Programme Specification

Foundation Degree Creative Arts and Design Practice

Valid from: September 2013

Faculty of Technology, Design & Environment/
Oxford and Cherwell Valley College
Banbury Campus
SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Awarding body:</th>
<th>Oxford Brookes University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching institution and location:</td>
<td>Oxford and Cherwell Valley College Banbury Campus</td>
</tr>
<tr>
<td>Final award:</td>
<td>Foundation Degree</td>
</tr>
<tr>
<td>Programme title:</td>
<td>Creative Arts and Design Practice</td>
</tr>
<tr>
<td>Interim exit awards and award titles:</td>
<td>Certificate in Higher Education</td>
</tr>
<tr>
<td>Brookes course code:</td>
<td>CV12</td>
</tr>
<tr>
<td>UCAS/UKPASS code:</td>
<td>WW12</td>
</tr>
<tr>
<td>JACS code:</td>
<td>W900</td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>Face to Face</td>
</tr>
<tr>
<td>Mode/s of study:</td>
<td>Full time over 2 years part time over 3 years</td>
</tr>
<tr>
<td>Language of study:</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>(With reference to the undergraduate subject benchmark for Art and Design 2008 <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf</a>)</td>
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<tr>
<td>Faculty managing the programme:</td>
<td>Faculty of Technology, Design and Environment</td>
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<tr>
<td>Date of production (or most recent revision) of specification:</td>
<td>May 2013</td>
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SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The Foundation Degree in Creative Arts and Design Practice is distinctive in that unlike most other HE programmes in Art and Design, it allows students to pursue both Fine Art and Design with a flexible programme that engages students to explore a broad range of complimentary disciplines. The programme will equip students with the necessary skills to work independently and professionally as a practising artist or designer or to proceed to further study.

The programme is unique in that it aims to produce graduates who will have the experimental and conceptual strengths of Fine Artists and methodical visual communication and commercial strengths of Designers. The long established relationships created with practitioners in the
locality ensures that students will have access to a broad range of commercial venues, live briefs and gallery spaces in which to further engage with creative arts and design practice. Modules developed are highly practical, with an emphasis on investigation, experimentation, process and analysis; all of which adds to the learning experience for students. Access to independent working is encouraged and students have opportunities to work across workshops. Great emphasis is placed on ‘what next’ for creative arts and design students; all modules therefore carry aspects of business related skills acquisition.

2.2 Aim/s of the programme

1. To provide an opportunity to experience the breadth of areas in art and design in order to assist specialist area and career choices.
2. To develop a specialised, well presented portfolio of a professional standard for career or further study.
3. To equip students with the creative, technical, reflective and analytical skills to develop an informed understanding of contemporary art and design and its cultural and historical contexts.
4. To enhance students’ awareness of their potential for further progression, including employment and further study.
5. To develop students’ graduate attributes and core skills in art design.

SECTION 3: PROGRAMME LEARNING OUTCOMES

The University seeks to provide an appropriate curriculum for the 21st Century which enables Brookes’ graduates to demonstrate the skills and ‘adaptive expertise’ that will enable them to take p valuable and satisfying careers and continue to contribute to society and the economy. Every undergraduate programme maps its learning outcomes – at programme and module level – to a set of five Graduate Attributes.

On completion of the programme students will be able to:

3.1 Academic literacy

- Recognise underlying concepts and principles within the context of creative arts and design and apply them in practice
- Recognise creative arts conventions and develop a critical understanding of the ways in which those conventions have developed
- Successfully apply the skills, knowledge and understanding gained on the programme and in the workplace in providing creative solutions
- Understand and apply a range of creative arts and design practices and skills in presenting creative and effective outcomes
- Demonstrate an understanding of creative arts and design practice

3.2 Research literacy

- Demonstrate an understanding of key texts and research methods in relation to contemporary practice
- Apply a range of academic and practical tools to research, analyse and evaluate creative arts and design solutions

3.3 Critical self-awareness and personal literacy

- Communicate effectively using a variety of different formats and technologies
- Understand the importance of working with a range of processes and creative arts and design disciplines, to ensure successful future employment
- Demonstrate an appropriate level of transferable skills to enable progression to employment and or further study
- Reflect upon their strengths and areas for development and be able to adapt to changing demands
3.4 Digital and information literacy
- Work independently in identifying, accessing and utilising a range of information sources
- Demonstrate appropriate knowledge of and skills, utilising Information technology in appropriate ways
- Locate work in relation to current and emerging technologies

