

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Painting, Drawing & Printmaking
Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of first validation	March 2013
Date of latest (re)validation	January 2018
Next revalidation	
Credit points for the award	360
UCAS Code	WWDF
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	Art and Design
Other external and internal reference points used to inform programme outcomes	n/a
Professional/statutory recognition	n/a
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 – 3 years; PT – 6 years
Dual accreditation (if applicable)	
Date of production/revision of this specification	January 2018
External Examiner	Craig Barber Senior Lecturer: Fine Art (Painting) Norwich University of the Arts

2.1 Educational aims and objectives

Programme aims:

1. To provide students with a specialised programme of study in Painting, Drawing & Printmaking in a stimulating studio environment that foregrounds the materials, processes and skills acquisition inherent in the traditions of these disciplines.
2. To enable students to acquire core skills and knowledge and to apply, consolidate and synthesise their learning in different contextual frameworks and situations, both within the field of Painting, Drawing & Printmaking and within appropriate professional, collaborative and entrepreneurial contexts.
3. To provide an academically rigorous course of study that develops student's understanding of their practice as it relates to theories of Painting, Drawing & Printmaking and the wider field of contemporary discourses.
4. To foster convergent and divergent thinking in the development of ideas through to material outcomes via a programme of staged development, progressing to increasingly autonomous and personally-focused learning and an extended piece of work or project.
5. To provide frequent regional, national and international opportunities for public-facing exhibitions and projects; to prepare students professionally for their careers, to translate their practice outside the College and to recognise those transferable skills useful for subsequent employment.
6. To develop students' academic and research skills to help them prepare for progression to postgraduate study.

Programme objectives:

On successful completion of this programme, a student will be able to:

1. Employ appropriate materials, techniques, methods, strategies and tools associated with the disciplines of Painting, Drawing & Printmaking, with skill and creativity, whilst observing good working practices.
2. Generate ideas, concepts, proposals, solutions and/or arguments, using the visual language, materials, traditions, processes and techniques of Painting, Drawing & Printmaking in order to initiate and carry out an extended piece of work or project.
3. Appreciate the uncertainty, ambiguity and limitations of knowledge and value judgements in creative practice.
4. Demonstrate understanding of aspects of contemporary practice, technical innovation and/or research, through their own practice and/or academic research.
5. Make appropriate use of a range of research methods, to investigate aspects of the critical, cultural, social, professional and entrepreneurial contexts of Painting, Drawing & Printmaking.
6. Develop independent, critical and creative practice in a professional, collaborative or entrepreneurial context.

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)

- Painting, Drawing & Printmaking Extended Degree: successful completion allows guaranteed progression to Level 4 of the Degree programme. Students engage in co-taught sessions with Level 4 students during their Extended Degree year to facilitate the transition into HE study.
- MA Painting/MA Drawing/MA Printmaking: students at Level 6 are encouraged to consider progression into the linked MA programmes with specific sessions on postgraduate study. Successful completion of the degree is a prerequisite with attainment at 2.1 classification or above.

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

n/a

2.4 List of all exit awards

120 credits at Level 4 – Certificate of Higher Education
240 credits at Levels 4 and 5 – Diploma of Higher Education
360 credits at Levels 4, 5 and 6 – BA (Hons)

3. Programme learning outcomes

A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>A1. Demonstrate specific knowledge and specialist understanding of the professional and contextual location of their practice.</p> <p>A2. Understand and demonstrate coherent and detailed subject knowledge and professional competencies, some of which will be informed by recent research in the discipline.</p> <p>A3. Demonstrate a synthesis between theory and practice and critically evaluate theoretical and practice-based judgements in the context of their subject disciplines.</p> <p>A4. Demonstrate an understanding of the overarching theories and practices that underpin their area of creative practice.</p> <p>A5. Demonstrate ability to critically review, analyse and synthesise ideas and concepts from a range of appropriate contextual resources.</p>	<p>Learning and Teaching Strategy/Method</p> <p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Digital Learning: to enable students to utilise digital and online resources, through our VLE (Classroom), Lynda.com, blogs etc.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>The students' practical knowledge base is extended and underpinned through Contextual Studies assignments and seminars.</p> <p>Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.</p>

A. Knowledge and understanding

Assessment methods

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. Research sources; handouts; intranet pages, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment. Relevant personal development plan qualities are identified in the module descriptors and assignment briefs.

