

Programme Specification

BA(Hons) Creative Arts and Design Practice

Valid from: September 2015

Faculty of Technology Design and Environment

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Solihull College
Final award:	BA Hons
Programme title:	Creative Arts and Design Practice
Interim exit awards and award titles:	BA
Brookes course code:	SH29
UCAS/UKPASS code:	TBC
JACS code:	W900
Mode of delivery:	On campus, Face to Face
Mode/s & duration of study:	Full Time 1 year, Part Time 2 years
Language of study:	English
Relevant QAA subject benchmark statement/s:	QAA Subject Benchmark Statement: Art and Design, 2008. QAA Subject Benchmark Statement: Communication Media, Film & Cultural Studies, 2008. Documents can be found at: http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ADHA08.pdf
External accreditation/recognition: <i>(applicable to programmes with professional body approval)</i>	N/A
Faculty managing the programme:	Technology, Design and Environment
Date of production (or most recent revision) of specification:	February 2015

SECTION 2: OVERVIEW AND PROGRAMME AIMS

2.1 Rationale for/distinctiveness of the programme

The Creative Arts and Design Practice programme at Solihull College is a distinctive course designed to provide students who have completed a level 5 qualification in a specialist area (for example, graphic design, photography or moving image) to develop their own work as a creative across their own area of practice. It also develops collaboration with others in a bespoke module that promotes sharing practice and skills as well as teamworking. Experience of different areas of practice to allow growth and development of their own skill set. This will prepare them for the creative industries in which this cross discipline approach is common and beneficial for career development. The research module will feed directly into the negotiated study module, and these run through the centre of the course, to allow students to develop their own practice theoretically and technically. Alongside this, a portfolio and promotion module, will prepare students with contemporary creative practice, but also allow them to promote themselves in a much more professional and creative manner. Students will undertake practical technical workshops in a range of disciplines relevant to the creative industries workshops as the course progresses. Practice modules culminate at the end of the programme with an externally organised and promoted Creative Arts Degree Show.

The course aims to produce graduates who have a thorough understanding of professional creative practice through a range of commercial and artistic disciplines in a national and international context. It will allow students to acquire a clear understanding of and confidence in personal creative practice and will equip them to undertake further professional development. Students will be expected to collect and utilise information from a wide variety of sources and maintain a professional and responsible design ethos within their work, and be able to apply their skills broadly in the creative industries.

2.2 Aim/s of the programme

- To enable students with a Foundation Degree in Creative Arts and Design Practice or equivalent the opportunity to further extend, consolidate and apply specialist knowledge in order to achieve an honours degree.
- To support students to develop a professional arts and design practice which utilises appropriate research methodologies and technologies and is informed by conventions and cultural debates within contemporary creative practice.
- To produce graduates who are able to respond creatively to problems and demonstrate qualities such as flexibility and adaptability, which will enable them to develop and sustain a career in the creative arts sector or go on to post graduate study.
- To encourage students to engage with wider social issues such as diversity, equality and the environment in the development of a sustainable creative arts practice.

SECTION 3: PROGRAMME LEARNING OUTCOMES

Graduate Attributes

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 up valuable and satisfying careers, and 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 successful completion of the programme, graduates will demonstrate the following brookes attributes

3.1. Academic Literacy

- Demonstrate an in-depth understanding of cultural practices, conventions, and debates within the creative sector.
- Extend, consolidate and apply knowledge of specialist techniques, materials and processes.
- Generate and develop an extensive range of ideas to achieve creative solutions to appropriate challenges.
- Accurately analyse and evaluate practical and theoretical material within the creative sector.

3.2. **Research literacy**

- Identify and utilise appropriate research methodologies.
- Critically analyse and evaluate primary and secondary research in order to construct and sustain an argument.
- Engage with key debates relevant to contemporary creative practice.

3.3. **Critical self-awareness and personal literacy**

- Identify, manage and communicate their own role within a professional context.
- Evaluate and critically assess their own work and that of others.
- Demonstrate an ability to work effectively both independently and collaboratively.
- Respond in a flexible way to a changing professional environment and create opportunities for self and others.

