowledge and information gained through the module. Students to evaluate their learning through contextualisation, analysis and reflective models to underpin current and future development.

Tutorials: To reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. Tutorials will be focused upon each learner developing a specialist knowledge that can be applied to practice.

Offsite Visits: Students will take part in at least one module related offsite visit. The visit will support the development of student awareness of key historical and contemporary art and design movements. This may also support **work related learning** with links to C1, and opportunities to interview and explore the work of current industry practitioners and the realities of work in the sector.

Work Related: Research chosen pathways and related industries analysing and assessing working structures identifying information and skills needed. This will include practitioners in art and design delivering lectures and presentations of their own working practices.

To extend subject knowledge in a wider range of public and private environments, this will be done through exploring professional creative practices and creative institutions including exhibitions.

Apply research from selected pathways and related industries analysing and assessing working structures and applying identified information and skills to own practice.

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>B1: Identify appropriate primary and secondary source material that has the potential to further own understanding.</p> <p>B2: Successfully identify and apply knowledge, practice and theory for use in creative practice.</p> <p>B3: Arrive at logical solutions to personal learning and development goals.</p>	<p>Tutorials: to support students through the brief writing prose and to ensure knowledge learnt through contextualised investigations is applied to student's portfolio of work.</p> <p>Taught classes and guest speakers: To introduce the concepts and research methodologies involved.</p> <p>Offsite Visits: Students will take part in at least one module related offsite visit. The visit will support students in primary research collection.</p> <p>Independent Study: To carry out independent learning through direction from tutors/guest speakers/peers using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module. Students will evaluate their learning through contextualisation, analysis and reflective models to underpin current and future development.</p> <p>Work Related: Students will consider the relevance of own practice, skills and knowledge related to industry and contemporary practices and implement findings into own portfolio.</p> <p>Practitioners in art and design will provide lectures and presentations of their own working practices and relate this to creative industries.</p> <p>Apply research from selected pathways and related industries analysing and assessing working structures and applying identified information and skills to own practice.</p>

3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>C1: Undertake research using primary and secondary source material within defined guidelines.</p> <p>C2: Demonstrate an awareness of professionalism, highlighting safe and professional working practices.</p> <p>C3: Select appropriate formats to successfully present ideas to a variety of audiences.</p> <p>C4: Practically apply knowledge, methods and processes to create visual work.</p>	<p>Workshops: To deliver media and material explorations related to individual pathways and specialisms. The delivery of a series of masterclasses in which tutors and industry specialists can deliver a series of specialist focused sessions. These sessions will develop and underpin material, media and techniques explored.</p> <p>Presentation: To present a developed body of work which reflects specialist explorations through the submission of an outcome that will form part of an exhibition.</p> <p>Reflective Commentary: Annotations and evaluations across appropriate formats which comment on success, strengths and areas for development supported by technical notes.</p> <p>Taught classes and guest speakers: To introduce the concepts and research methodologies involved.</p> <p>Offsite Visits: Students will take part in at least one module related offsite visit. The visit will support students in primary research collection.</p> <p>Independent Study: Students are encouraged to independently engage with LRC and VLE resources. Students are provided with direct access to subject relevant books, journals, periodicals and e-resources, to support them in engaging with secondary sources and primary research methodology. Students to evaluate their learning through contextualisation, analysis and reflective models to underpin current and future development.</p> <p>Practical workshops: To deliver media and material demonstrations</p>

3C. Practical and professional skills

that will guide and develop own work and demonstrate understanding of materials, media and techniques. A visiting practitioner will lead a number of practical workshops as part of the guided learning.

Work Related: To assess own skills and knowledge against a variety of industry skills and standards to develop own knowledge and visual practice. Take part in Industry master classes run by local practitioners who will provide workshops and presentations where they will discuss their work in relation to research undertaken and key theories and concepts adopted.

Students will show selection skills in identifying and presenting work in a purposeful, individual and exciting portfolio that is a personal projection of their skills and creative identity.

The opportunities to interview, question and visit studios of current industry practitioners will enable students to gain an insight into professional practices.

Reflect through a series of samples the development of specialist industry skills and knowledge within own practice.