B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>B1. Analyse, evaluate, and synthesise ideas from appropriate primary and secondary research sources, engaging critically with theoretical and practice based methodologies appropriate to their research.</p> <p>B2. Undertake independent research to identify and evaluate their personal and professional skills and the career or progression opportunities available to them.</p> <p>B3. Effectively articulate their knowledge, understanding, attributes and skills in the contexts of their own creative practice.</p> <p>B4. Articulate a fluency in both formal and informal approaches to critically evaluating their own and other's work and demonstrate ability to respond positively and professionally to informed criticism.</p> <p>B5. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Digital Learning: to enable students to utilise digital and online resources, through our VLE (Classroom), Lynda.com, blogs etc.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Students are encouraged to create their own visual identity and vocabulary based on an understanding of their specialist area of art and design, both past and present, within the context of a professional environment. The programme recognises that student's contemporary expression is not governed by traditional views and will allow the student to develop their individual professional identity with confidence.</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignment briefs which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p>

B. Cognitive skills

Group discussions both specialist and cross disciplinary, research seminars and crit sessions as well as individual tutorial support will be provided to encourage the development of a critical approach to art and design activities in both a practical, vocational manner and in a social context.

Commensurate with the expected maturity and depth of BA (Hons) level studies in each specialist award, as the programme progresses students are expected to develop and utilise a range of academic, production, personal and professional skills with increasing evidence that they can manage their own learning effectively in both supervised and independent settings.

Assessment

Assessment relates directly to the intended learning outcomes and these will be stated in the subject specific assignment briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignment and assessments. Relevant Personal Development Plan qualities are identified in the module descriptors and assignment briefs.

C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>C1 Develop and implement a personal promotion strategy to communicate to relevant organisations.</p> <p>C2 Develop appropriate methods of professional presentation combining visual, verbal and written techniques.</p> <p>C3 Demonstrate their ability to synthesise analytical and intuitive approaches with a high level of process and professional skill.</p> <p>C4 Demonstrate clear communication skills utilising a range of methods, including verbal and written forms, applying appropriate academic conventions.</p> <p>C5 Produce a written and/or practice-led outcome that demonstrates a critical understanding of the thematic concerns and findings of a substantial research project.</p> <p>C6 Demonstrate and articulate an experimental approach to personal practice underpinned by a sustained programme of research and development.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Digital Learning: to enable students to utilise digital and online resources, through our VLE (Classroom), Lynda.com, blogs etc.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Modules are delivered through a series of subject specific tutor-set and negotiated assignments which are specifically designed to develop the appropriate skills and knowledge as set out in the module descriptors.</p> <p>Practical workshop/studio activities and associated production facilities and resources are utilised to further develop the subject specific production skills. These skills are underpinned and strengthened by research into cultural and contextual applications.</p> <p>Visiting lecturers and educational study visits to conferences, exhibitions and practitioners, are used to encourage an awareness of industry practices and activities and primary sources for research.</p> <p>Contextual awareness and vocational, legal, professional and business aspects of the</p>

C. Practical and professional skills

related industries are integrated into the final module in preparation for personal promotion.

Group discussions, cross-disciplinary seminars, crit sessions and individual tutorial support will be provided to encourage the development of a critical approach.

Assessment

Assessment relates directly to the intended learning outcomes and these will be stated in the Assignment Briefing documents and will be supported by guidance notes and related additional information, i.e. research sources; handouts; web addresses, etc.

Details relating to the presentation of completed assignment work will also be specified within the briefing documentation.