3.4. **Digital and information literacy**

- Demonstrate appropriate knowledge of social media and digital technology.
- Locate work in relation to current and emerging technologies.
- Demonstrate competent technical skills necessary for own practice.

3.5. **Global citizenship**

- Demonstrate an awareness of equality, diversity and social justice and the effects of discrimination, prejudice and stereotyping.
- Promote the consideration of sustainable design in relation to ethical, social, political and environmental issues.

SECTION 4: PROGRAMME STRUCTURE AND CURRICULUM

4.1 Programme structure and requirements:

240 credits at level 4 and 5 are provided by APL from the HND Graphic Design, HND Photography and HND Creative Production for media programmes at Solihull College.

To obtain a BA Honours Degree a student must within 3 years, pass modules totalling 120 credits at level 6.

To obtain a BA Ordinary a student must, within 3 years pass modules totalling 60 credits at level 6 if progressing from an Oxford Brookes programme or 90 credits if progressing from a programme at another university.

The programme is designed to be completed in a minimum of one academic year when taken in the full time mode of study and a minimum of two years when taken in the part time mode of study.

Module	Credit	Level	Status	Semester
302 Critical and Contextual Writing	30	6	Compulsory	1 full time 1 part time
302 Negotiated Studies	45	6	Compulsory	1 full time 2 part time
303 Collaborative and Creative Practices	30	6	Compulsory	1 full time 1 part time
304 Portfolio and Promotion	15	6	Compulsory	1 full time 2 part time

For the standard requirements for progression and awards on the programme refer to the Undergraduate Modular Programme Regulations at:

<http://www.brookes.ac.uk/regulations/current/core/a3/>

4.2 Professional requirements

N/A

SECTION 5: PROGRAMME DELIVERY

5.1 Teaching, Learning and Assessment

The overall aim of the teaching, learning and assessment strategy is to engage students in a range of creative strategies, to generate imaginative responses to problems, to encourage critical analysis and evaluation and to consolidate making and thinking.

The programme favours active learning approaches such as practical, seminar and collaborative activities, discussions and problem solving activities rather than an approach focused on lectures and note-taking. Contact time is focussed on face-to-face delivery with lecturers, visiting lecturers, artists and designers as well as technical specialists. The majority of contact time takes place through practical classes. Opportunities for one to one interaction on this programme are high through formally scheduled contact in modules and contact through an allocated Personal Tutor. Learning is assessed entirely through coursework.

Teaching and Learning Methods

Throughout the programme, teaching and learning strategies adopted by tutors will acknowledge and encourage a range of learning styles. The programme aims to provide academic knowledge and research literacy preparing a student for a specialist area and/or crossdisciplinary practices and importantly a wide range of career opportunities. There are opportunities to assimilate actively, apply, question, debate and reflect critically developing critical awareness and personal literacy as well as assessing individual qualities and capabilities.

The following methods are used throughout the programme to enable learning outcomes to be achieved and demonstrated:

Working in groups: enables students to examine and discuss issues to develop their critical evaluation and communication skills, and to reflect on their own learning.

Individual Tutorials:

Individual tutorials are scheduled into practice modules in Level 6. 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 on level 6 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.

Seminars:

Regular staff and student-led group seminars are scheduled into module timetables. They are an integral part of most theory modules. In some, key texts are distributed by the tutor in advance of the seminar to focus discussion. Seminars introduce students to some of the key concepts for practitioners in Graphics, Photography and Moving Image and enable them to analyse and evaluate appropriate historical, theoretical and contextual material and ideas. They give students the opportunity to discuss examples, texts and ideas in smaller groups than lectures allow, and particularly to raise questions about material covered in lectures. Seminars help to extend a student's self awareness and personal literacy, deepening students understanding by providing them with an opportunity to employ critical thinking skills and engage with complex issues pertinent to the study of students specialist area of practice.

Workshops:

Practical workshops are scheduled into module timetables. Workshops introduce students to methods and techniques in creative art 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 are pertinent to their own practice.

Lectures:

Lectures take place in both theory and practice modules. Lectures are designed to introduce students to concepts and issues in contemporary creative 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 contemporary creative practice. They provide the basis for the discussion of such concepts and methodologies in tutorials and seminars. Lectures challenge students to question their own assumptions about creative practice and culture and also those of the theorists and artists considered.