3D. Key/transferable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>D1: Organise, plan and manage own study effectively.</p> <p>D2: Communicate outcomes in a range of formats.</p> <p>D3: Recognise opportunities within the creative industries related to career aspirations.</p> <p>D4: Evidence through continuous evaluation and reflection improved knowledge, understanding and realisation of subject specific focus.</p>	<p>Tutorials: to reinforce individual understanding and ensure that students are managing time and working towards personal goals.</p> <p>Group critique and tutorials: Part of taught class time, students will present their ideas and concepts to different audiences and record responses through a reflective practice.</p> <p>Independent Study: Students are encouraged to independently engage with LRC and VLE resources. Students are provided with direct access to subject relevant books, journals, periodicals and e-resources, to support them in engaging with secondary sources and primary research methodology.</p> <p>In addition to tutorial support from the course team, students are able to access further support from the Academic Skills Tutor. Students have the opportunity to book sessions with LRC support staff, to provide guidance and training on the use of digital media to support their research and presentation of their findings.</p> <p>Tutorials: This time will be embedded into the practical workshop time and will reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Reflective Commentary: Annotations and evaluations across appropriate formats which comment on success, strengths and areas for development supported by technical notes.</p> <p>Work Related: To work on live briefs with client defined outcomes and</p>

3D. Key/transferable skills

time scales ensuring that work meets all client criteria and it is presented in an appropriate format.

To prepare for presentation components, the student will undertake a mock presentation with supporting documentation and review feedback and implement suggestions for improvement.

Students will use their findings related to specific creative industry research to complete a skills audit to direct future research and skill development.

As part of the reflective practice students should keep an in-depth material and technique records which include clear technical notes including visual referencing and evaluative and conclusive statements.

Demonstrate a robust and disciplined attention to time management which will enable students to structure a professional work ethic completing and presenting work to meet personally set and course deadlines.

A certificate of higher education may be awarded to a student who has completed 120 credits at Level 4

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Specialist Contextual Studies in the Creative Industries	20	None	-	Yes	1
Traditional and Digital Material Practice Personal Pathway	40			No	1
Professional Practice in the Creative Industries	20			Yes	2
Final Major Project: Advanced Specialist Skills and Exhibition	40			No	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>A1: Demonstrate a thorough awareness of key concepts, theories and movements, including critical analysis of specialist and discipline areas, professional practice, and how this can influence own direction.</p> <p>A2: Demonstrate a detailed awareness of traditional and non-traditional techniques, processes and methods related to specific</p>	<p>Independent Study: Students are encouraged to independently engage with LRC and VLE resources. Students are provided with direct access to subject relevant books, journals, periodicals and e-resources, to support them in engaging with secondary sources and primary research methodology.</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised and related to personal development and career goals.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

disciplines.

A3: Demonstrate development of own knowledge and understanding within a defined context, using appropriate media, techniques and processes.

A4: Apply research, reflection and analysis to knowledge and understanding in order to reach supported conclusions.

Workshop: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.

Group critique and tutorials: Students will present their ideas and concepts to different audiences and record responses through a reflective practice.

Lectures: To introduce the concepts and research methodologies involved in developing contextual sources and integrate concepts, materials and media in to personal themes and outcomes. Guest speakers or visits support the development of personal investigations and develop meant of industry skills.

Work Related: The student will carry out primary and secondary research related to selected specialism/s which will include interviews, questioning, visit related to current specialist industries and practitioners. This will enable students to gain an insight into specialist professional practices.

Students will use the focus of specialist and industry relevant research to inform own practice, skills and knowledge, this will be demonstrated through findings being presented in own portfolio.

To research chosen pathways and related industries analysing and assessing working structures identifying information and skills personally

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

needed. This research will support personal investigations into own practice and inform an upskilling programme to be industry ready.

3B. Cognitive skills

Learning outcomes:

At the end of the level, students will be expected to:

B1: Use primary and secondary source material to further own understanding and underpin creative thinking.

B2: Successfully identify and apply relevant knowledge, practice and theory in personal creative practice.

B3: Identify, through analysis and reflective thinking, logical solutions to personal learning, development and career aspirations.

Learning and teaching strategy/ assessment methods

Tutorials: Through one to one support students will develop a series of plans and tasks which make it possible to complete a personal project brief.

Independent Study: To carry out independent learning through direction from tutors/guest speakers/peers using VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.

Workshop: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.

Group critique and tutorials: Students will present their ideas and concepts to different audiences and record responses through a reflective practice.