3.5 Global citizenship
- Locate work in relation to current and emerging global practices and debates

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Value</th>
<th>Status</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Cultural and Contextual Studies</td>
<td>15</td>
<td>Core - Level 4</td>
<td>None</td>
</tr>
<tr>
<td>102 Professional Practice</td>
<td>15</td>
<td>Core - Level 4</td>
<td>None</td>
</tr>
<tr>
<td>103 Mixed Media</td>
<td>30</td>
<td>Core - Level 4</td>
<td>None</td>
</tr>
<tr>
<td>104 Processing Ideas</td>
<td>30</td>
<td>Core - Level 4</td>
<td>None</td>
</tr>
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<td>105 Live Group Projects</td>
<td>30</td>
<td>Core - Level 4</td>
<td>None</td>
</tr>
<tr>
<td>201 Critical Studies</td>
<td>15</td>
<td>Core - Level 5</td>
<td>101</td>
</tr>
<tr>
<td>202 Work Related Practice</td>
<td>30</td>
<td>Core - Level 5</td>
<td>102</td>
</tr>
<tr>
<td>205 Exploratory Practice</td>
<td>30</td>
<td>Core - Level 5</td>
<td>103/104</td>
</tr>
<tr>
<td>204 Final Major Project</td>
<td>45</td>
<td>Core - Level 5</td>
<td>103/104/105</td>
</tr>
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Within their first year, students will be introduced to areas such as mixed media, research, criticality and academic writing, in addition to developing a portfolio to support their professional development.

In the second year students will be focussing on developing their skills of enquiry in preparation for their Final Major Project. This will also help prepare them for their honours year component modules (e.g. dissertation) should they wish to progress on to the BA Hons programme (currently being developed for September 2014).

Progression

The average mark for the award classification of a student gaining entry with credit will be calculated on the total number of modules studied on the FdA Creative Arts & Design Practice programme. Credit is awarded for learning, and students must therefore provide evidence of their learning, either through the submission of the required assessment/s for a module or programme of study taken at Brookes, production of an award certificate, or other evidence of learning where it has taken place outside formal educational settings.

The credit assigned to prior learning may be used for admission with advanced standing onto the FdA Creative Arts & Design Practice or for exemption from an element or elements within the programme.
SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

Overall, the programme favours active learning approaches. Teaching across the modules of the course is conducted through a range of approaches: formal lectures, informal in-class discussions, seminars, practical assignments and demonstrations, group exercises, technical workshops and tutorials for groups or individuals. The students will be introduced to the e-learning environment via the College’s integrated on-line learning environment.

There are differences between individual modules and between levels. The primary aims of Level 4 will be to motivate and engage first year students with the study of creative arts and design practice to provide a sufficiently broad experience of creative arts and design studies to provide students with a firm platform from which to successfully meet the progressive demands of Level 5 studies and to understand the breadth of the options available to them. Level 4 also provides core skills as essential to art and design theory and practice. Level 5 modules support progression to the final year of an honours degree where there is an increased emphasis on independent learning and more in-depth, personal enquiry.

Self-study typically consists of practical studio work, writing evaluations and using sketchbooks/notebooks to record ideas.

The strategy for assessment of the learning outcomes is described in each module syllabus where the balance between analytic and creative skills as well as personal development and professional skills is outlined. There are no exams only course work, presentations and written assignments. All assessment is designed to be aligned with module learning outcomes and the combination of learning outcomes and individual modules combines to provide the graduate attributes for the subject. A range of assessment strategies and weighting are used, including:

100% Coursework (portfolio of artwork/ Professional Practice Diary)
50% Coursework & 50% Presentation
80% Written work (Essay) & 20% Presentation
10% Coursework (Evaluation) 70% Coursework (portfolio) & 30% Coursework (Exhibition)
40% Written work (Research Methods) 40% Written work (Cultural Context) 20% Presentation

The assessment strategy is guided by ‘Brookes Assessment Compact’ see details at: http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf

Student should expect:
- 36 – 50 hours contact time and 100 - 120 hours independent study time including preparation for assessment for single (15 credit) modules
- 120 -140 hours contact time and 160 – 180 hours independent study time including preparation for assessment for double (30 credit) modules
- 50 hours contact time with 400 hours for independent study and preparation for assessment for a triple module (45 credits)

5.2 Teaching and Learning Methods

Group Tutorials:
Reflective learning is encouraged, knowledge is acquired and independent learning is supported through group tutorials scheduled into each module. They focus on an individual student’s research issues, concerns, methods and progress within a group setting. Other students contribute where appropriate, and learn from the experiences of each other. Through group tutorials, students are introduced to the diverse research activities being undertaken by their peers, the range of issues that arise through their working methods and appropriate ways for
developing their practice. The process enables students to develop graduate attributes, academic and research literacy, in broader ways than through individual tutorials alone and helps to develop student's communication skills.

**Individual Tutorials:**
Individual tutorials are scheduled into each module. Individual tutorials focus on the student's developing research process and support in depth study, and independent learning. Students are encouraged to reflect upon and utilise their developing academic, research, critical self-awareness and personal literacy skills, to transfer prior learning into new contexts and to hone their critical thinking. Individual tutorials in give students an opportunity to discuss their work in progress in depth, appraise work done and set future goals. In technical modules, tutorials support the students in developing graduate attributes in digital and information Literacy, problem solving and working in often, unpredictable environments.

**Workshops:**
Practical workshops are scheduled into module timetables. Workshops introduce students to methods and techniques in creative art and design practices. They are participatory, enabling students to work in groups or individually on techniques and exercises that will be useful to them in their developing practice. These workshops enable students to develop and utilise advanced skills, developing their personal and information literacy in ways that will contribute to the development of their practice and the production of their portfolio.

**Lectures:**
Contextual studies lectures take place within Cultural and Culture Studies module and Critical Studies module but also complement and support the programme. Lectures are designed to introduce students to concepts and issues in contemporary art and design including theory and practice. They build academic literacy by introducing information and key concepts, which underpin students' subsequent theoretical understanding. Lectures introduce students to research, data gathering methods and writing skills. Lectures in practice modules introduce students to practice-based research strategies and methodologies for generating and making experimental contemporary art and design. They provide the basis for the discussion of such concepts and methodologies in tutorials. Lectures challenge students to question their own assumptions about art, design and culture and also those of the theorists and practitioners considered.

**Field Trips:**
Field trips to local and regional galleries and museums are scheduled into modules. Trips are contextualised by talks prior to the trip, which highlight issues to be considered by the student during the trip. Field trips help to familiarise students with modern and contemporary art and design and to consider the relevance of this to their own developing practice. The trips also enable students to relate their own practice to current and emerging practices, technologies and global trends with an aim to extend student's awareness of the global citizenship graduate attribute and to see original works in professional environments.

**Independent Research and Development:**
From the outset of the programme, independent work is supported through tutorials, feedback and group discussion. Independent study accounts for by far the biggest amount of time that students will spend on research, development and production activities within their various modules. A student should expect to commit time on the weekends and evenings in addition to the taught contact time in each module. In all modules students employ taught creative strategies and research methods for generating, developing and making their own creative work. Students use a range of practice-based research methods to devise and develop their own projects. Through practice-based research, students develop critical self-awareness by exploring different creative approaches enabling them to learn about how ideas take form and how meanings are conveyed to an audience. The methods used differ considerably from a straightforward process of information gathering. In practice modules students transfer their initial research into resolved work, the production of which requires them to engage in creative
decision making processes, problem solving and risk taking and often to work in unpredictable and unfamiliar environments. Above all independent research gives students an informed basis on which to develop personal literacy and position their own practice.

**Self-evaluation:**
Students are taught how to develop critical self-awareness through the processes of self-evaluation during one to one tutorials and group critiques. The group critique helps students to clarify student learning and consider ways in which they could develop their ideas in future modules and within their own practice. Appropriately, relevant reflective, critical self-awareness and personal literacy are developed in all modules, and provide a sound basis for themselves as practicing artists and designers which is carried through to the Final Major Project.