Field Trips:

Field trips to local, regional and national galleries, events or festivals are scheduled into modules. Trips are contextualised by seminars prior to the trip, which highlight issues to be considered by the student during the trip. They are integral to theory modules. Field trips familiarise students with contemporary creative practice. This will put into context elements raised and considered in modules. The trips also enable students to relate their own practice to current and emerging practices and technologies and global trends with an aim to extend student's awareness of Global Citizenship 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 seminars. 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. The amount of time spent engaged with independent study will vary from module to module, as contact time is higher for some modules than others. In practice modules students employ taught creative strategies and research methods for generating, developing and making their own creative work. In theory modules students employ research methods and academic skills to produce a coursework essay. 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 communicated 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 to answer a brief, the production of which requires them to engage in creative decision making processes, problem solving and risk taking and professional constraints. Through essay writing for the theory module, students develop their text based research methods, analytical and writing skills and engage in processes of evaluation and reflection. 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 processes of self-evaluation and are required to write a 'self-evaluation report' at the end of each practice module. Self-evaluation documents provide evidence of the students working and thinking processes. As such they are linked to assessment and provide a further learning opportunity. The reports help students to clarify student learning and consider ways in which they could develop their ideas in future modules. Appropriately, relevant reflective, critical self-awareness and personal literacy are developed in all Level 6 practice based modules, which is carried through to the end of the programme into the honours component.

Feedback forum:

A feedback forum takes place at the end of some practice modules in level 6. Students present resolved work and provide feedback on each other's work. All students taking the module attend the feedback forum, which is designed to elicit responses to the work from the audience or client, rather than the student responsible for the work outlining their intentions. The forum provides staff and students with an opportunity to see and analyse the resolved, practical outcomes of the module. Although members of staff participate in an open evaluation of the work, the emphasis is on learning through feedback and dialogue and not on assessment. Through the close reading of other student's work, the forum promotes the student's ability to evaluate, reflect and analyse, and develops their communication skills. In module 301: Critical and Contextual Writing, students present their research and work in progress for feedback, as appropriate, outlining their intentions, concerns and other issues that they would value being discussed further. This process of feedback encourages students to use critical judgment to

sustain their own arguments and to employ knowledge and understanding gained so far. Academic literacy and critical self-awareness and personal literacy are key to this process.

Assessment - Methods

Practical work

Practice is the largest part of the Creative Art and Design Practice top-up degree and thus comprises the biggest component of assessment. Resolved, practical work 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. In most practice modules, work is discussed by students and staff at the 'Feedback Forum' or 'Summative Tutorial' and then considered for assessment by staff. In Module 302: Negotiated Study, the work is considered in the professional context of a public exhibition at an annual external Degree Show. In Module 303: Collaborative and Creative Practices, students are asked to present work in progress, and demonstrate a coherent collaborative and communicative working ethos that is essential to cover the module. In Module 304: Portfolio and Promotion, students will consider their online and physical presence as a creative, seeking creative ways to allow them to be considerably more visible in a competitive professional environment. Their overall portfolio will be a culmination of all works completed to date and will demonstrate their readiness to progress into industry or postgraduate education. All assessment of practical work, (complete and in progress), is done in tandem with the assessment of the written self-evaluation report/statement and workbook/portfolio. This gives assessors clear information on the student's own 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 Module 301: Critical and Contextual Writing, 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. This can take many forms: providing analysis of creative work and visual communication etc.; providing argument and counter-argument to differing historical, technical 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 their Self Evaluation Reports/Statements. In professional based modules students are expected to articulate themselves in writing in differing ways, which include preparing accessible concise textual statements about, and analysis of their own creative art practice.

Portfolios

For practice modules students are asked to submit a portfolio/work book of completed and relevant work for that module. Portfolio submissions should, in some cases, contain relevant supplementary information to inform written submissions (including relevant research and contextual materials e.g. sketchbooks, documentation etc.). For other modules Portfolios should represent highly polished and professionalised representations of student's practice to date. A portfolio may take the form of a sketchbook/workbook in which information is gathered stored and expanded upon over the course of a module. Portfolios may take a number of forms which may include: a workbook; a clearly labelled dossier with key and introductory text; a CD with 'PowerPoint' files, a website or photographs.