Individual presentations: Students will deliver content and information through personal activities which are underpinned by the exploration of

3B. Cognitive skills	
	<p>the creative industries and their own career aspiration.</p> <p>Work Related: The skills of pitching and negotiation will be employed/developed through the process of identifying their individual focus with the module tutor.</p> <p>Students will research selected creative industry and practitioners related to personal goals and aspirations.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>C1: Independently undertake research from primary and secondary sources using a range of investigative techniques within defined guidelines.</p> <p>C2: Demonstrate a clear sense of professionalism, adopting safe and professional working practices.</p> <p>C3: Select appropriate formats to successfully present ideas to a variety of audiences, reflecting on their effectiveness.</p> <p>C4: Practically apply knowledge, methods and processes to creatework, through exploration and experimentation.</p> <p>C5: Develop self-promotional materials to support</p>	<p>Private Study: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.</p> <p>Workshop: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.</p> <p>Group critique: Students will present their ideas and concepts to different audiences and record responses through a reflective practice.</p> <p>Exhibition Presentation: Through visits and presentations, develop concepts and skills to present work to a gallery audience.</p> <p>Work related: To prepare for presentation the student will undertake a mock presentation with supporting documentation, then review feedback and implement suggestions for improvement.</p> <p>To present the body of work to a variety of audiences including a peer</p>

3C. Practical and professional skills	
future employment or self –employment	<p>presentation and presentation of a professional final piece using appropriate methods of professional practice. To use methods of reflection and analysis to respond to feedback.</p> <p>As part of reflective practice students should keep an in-depth material and technique records which include clear technical notes including visual referencing, health and safety practices. These must be supported by evaluative and conclusive statements.</p> <p>To investigate a variety of media and tools that are used by creative professionals within the industry and through analysis and reflection respond by creating personal self-promotion tools using appropriate formats.</p>

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>At the end of the level, students will be expected to:</i></p> <p>D1: Negotiate, plan and manage own work schedule.</p> <p>D2: Select appropriate media to communicate outcomes to a specific audience.</p> <p>D3: Successfully engage in activities both as an individual and in co-operation with others to further own learning.</p>	<p>Private Study: To develop flipped learning skills through the use of VLE and other appropriate methods to enhance autonomy and ownership of the knowledge and information gained through the module.</p> <p>Workshop: To explore through personal directed in-depth research a development of specialist and independent discipline experimentation through the use of a media, materials, equipment and technology.</p> <p>Group critique and tutorials: Part of taught class time, students will present their ideas and concepts to different audiences and record responses through a reflective practice.</p> <p>Individual and group presentations: Students will deliver content and</p>

3D. Key/transferable skills

information through personal and group activities.

Independent Study: Students to be actively involved in managing a personal project and to present findings using a variety of formats.

Work Related: To prepare for the final presentation the student will undertake a mock presentation with supporting documentation and review feedback and implement suggestions for improvement. Wider work-related skills which may also be developed include developing presentation skills, working effectively to a brief, and time management.

To demonstrate a robust and disciplined attention to time management which will enable students to structure a professional work ethic completing and presenting work to meet personally set and course deadlines.

Through input from industry practitioners and personal investigation students will examine others' working practices, network and reflect on findings to further inform own present and future practice.

To demonstrate a robust and disciplined attention to time management which will enable students to structure a professional work ethic completing and presenting work to meet personally set and course deadlines.

Through input from industry practitioners and personal investigation students will examine working practices related to exhibiting and presenting work and reflect on findings inputting these into own presentation, presenting work to meet personal and collaborative needs and deadlines.

4. 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

None

5. Support for students and their learning

Personalised student support, ensuring students feel they are regarded and supported as individuals on their programme with opportunities for student-staff contact is recognised as a key factor in student motivation and involvement. Knowing members of staff well can enhance a student's experience. The full-time programme attracts non-traditional students, leading to limited timescales in which to access the support available. It may also lead to a lack of understanding as to the level of support which may have a high impact on students. A strong induction is planned to ensure students have knowledge as to what support is available, how it can be accessed and how it can benefit them. The use of a small academic programme team will also help students get to know staff well.

The students will be allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. A progress coach is available to supplement the support available from the personal tutor. Personal tutors and progress coaches provide both academic and pastoral support to students. The students will meet their personal tutor and progress coach during induction week and at regular intervals (at least once per semester, more often if individuals have an identified need), to ensure they are making good progress. Notes are recorded on Promonitor which is then available to the student. This would include any agreed actions or targets that were to be taken before the next tutorial meeting.

Students may also contact their personal tutors or progress coach at any time during the academic year if they have any problems or issues that need resolving. Personal tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Personal tutors also monitor student attendance and, where appropriate, make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor or progress coach may be referred to appropriate specialists in Learner Services. Counselling is available from a small team of counsellors, and in addition to this support from Learner Services is available with such things as benefits and housing, fees and funding issues. They are also able to offer financial support in the form of a loan or grant to students through the HE Hardship Fund.

Students who are 'at risk' academically are directed towards the most appropriate advice and support; this is usually academic skills support, but they may be referred to other specialists and information available within the College.