D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>D1. Analyse information and experiences, formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation.</p> <p>D2. Articulate the uncertainty, ambiguity and limitations of knowledge and value judgements in Painting, Drawing & Printmaking and wider professional contexts.</p> <p>D3. Use a range of appropriate communication methods to present themselves as professional practitioners to a relevant audience.</p> <p>D4: Conduct a rigorous, independent research project that demonstrates written, verbal and visual communication skills through the clear, focused presentation and articulation of ideas and concepts.</p> <p>D5. Demonstrate ability to plan and prepare for professional practice, through an awareness and understanding of the practical knowledge, skills and attributes required including evidence of ability to negotiate, collaborate and communicate in relevant contexts.</p>	<p>Tutorials: to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area.</p> <p>Lectures and seminars: to introduce the concepts and research methodologies involved.</p> <p>Workshops and Demonstrations: to introduce practical, creative and professional skills</p> <p>Critiques: to enable students to relate their work to a growing awareness of the link between theory and practice and how this supports the evaluative process.</p> <p>Studio development: to develop studio practice alongside other students within a context of practical and theoretical engagement.</p> <p>Collaboration & Peer interaction: to develop core communication and interpersonal skills</p> <p>Digital Learning: to enable students to utilise digital and online resources, through our VLE (Classroom), Lynda.com, blogs etc.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module</p> <p>Analysis of problems and potential solutions is key to the programme philosophy and modular activities. An analytical approach to both design and academic work will be encouraged and supported through the teaching programme and group discussions, crit sessions and individual tutorials. Activities within the programme are a mix of individual and group work. These activities will encourage the development of a professional approach to time management, planning and an appreciation of the needs and responsibilities of others in a range of environments.</p> <p>Contextual awareness and vocational, legal and business aspects of the related industries are integrated within the teaching programme and assignment activities. Communication and the ability to present an argument or concept is</p>

D. Key/transferable skills	
	<p>encouraged and supported through the academic rigour of a dissertation.</p> <p>Assessment ‘Transferable Skills’ are important elements in the development and progression of practitioners and the individual. These broader skills are integrated throughout module activities.</p>

4. Indicative Programme Structure – Full-time

Students will follow a three-year programme of study with daytime attendance and some twilight teaching. Students will commit to approximately two to three core-teaching days per week with identified tutorial/seminar hours in twilight. There are no optional modules in the programme.

Full-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAPD104 - 20 Credits	
	BAPD101 - 20 Credits	BAPD103 - 20 Credits
	BAPD102 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 5	
	Semester 3	Semester 4
	GCOP200 - 20 Credits	
	BAPD202 - 40 Credits	
	BAPD201 - 40 Credits	BAPD203 - 20 Credits
	Year 3/level 6	
	Semester 5	Semester 6
	BAPD301 - 40 Credits	BAPD303 - 40 Credits
	BAPD304 - 20 Credits	BAPD302 - 20 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

4. Indicative Programme Structure – Part-time

Students will follow a six-year programme of study with daytime attendance and some twilight teaching. Students would commit to approximately one core-teaching day per week with identified tutorial/seminar hours in twilight, as well as an additional commitment to Interdisciplinary Studies attendance depending on College arrangements. The flow of learning is designed to parallel the full-time mode at key points of assessment or delivery as far as is practicable, particularly around dissertation teaching, exhibition and assessment. At each Level there has been due consideration of student experience, credit hours and deliverability. There are no

Part-Time	Year 1/level 4	
	Semester 1	Semester 2
	BCOP100 - 20 Credits	
	BAPD101 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 4	
	Semester 3	Semester 4
	BAPD104 - 20 Credits	
	BAPD102 - 20 Credits	BAPD103 - 20 Credits
	Year 3/level 5	
	Semester 5	Semester 6
	BAPD202 - 40 Credits	
	BAPD201 - 40 Credits	
	Year 4/level 5	
	Semester 7	Semester 8
	GCOP200 - 20 Credits	
		BAPD203 - 20 Credits
	Year 5/level 6	
	Semester 9	Semester 10
	BAPD301 - 40 Credits	BAPD302 - 20 Credits
	Year 6/level 6	
	Semester 11	Semester 12
	BAPD304 - 20 Credits	BAPD303 - 40 Credits