- All assessment of Creative Arts and Design Practice is informed by the University-wide Brookes Assessment Compact
- There are no timed examinations in Creative Arts and Design Practice. All assessments are coursework based.

Final External Exhibition

The end of year exhibition will be a collaborative project organised, promoted, funded and curated by the cohort. This will be an opportunity for students to demonstrate the level 6 skills they have developed during the course. Module 302 – Negotiated Studies requires students to exhibit their own work and this exhibition will provide this evidence. In addition it will contribute towards Module 303 – Collaborative and Creative Practice, and Module 304 – Portfolio and Promotion. Formative assessment will take place at this point, and participation is mandatory. The exhibition will give students the opportunity to invite industry professionals, encouraging the development of professional networks, locally, nationally and internationally.

The programme is designed to consist entirely of compulsory modules each spanning an academic year to enable a deeper understanding of the conceptual, theoretical and practical skills relating to individual or collaborative art and design practice. |

The academic, practical and technical elements of the programme are balanced both within individual modules and across the programme structure. Balance of these elements has been deliberately designed into the programme so that students can either develop their skills to sustain a career in the creative industries or pursue further study. Subsequently the breadth and depth of subject material will support these options as will the balance achieved through the study of core themes alongside and embedded within the development of individual and self motivated practical and written projects. Core themes as they are linked to the programme are:

- The historical contexts for art and design disciplines in 'Collaborative and Creative Practice' and 'Critical and Contextual Writing'.
- Current design theories and contexts in 'Collaborative and Creative Practice', 'Critical and Contextual Writing' and 'Negotiated Study'.
- The contemporary creative industries in 'Collaborative and Creative Practice', 'Critical and Contextual Writing' and 'Negotiated Study'.
- Sustaining commercial or non-profit activities in 'Collaborative and Creative Practice' and 'Personal Portfolio and Promotion'.
- Dissemination of products and promoting practice in 'Personal Portfolio and Promotion' and 'Negotiated Study'.

In accordance with the University's Assessment Compact, assessment objectives are met through: An assessment schedule agreed at programme level which makes clear assessment weighting, type and balance across modules; Assessment criteria that are appropriate to level 6 and against which the extent of learning achieved through module learning outcomes, is measured; Students are provided with constructive and timely feedback, through formative and summative assessment opportunities. The programme provides opportunities for supported self and peer assessment to take place.

Details of the Assessment Compact can be found at;

<http://www.brookes.ac.uk/aske/documents/BrookesAssessmentCompact09.pdf>)

The programmes aim regarding assessment is to use assessment to measure student achievement and to promote student learning and engagement. The programme focused assessment strategy has four main objectives:

- Using assessment to support student learning through a programme of year long modules by introducing formative assessment at key points during modules.
- Using self and peer assessment to enhance student engagement and develop the ability to make informed decisions on their work and the work of others.
- Enhancing student progression and achievement through effective feedback.
- Ensuring assessment of student learning is valid and reliable and does not unfairly disadvantage any student.

Five graduate attributes are embedded in the programme designed to develop flexible individuals able to adapt to a diverse creative landscape.

Academic Literacy

To underpin employability, students develop skills of critical thinking, the ability to analyse and evaluate practical and theoretical material. Students also extend their practical skills through the application of specialist knowledge and techniques to their creative practice. Students are encouraged to seek wide- ranging ideas in answer to creative problems that are set for them through an external brief or generated independently.

Research Literacy

Students have an opportunity to develop and apply research skills throughout the programme. Specifically skills that can be applied to making are developed in Collaborative and Creative Practice and Negotiated Study. Students are encouraged to engage with key debates relevant to contemporary practice in both practical and written forms of their work. The application of research skills is required to complete most of the module assessments.