**Placements:**
The Work Related Practice module is available at Level 5 in which students can gain credit for professional work experience undertaken outside the University programme. Placements are supervised by members of academic staff with relevant industry contacts, and provide students with valuable professional experience in a range of contexts and environments within the creative industries relevant to art and design. Placements may take place in contexts such as: galleries, museums, arts organisations, community projects, education, publications etc. or could be with an individual artist or collective. You will be given a copy of the *Placement Guide for FdA Creative Arts and Design Practice* which explains the roles and responsibilities of you your placement supervisor.

**Assessment – Methods**
The programme’s overarching aim is to use assessment to both measure student achievement and to promote student learning and engagement. Assessment methods include:

**Coursework**
There are no exams in the FdA Creative Arts and Design Practice programme. All assessment is based on the submission of coursework. Coursework requirements will vary from module to module, and may consist of: Practical work; workbooks/journals; essays and other written forms, presentations; portfolios etc. More detailed information on this can be found below.

**Practical work**
Practice is the largest part of the FdA Creative Arts and Design Practice and thus comprises the biggest component of assessment. Practical work which is resolved and work in progress is the end result of the various research methods and strategies used during the course of each practice based module. This work is submitted at the end of each module and then considered for assessment by staff. In the final module: Final Major Project, the work is considered in the professional context of a public exhibition. All assessment of practical work, (complete and in progress), is done in tandem with the assessment of the written project proposal and portfolio. This gives assessors clear information on the student's own intentions, understanding of their learning during the module and the effects of any resulting work they have produced.

**Written Work**
Written work forms an important component of assessment especially for theory modules where it is the main method of assessment. In written work students are expected to provide clear evidence of their understanding of material relating to the module in question. This can take many forms: providing analyses of artworks etc.; providing argument and counter-argument to differing historical and theoretical perspectives; answering direct essay questions relating to lectures/seminars attended and/or set texts; conducting interviews; relevant alternative forms of creative writing. Students are given guidance on how to structure written work and the conventions to use when writing. In practice based modules students are also assessed on written Project Proposals.

**Portfolios**
For some modules students are asked to submit a portfolio (this can be either written or visually based or a combination of these - depending on the Module). Portfolio submissions should, in
Assessing students fairly
The programme will seek to ensure that assessment fairly measures student achievement through: adherence to College and University assessment and moderation quality assurance policies and procedures; ensuring that a range of assessment methods are used throughout the programme, not only to support the development of a variety of skills and knowledge areas but also to support students’ different learning styles and abilities. In doing so, wherever possible, assessment tasks will relate to real scenarios and promote the development of the transferable skills required by employers.

5.2 Assessment regulations
The programme conforms to the University B1. Foundation Degree Regulations at: http://www.brookes.ac.uk/uniregulations/current/specific/foundationdegree

SECTION 6: ADMISSIONS

6.1 Entry criteria
Applicants should normally possess the following:

Either:
- A minimum of two years' relevant work experience and a current role in an appropriate workplace setting, and
- A Line Manager’s letter of support and recommendation;

Or:
- A minimum of one pass at A-level or 6-unit Vocational A-level, plus three passes at GCSE (grades A–C), or O-level (grades A–C) normally including Mathematics and English Language
- A National Certificate or Diploma or other equivalent qualifications, such as GNVQ/NVQ or other Level 3 vocational qualifications
- Access to Art & Design; Foundation Art & Design

Dispensation
Exceptionally, applicants who can show that they have qualifications or experience or both that demonstrate that they have knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above may be admitted with dispensation from the requirement to possess those qualifications.

Admission with credit
Applicants with prior certificated or experiential learning may be admitted with credit for up to a maximum of 120 credits at level 4.

All applicants to the programme are required to attend an interview either in-person or on Skype video conferencing and/or on the phone. An art and design portfolio is required at interview and this should include evidence of an appropriate standard of visual literacy as well as a sample of written work. An electronic portfolio will be accepted in cases where an in-person interview is not possible.
English Language Requirements
Applicants whose first language is not English must demonstrate that their English language skills are high enough to succeed in their studies by meeting the University Standard English Language requirements. Applicants requiring a student visa to enter the UK will need to meet the UK Border Agency’s (UKBA) minimum language requirements as well as the University Standard English Language requirements. For further information see: www.brookes.ac.uk/international/how-to-apply/english-language-requirements/

Duration of the Programme of Study
The programme is designed to be completed in a minimum of 2 years of full-time study or 3 years of part-time study. To qualify for the award in either mode of study the student must fulfil the conditions within a maximum of six years from initial registration.