Level 4 Exit Award – Certificate of Higher Education (120 credits)

Level 5 Exit Award – Diploma of Higher Education (240 credits)

Level 6 Exit Award – BA (Hons) (360 credits)

5. Criteria for admission

The College entry requirements are as follows:

UCAS Tariff	96-120 points
A Level	Grade C in an Art related subject as part of the Tariff
Pearson BTEC Level 3 National Extended Diploma	MMM
Access to HE Diploma	Pass
International Baccalaureate Diploma Programme	28-30 points

6. Language of study

English

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

N/A

Annexe 1: Indicative programme content

Annexe 2: Learning and teaching strategy

Annexe 3: Curriculum map

Annexe 1 – Indicative programme content

Level 4

The initial modules are designed to ensure that students with different prior experiences all have the necessary foundation in studio and workshop practices to progress successfully to Level 5. Students are introduced in the first module, **BAPD101** Introduction to Painting, Drawing & Printmaking, to fundamental concepts, traditions, processes and working practices underpinning these disciplines in a contemporary context. This is a studio-based drawing module that will encourage experimentation and extension of skills and knowledge within a generative environment. It also forms an introduction to personal and professional practice by encouraging and supporting reflective approaches to students' experiences as learners and the development of critical thinking. The module is mainly delivered in studios and workshops and runs intensively full time for five weeks.

Students will also begin their theoretical module, **BCOP100** Contexts of Practice. This will run in parallel to the studio teaching during Level 4 and will introduce the core cultural discourses informing the student's studio modules and wider contemporary practice. Students will undertake a significant presentation at the end of this module as part of their contextual studies: theoretical and critical elements will constitute approximately 20% of the module assessment total for the year

Students will undertake two modules during Level 4: **BAPD102** Painting and Drawing aims to develop awareness of the self and identity in contemporary practice whilst **BAPD103** Printmaking and Drawing negotiates the importance of social context in art production. Both of these modules further extend the range of media specific workshop inductions and further enrich the student's developing studio practice. Across Level 4 these will typically include:

Printmaking: linotype, monotype, etching, aquatint and screenprint.

Painting: Oils, Acrylic, Watercolour painting, canvas and paper supports, introduction to grounds, tools and brushes, oil and acrylic paint mediums.

Drawing: Pencil, graphite, charcoal, conté and ink media, paper supports, tools and erasers, expanded drawing practice (mapping, sound, walking, digital drawing, found drawings etc).

The drawing element of both of these modules is central and will be delivered as two parallel subject components of Life/Objective Drawing and Expanded Drawing, with the student's developing drawing practice envisaged as a route into both Painting and Printmaking. Students will again be encouraged to reflect on their practice through the writing of a personal statement, and rationale writing will be introduced. In each disciplinary strand there will be regular critiques, seminars and specific material workshops involving students from different levels of the programme and across the disciplines, in order to support and develop a growing understanding of working within the complexity of 21st century discursive art practices. Theoretical concerns and studio practice develop in synergy throughout these modules, culminating in a written or presented outcome.

Students will further expand their knowledge of the materials and processes of Painting, Drawing & Printmaking in **BAPD104** where their concerns are challenged with an emphasis on collaborative practice. Drawing is again central to their studio practice and will be delivered as two parallel subject components of Life/Objective Drawing and General Drawing. The teaching will build on the focus on personal and

professional practice in Level 4 through an investigation of the professional, innovative and entrepreneurial aspects of creative industries and by providing opportunities for a public-facing exhibition, referring to the PDP Benchmark statements for Level 4 at this stage. Students will also undertake their 20 credit **BAIS300** interdisciplinary studies module concurrently from Wk. 28, designed to initiate working across discipline areas in Level 4.