Critical Self-Awareness and Personal Literacy

Opportunities are provided throughout the programme for students to engage in processes of evaluation and critical assessment of their own work and that of others. Modules such as Collaborative and Creative Practice

require students to work collaboratively and to engage with and manage their learning as part of a team. This module also requires students to work flexibly and adapt to the requirements of a live employers brief.

Digital and Information Literacy

On line resources are provide through Moodle. Creative practice may incorporate the use of digital technologies either in its realisation or promotion, through for example, Portfolio and Promotion. Students are encouraged to seek appropriate methods to communicate their practice and may use current communication tools such as Blogs to articulate their research to a wider audience.

Global Citizenship

The programmes aim is that students engage with wider social issues such as diversity, equality and the environment and that their practice is informed by cultural debates within contemporary practice. The programme promotes the development of sustainable design in relation to ethical, political and environmental issues. Such issues are particularly emphasised in Critical and Contextual writing and Collaborative and Creative Practice.

5.2 Assessment regulations

The programme conforms to the University Undergraduate Modular Programme Regulations.

These can be found at:

<http://www.brookes.ac.uk/regulations/current/core/a3/>

<http://www.brookes.ac.uk/regulations/current/specific/b2/>

SECTION 6: ADMISSIONS

6 Entry criteria

- Minimum entry requirement of 5 GCSE's at C or above or equivalent qualification and which should include English and Maths.
- A Higher National Diploma delivered by Solihull College, achieving 240 credits with normally a Merit profile at level 5 under the umbrella of Art and Design or Communication Media, Film & Cultural Studies.
- A Higher National Diploma from another institution, achieving 240 credits with normally a Merit profile at level 5 under Art and Design QAA Subject Benchmark or Communication Media, Film & Cultural Studies QAA Subject Benchmark.
- Applications are welcomed from candidates with appropriate alternative qualifications and from mature students. Typically we transfer credit for part of a British degree course, a university degree from another country or Open University courses.
- Students entering the programme with an appropriate HND or other qualification from outside of Solihull College will be required to submit a proposal that would summarise their intended area of focus and also present a SWOT analysis of their current knowledge, skills and understanding. This is a specific condition of the Solihull Programme designed to combat differences in experience for internal and external applicants. Internal applicants will have shared work with course tutors for the previous 2 years (or more if studying at level 3 and below) and so tutors will be familiar with their practice as well as various academic strengths and weaknesses. External students will be new to the course and the tutors and thus the process (SWOT) aims to develop an early understanding of their various strengths and weaknesses, particular interests and areas of expertise regarding creative practice. This will close any gap between internal and external students regarding the staff's ability to effectively stretch and challenge the students and serve their individual needs on the course. The SWOT would be discussed at interview and would inform a professional development plan. In addition, students will complete an initial assessment at interview stage to identify any additional learning support needs. This will be undertaken by the HE Study Support Tutor at the College.
- All prospective students on the BA (Hons) Creative Arts and Design Practice 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 that demonstrates an ability to study at level 6. 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 Visas and Immigration's (UKVI) minimum language requirements as well as the University Standard English Language requirements.

Level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

For further information see:

www.brookes.ac.uk/international/how-to-apply/english-language-requirements/

For details on the University's English Language requirements see:

<http://www.brookes.ac.uk/international/apply/english/>

6.2 DBS checks

N/A

SECTION 7: STUDENT SUPPORT AND GUIDANCE

- The Liaison Manager and Programme Leaders will facilitate a progression forum with final year HND students early in the second semester to discuss progression to the BA (Hons). This would include information about entry requirements, finance, how to apply and expectations of studying at level 6, including a presentation of the programme structure, timetable and assessment schedule.

There are also a range of sources of help and advice for students whilst studying on the BA (Hons) Creative Arts and Design Practice Honours year, for example:

- An Induction programme during the initial week at the College includes going through the course handbook, programme structure and course requirements. Students meet the course team in addition to getting to know the facilities at the College, their library and Student Support services.
- There will be an opportunity to visit Oxford Brookes University including an induction into the library, Student Support services, Student's Union and sports facilities.
- All students have a personal tutor who is available to help with personal support and provide information about college support services.
- Students will receive a Programme Handbook and an HE Student Handbook.
- As enrolled students at Oxford Brookes University students have access to all student support and disability services including the Students Union and Careers Centre.
- The College and the Oxford Brookes University provide assistance for students seeking suitable employment through Student Services and the Career Centre and support students in making appropriate applications.