SECTION 7: STUDENT SUPPORT AND GUIDANCE

There is a large framework of support and guidance available to students both at the College and Oxford Brookes University. Induction week provides an opportunity to visit Oxford Brookes University facilities as well as those at the College. At Oxford Brookes this includes an introduction to facilities provided by Student Services including the Student Union Advice Centre and Oxford Brookes University Library. In addition there will be a tour of College facilities and introductory meetings at the College to inform students about the structure of the programme and explain relevant material such as the Programme Handbook that covers all student support and guidance in detail.

Personal tutors, Careers Advisors and Student Counsellors at the College will support students throughout their programme with academic, pastoral and career/progression advice and in making decisions regarding their future career destination. This could be to progress to further study by applying for a degree programme or to secure a work placement/experience within a relevant area of industry. Tutors will work with each student on a one to one basis to develop these aspirations and help forge links and research appropriate companies, businesses and practitioners who may be able to offer work experience to students once full time study ceases. The course also looks to support learners after full time study has ceased by email support and monthly or bi-monthly tutorials or portfolio viewings organised on a basis to ensure that student’s progression continues.

SECTION 8: GRADUATE EMPLOYABILITY

The main focus of this course is to allow students to develop skills, graduate attributes, knowledge and a portfolio that will allow them to progress into careers in art and design or further study. Expected career destinations for graduates include being self-employed as practicing artists and designers, arts management, studio designers, gallery and museum related employment, teachers and community based project work.

The programme develops students’ employability through their awareness of professional practice in specific modules at Level 4 where students are encouraged to develop their own creative identity as professional artists and designers. Students will develop an understanding of the range of professional skills required to operate successfully in the creative industries such as considering the range of strategies that different practitioners employ to promote and market themselves.

In the Live Group Project module, students’ develop their awareness and skills in teamwork, responding and working to a client brief and verbal presentation and written communication.

During Level 5 in the Work related Practice module, students undertake a work placement of a minimum of 40 hours to develop and improve their employability with an emphasis on
professional conduct, team work, problem solving, self-management, organisation and motivation.

SECTION 9: LINKS WITH EMPLOYERS

An essential aspect of this qualification is to facilitate professional development experiences that are appropriate to students’ individual creative pathways. The programme will enable students to develop their practice within the context of their existing workplace and/or generate and identify new contexts for themselves and their chosen area of study. This is particularly relevant as part of the Work Related Practice module but will also be a strong component within the course.

A range of creative arts organisations and individuals have been consulted throughout the process of developing the Programme. This has led to commitments to support ‘live’ projects and provide placement opportunities for students. Potential and existing students have also been consulted on the content of the programme.

Students are encouraged to meet and establish contacts, attend talks and see exhibitions by artists and designers exhibiting in the Glass Tank gallery at Oxford Brookes University.

Students have the opportunity to attend a visiting speaker programme scheduled as part of the BA (Hons) Fine Art programme at Oxford Brookes. This is delivered by contemporary artists, designers, curators and other creative professionals. The speakers, often contacted through staff research networks, introduce students to current research issues and methodologies across a range of art and design practices/professional contexts and extend the student’s awareness of practices and ideas they hear about and are exploring in their own work. Students are invited to sign up for small group tutorials with visiting speakers offering an opportunity for dialogue and different perspectives on their own emerging concerns and professional aspirations.

SECTION 10: QUALITY MANAGEMENT

Indicators of quality/methods for evaluating the quality of provision

The FdA Creative Arts and Design Practice course will be evaluated via central College and University QA systems which will include annual and periodic programme review and external examiners’ reports.

Student representation and feedback will take place through the following ways:

- Through student representatives at Subject Committee meetings
- At the end of each module with students completing a student module evaluation questionnaire.
- At the end of the course by completing a course evaluation form
- Through the National Student Survey

This feedback will be used to make continuous improvements to teaching and learning and quality and standards on the programme. The Programme Subject Committee at the College is responsible for the day-to-day running of the Foundation Degree programme and any business relating to the Subject, modules and resource allocations such as equipment and materials. It also deals with both long and short term academic planning and changes to individual modules or the structure of the Subject.

An elected ‘HE Student Representative’ will raise issues and concerns on behalf of students with members of the Programme Team at the College.