Level 5

Whilst in Level 4 the agenda is mainly set by the staff, Level 5 practice begins to develop the student's ability to research, reflect, develop and analyse their practice with a greater emphasis on tutorial, critique and peer strategies to facilitate this transition. At the beginning of Level 5 students will be asked to submit a proposal outlining an intended area of investigation that relates to their studio practice for **BAPD201**. The proposal will outline a focus to their studio work whilst encouraging a cross-disciplinary approach: students will engage in a guided but personally driven studio practice in Painting, Drawing & Printmaking, with specialist workshops delivering material and process-led teaching. Across Level 5 these will typically include:

Printmaking: Photo-intaglio, chine-collé, sugar lift, hybrid print processes (induction to FabLab), photo-etch, photo polymer, artists' books, four colour screenprint, wood engraving.

Painting: Encaustic, tempera, distemper, wood and metal supports, gesso preparation, paint-making, advanced mediums and glazes.

Drawing: Silverpoint, pastel, ink drawing, digital drawing, hybrid supports and papers, priming, stretching, ink-making, preparation of quills and pens.

Drawing will be a core subject delivered throughout the entire academic year as two parallel subject components of Life Drawing and Expanded Drawing. This will form the basis for studio practice in Painting and Printmaking. Students who select Drawing as their leading discipline will engage with this core teaching as well as specific drawing-focused studio sessions. Through a consideration of the relation between the production of art and theoretical debates, the students will be able to establish a critical position whilst gaining a deeper understanding of the technical skills, materials and processes in each discipline necessary for professional creative practice.

Running concurrently with this module is **BAPD202** Painting, Drawing & Printmaking Professional Practice embodying a range of experiences designed to develop student knowledge and practical expertise in a range of issues and strategies used by artists to present, distribute, and promote themselves within the art world, including exhibition strategies, extended digital/social networks, conference and advocacy skills. Business information and skills are a focused part of this module, with the opportunity for a Student Conference during the second term planned as a cross-College event, moving the agenda on from the Level 4 Interdisciplinary module to Level 5 student-led professionalism and critical thinking. The Student Conference further embeds the PDP Benchmarks into Level 5 learning.

The second 40 credit **BAPD203** studio module in the second term further explores studio practice: Painting and Printmaking continues with further focussed workshops in specialist techniques and media alongside a continuing drawing programme; Drawing as a distinct discipline will accommodate learning in a range of approaches to explore drawing in a contemporary context.

There will be a focus in this module on external opportunities raised by emerging events regionally, nationally and internationally. Project work is developed within the module across student groups or individually, giving students the responsibility for initiating, planning and realising a relevant project in an external context enabling participation in activities such as: international partnerships, competition opportunities, social enterprise, industrial links or offsite exhibition opportunities. Examples of competitions may include Foire Internationale Dessin (FID) Drawing Fair, Royal West of England Academy Open, the Salon Art Prize, FBA Futures Prize etc; examples of international opportunities may include exchanges with comparable institutions in Europe (e.g. Montpellier ESBAMA) and the US. Students will also be encouraged and facilitated towards local and regional projects to further an agenda of extending opportunities for students and graduates in the locale through links with RFOs, regional stakeholders and cultural centres. This has already resulted in the opening of emerging local and regional art spaces, studios and the establishment of artist collectives and networks to contribute to a thriving art scene and to encourage graduates to remain in the region (e.g. the RHIZOME initiative, InsideEdge)

Contextual and theoretical studies run in close parallel to these modules developing the student's material art practice with an understanding of theoretical models used by various publics to read art in **GCOP200** including art criticism. Students may undertake practice-led approaches to their essay as a preparation for Level 6. It further clarifies and develops individual practice and students will begin to take more responsibility for decision making and referencing the theoretical models that inform their essay work, with an essay/practice-led project in the second term and culminating in an oral presentation of the student's written assignment or practice-led project proposal for Level 6.