6. Criteria for admission

Applicants are expected to have the equivalent of between 48 – 56 UCAS Tariff points, including the following:

A Levels (one of which to be Art and/or Design or a related subject) - CD

BTEC Level 3 (Art and/or Design or a related subject) – MMP

BTEC - MM

Access to HE Art and Design - Pass

A good level of English and Maths is expected, however passes in Level 2 or GCSE qualifications are not absolute requirements.

All applicants must complete a satisfactory interview as part of the admissions process. During the interview applicants must score above a minimum level against set Essential and Desirable criteria. Successful applicants will have demonstrated, as a minimum:

- An appropriate level of subject knowledge;
- That their approach to work reflects a degree of passion and professionalism;
- That they can discuss art work, explaining application of knowledge has informed judgements to achieve a successful outcome. This will be in the forms of reflective/written statements;
- That they have an area of interest of aspiration within the creative industries; and
- A portfolio of work.

If all applicants meet the Essential criteria then scoring against the Desirable criteria may be taken into consideration when selecting successful applicants. Desirable criteria include:

- Motivation and enthusiasm to learn and develop own skills and self-directed learning;
- Volunteering, extra-curricular activities;
- Industry experience in a relevant profession;
- Career/professional aspiration in the creative industries.

Applications for RPL (RPEL or RPCL) will be considered where relevant experience or learning can be demonstrated, and the University Centre process has been satisfactorily completed.

Recruitment to this programme will be either from internal FE progression or those re-entering education (predominantly mature students), seeking career enhancement and/or change. According to historic recruitment data, students applying to and taking up study on this course will largely live within a twenty-five mile radius of the University Centre with the vast majority living in the Calderdale area.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

Assessments on this programme vary with each module. For each module there are two forms of assessment – the first being formative. This is usually a draft of part of a piece of work or a presentation of ideas that can be assessed by a module tutor to give guidance on how it achieves the aims and outcomes for the module. This formative assessment will not be marked but will be given verbal or written feedback in order for amendments to be made before submission of the final piece of work for the summative assessment.

Full details of the deadline dates for all of the assessments will be given by module tutors and will be clearly outlined in the programme handbook.

The assessments are marked with reference to the module outcomes outlined in each module specification and assignment brief.

Handing in of assessed written work will be via Turnitin. This includes submitting work online through Moodle or bringing physical artifacts to the tutor by the set deadline.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments at regular intervals across the year. There are no formal written examinations. The programme 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.

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 six days a fail will be recorded and a resubmission opportunity will be offered after the Board of Examiners meeting at the end of the semester.

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned to try and avoid them all bunching together at the end of the semester.

Feedback on Assessment

Both oral and written formative and summative assessments will support students to reflect on progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the programme is continually assessed in terms of the developmental process. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally) however, this feedback is not formally recorded or tracked. Students are also encouraged to give feedback to peers and engage in ongoing self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from tutors during scheduled meetings and timetabled sessions.

9. 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:

- An annual Programme Leader Report which includes an action plan for developments and improvements. This report is informed by the annual course review, external examiner reports and the programme team responses, as well as feedback from students
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups. These then feed into the bi-annual enhancement and development meetings. The student programme representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that cannot be responded to at the meetings, the programme representatives are regularly updated on progress. Feedback is also disseminated by the programme leader, who endeavours to flag up changes to the college and the programme based on student feedback. This highlights 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. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up
- Academic staff attend a range of staff development events aimed at improving teaching and learning
- The sharing of best practice through the HE Forum
- Programme leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance
- The programme team is expected to keep themselves aware of changes in industry practice
- A range of lesson observations are undertaken as part of the College's quality assurance framework. These include short walk through observations which take place on a termly basis, and a minimum of one longer lesson observation in each academic year. If areas for improvement are identified, an advanced learning practitioner is assigned to support development of practice. Re-

observations are then scheduled to monitor impact.

10. Changes made to the programme since last (re)validation

Not applicable

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level 4	Modules	Programme Outcomes													
		A1	A2	A3	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4
	Individual Project			x	x		x	x	x	x		x			
	Professional Practice in Art and Design	x			x					x			x	x	
	Traditional and Digital Material Practice Exploration		x			x	x	x			x	x	x		
	Visual and Material Contextual Research	x			x			x				x	x		
	Working Methods, Sources and References		x		x						x				x

Level 5	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3
			Specialist Contextual Studies	x				x	x		x					X
	Traditional and Digital Practice Personal Pathway		X	x				x		x	x				x	x
	Professional Practice in the Creative Industries				x			x					x			x
	Final Major Project: Advanced Specialist Skills and Exhibition				x		x				x	x		x		x

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against 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.