Sources of help and advice related to all aspects of student experience include:

- Induction
- Handbooks (Programme and Module handbooks available in hard copy and on BA Creative Arts and Design Practice Moodle page)
- HE Handbook
- Course Leader
- Personal Tutor
- Head of School
- Placement Co-ordinator
- Module Leaders/tutors
- Student reps at the Creative Arts and Design Practice Subject Committee Meeting.
- Support services - Dyslexia Support, Counselling Services, Disability Services
- Study skills development/support
- Library Services at both the college and University
- Careers Centre at both the college and University
- Liaison Manager from Oxford Brookes University

- Relationships with partner organizations through placements internships etc.

SECTION 8: GRADUATE EMPLOYABILITY

Graduates may be able to follow careers in:

- Graphic design
- Commercial photography
- Illustration
- Advertising
- Motion graphics
- Film making
- Creative Artist
- Freelance and company based work in the creative arts.
- Teaching (Secondary, Further and Higher Education)
- Postgraduate MA, PGCE and MPhil/PhD courses

Using their many transferable skills, graduates might be able to pursue many successful careers in other fields.

SECTION 9: LINKS WITH EMPLOYERS

Opportunities

Creative Arts and Design Practice Undergraduates will benefit from opportunities to display and exhibit work in professional contexts. Students are encouraged to take part in special events either hosted by the College, the School of Arts and/or events organised through research 'clusters'. There is the opportunity to submit a proposal to the Glass Tank Gallery at Oxford Brookes University and OVADA (Oxfordshire Visual Arts Development Agency) in Oxford City Centre. This enables students to exhibit their work in a professional context. Students are also encouraged to take part in Live Projects with national and local organisations.

Students must produce professional level creative work for a public exhibition, which is attended by local employers and freelance artists and designers and they are expected to work on a live competition or creative brief, which directly interfaces with a 'live' client in an appropriate industry.

Visiting speakers

Students have the opportunity to attend a visiting speaker programme scheduled as part of the undergraduate Creative Arts and Design Practice course. The programme is delivered by contemporary practitioners. The speakers, often contacted through staff research networks, introduce students to current research issues and methodologies across a range of creative art practices/professional contexts and extend the students 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.

Work experience

Students may undertake independent work experience through negotiation with staff team to bolster their creative experience. Live briefs may involve a work experience opportunity to enhance the work set internally. Experience may include working in graphic design, photography and moving image contexts. These opportunities are independently undertaken and do not form part of the module delivery and assessment.

SECTION 10: QUALITY MANAGEMENT

The programme is subject to a variety of quality assurance procedures in accordance with University procedures including:

External Examining Process

The External Examiner is appointed by the University to oversee the robustness and provide assurances on the academic standards and quality of the programme. The external examiner approves draft assignments and examinations, moderates a sample of assessed student work, attends the examination committee for the programme and submits an annual report.

Annual and Periodic Review, Subject Committees

The programme is subject to annual monitoring and a Periodic Review every five years. The Programme Committee is responsible for all academic and administrative aspects of the teaching of the subject, the smooth running and monitoring of the course, and the instigation and organisation of any changes in course structure or teaching methods. The Committee meets once per semester to deal with matters of day to day running of the course.

Student surveys and feedback

At the end of each module students are asked for their feedback and provided with a questionnaire to comment on their experience of the module as well as the programme in its entirety. Staff and student representatives at one of the Programme Committee meetings can discuss the reports and any issues students raise.

Student Representation on the Programme Committee

Membership of the Programme Committee consists of all BA (Hons) Creative Arts and Design Practice staff, the Liaison Manager (OBU), the Subject Librarian and at least one student representative. Student representation on the Programme Committee is important, enabling student views to be voiced and allowing staff to canvas student opinion on proposals.

Staff Development

To ensure standards of teaching are maintained, staff participate in peer teaching observation and professional development activities related to Higher Education teaching processes and practices and also to their professional subject area.