Level 6

At the outset of Level 6 students will confirm their extended study in response to a proposal developed during the latter part of Level 5, guided by staff from the programme team who provide ongoing tutorial support. At the beginning of Level 6 students establish their critical position as emerging professionals in Painting, Drawing & Printmaking through the **BAPD301** Research and Experimentation module, a period of exploratory studio practice and reflection during which students will negotiate their final project in Level 6 with staff and peers and confirm its relationship to their written assignment or practice-led project in **BAPD304**. Students are encouraged to consider the practice-led approach to foster their continuing studio practice during Semester 1 and progression to practice-led postgraduate research. Students will present their emerging ideas at a conclusive assessment point at the end of the first term and through self, peer and tutor-led assessment gain feedback on the development of their individual programme of study and set clear aims towards its conclusion at the end of the academic year.

Students also undertake the **BAPD302** Creative and Professional Development module in the second term which aims to develop relationships with the creative industries and cultural environment, enabling students to position themselves at a professional level for progression to employment, self-employment or post-graduate study. It will also encourage exploration of exhibition practice with an emphasis on preparation and marketing for the final exhibition at the end of the year. PDP practice in this module will be commensurate with cross-college Level 6 benchmark statements.

Students undertake their **BAPD303** Creative and Professional Conclusion module that represents the culmination of knowledge, skills and understanding acquired

throughout the programme. This is expressed through the engagement in a project that is the result of a self-initiated brief in the form of the final exhibition (the degree show). Students are expected to develop an independent practice, synthesise prior learning and present a public realisation of their work.

Indicative Programme Structure – Part-time mode

Year 1 Level 4: Students complete Studio modules BAPD101 Introduction to Painting, Drawing & Printmaking, BAPD102 Painting & Drawing. Students undertake Interdisciplinary studies BAIS300 at the same time as the full-time cohort

Year 2 Level 4: Students complete Studio module BAPD103 Printmaking & Drawing alongside Professional Practice module BAPD104 Introduction to Collaborative & Professional Practice which concludes with an exhibition at the same time as the full-time cohort. Contexts of Practice module BCOP100 concludes at the end of Year 2 with a summative assessment point.

Year 3 Level 5: Students undertake Studio module BAPD201 Guided Studio Practices 1. Professional Practice BAPD202 Painting, Drawing & Printmaking Professional Practice is briefed at the beginning of the second term and is assessed at the same time as the full-time mode.

Year 4 Level 5: Students undertake Studio module BAPD203 Guided Studio Practices 2, with assessment and exhibition at the same time as the full-time cohort. Contexts of Practice 2 module GCOP200 is briefed with summative assessment and dissertation proposal at the year end.

Year 5 Level 6: Students undertake Studio modules BAPD301 Research Experimentation & Development and module BAPD302 Creative & Professional Development both of which are formatively reviewed during the year with the summative assessment at the end of year.

Year 6 Level 6: Students undertake Studio module BAPD303 Creative & Professional Conclusion. Contextual module BAPD304 Contexts of Practice 3 Is briefed at the beginning of the year and concludes with dissertation submission at the same time as the full-time mode.

Annexe 2 – Learning and teaching strategy

Introduction

The Learning and Teaching Strategy developed for Undergraduate (Foundation Degree and BA (Hons)) programmes has been designed to address the need for both professional, practical industry focused skills as well as creative academic development, thus engaging the student in the acquisition of a range of creative, intellectual and industry-related professional and practical skills.

Programme levels:

The levels of the programmes carry distinct roles within the students' progression and development.

BA (Hons):

Level Four is a combination of skills acquisition and creative and contextual development with an emphasis on acquiring a well-structured knowledge base.

Level Five consolidates, extends and deepens this knowledge base, increasingly encouraging and supporting students to become more independent and autonomous as learners, and with a greater degree of personal specialisation and professional awareness.

Level Six allows students a period of experimentation and research before developing a final practice-based 'conclusion' supported by a piece of contextual work.

Module delivery:

Modules are structured around combinations of; assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, screenings, critiques, seminars, lectures, problem solving exercises, and the use of structured questioning in studio/workshop settings. All these activities can be individual and/or group-based and encourage the development of analytical and critical-reflective skills, as well as materials-based manipulative skills.

Module assignments:

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and Health & Safety information, etc. This additional information will visually be made available on the college's VLE (Classroom), along with a wide range of useful resources, such as technical and software support, and contextual readers.

Peer interaction, independent learning/study-time:

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, collaborative interaction to discuss and negotiate ideas and methods is also a compelling way of learning and intrinsic to Painting, Drawing & Printmaking. For these reasons peer interaction, independent learning/study-time are all considered key components in the Learning strategy and are reflected at all levels of the programme – from the overall structuring of the Programme

Levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities on a daily basis.

The academic & industry skills agenda:

Clear notes on assessment protocol, supported by pre-assessment verbal briefings, will be provided for external industry practitioners and potential employers where they are involved in the assessment of assignments

Module assignments:

Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

Group work (supporting peer interaction):

Where group work forms an important and necessary part of an assignment, the assignment brief will articulate how the performance of the group will be assessed.

Statements of intent and research proposals:

Critical reflection and self-evaluation are essential elements in art and design practice and education, enabling the selection of and discrimination between appropriate actions and outcomes. For this reason, critical reflection and self-evaluation are incorporated into all assignments and made concrete through Statements of Intent and Research Proposals. These are introduced at key points during the programme although their usage is more pronounced in Level 5 and Level 6 Assignment work that is geared to negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Assessment strategy

Assessment is entirely by course work and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is our intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity, focused on critical reflection and evaluation of work.

Formative tutor assessment:

Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback.

Formative peer assessment

Peer assessment requires the student to place himself or herself in the role of the assessor and make judgements, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills, it also helps to foster a supportively critical studio environment. Peer assessment usually takes place in group critiques, through structured discussion and through the students completing assessment feedback sheets. Written feedback is collected and useful comments are collated by the tutor and students for feedback in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Summative assessment

Summative feedback is designed to help students comprehend and appreciate their relative strengths and weaknesses, and to benchmark their progress in order to

develop strategies for future learning. The end of programme summative feedback is also expressly designed to assist students to prepare for further study or employment. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with module learning outcomes and the grading matrix. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

Annex 3 - Curriculum map

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

Knowledge and Understanding

Level	A1	A2	A3	A4	A5
4					
BAPD101				x	
BAPD102			x		
BAPD103			x		
BAPD104	x				
BAIS300		x			
BCOP100					x
5					
BAPD201			x	x	
BAPD202	x				
BAPD203					x
GCOP200		x	x		
6					
BAPD301			x		
BAPD302	x				
BAPD303		x			
BAPD304				x	x

Cognitive Skills

Level	B1	B2	B3	B4	B5
4					
BAPD101			x		
BAPD102				x	
BAPD103					x
BAPD104	x				
BAIS300		x			
BCOP100	x				
5					
BAPD201				x	x
BAPD202		x			
BAPD203		x	x		
GCOP200	x				
6					
BAPD301	x			x	
BAPD302		x			
BAPD303			x		
BAPD304					x

Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
4						
BAPD101						x
BAPD102		x				
BAPD103						x
BAPD104	x					
BAIS300			x			
BCOP100				x		
5						
BAPD201			x		x	
BAPD202		x				
BAPD203	x					x
GCOP200				x		
6						
BAPD301						x
BAPD302	x	x				
BAPD303			x			
BAPD304				x		

Key/Transferable Skills

Level	D1	D2	D3	D4	D5
4					
BAPD101		x			
BAPD102					
BAPD103	x				
BAPD104			x		
BAIS300					x
BCOP100				x	
5					
BAPD201		x			
BAPD202	x				x
BAPD203	x		x		
GCOP200				x	
6					
BAPD301	x				
BAPD302			x		x
BAPD303		x			
BAPD304				x	

