

1. Overview/ factual information:

Programme/award title(s)	BA (Hons) Interior Decoration, Design and Styling (with Distance Learning Level 4)
Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of first validation	
Date of latest (re)validation	March 2016
Next revalidation	
Credit points for the award	360
UCAS Code	IDFJ
Programme start date	Jan 2021
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)	FT
Duration of the programme for each mode of study	3 years FT only for Jan 2021 entry. Other modes as study as currently validated for entry points
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	October 2020

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the student module guide(s) and the students handbook.

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

2. Educational Aims + Objectives:

2.1 Educational aims and objectives

Programme aims:

1. To produce Interior Decoration, Design and Styling professionals equipped with a range of intellectual, creative, imaginative and enquiring skills that are appropriate for the requirements of the creative industries.
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 Interior Decoration, Design and Styling and within appropriate professional, collaborative and entrepreneurial contexts.
3. To provide opportunities for professional engagement and work-based learning - alongside opportunities to exhibit, market and promote – in order to translate their practice in contexts outside the College.
4. To develop students' key transferable skills for identifying personal strengths and needs through self-reflection and self-management and to recognise those transferable skills as useful for subsequent employment.
5. To provide an academically rigorous course of study that develops student understanding of their practice as it relates to theories relevant to Interior Decoration, Design and Styling and the wider field of contemporary discourses.
6. To underpin an understanding of the industry through knowledge of historical, social, ethical and cultural contexts, developing students' academic and research skills to help them prepare for professional practice and or 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 Interior Decoration, Design and Styling, with a high level of skill and creativity, whilst observing good, professional working practices.
2. Generate ideas, concepts, proposals, solutions and/or arguments, using the visual language, materials, traditions, processes and techniques of Interior Decoration, Design and Styling.
3. Demonstrate a range of intellectual, imaginative and enquiring skills that are appropriate for Interior Decoration, Design and Styling & associated sectors within the creative industries.
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 Interior Decoration, Design and Styling.
6. Develop independent, critical and creative practice in professional, collaborative or entrepreneurial contexts.

2.2 Relationship to other programmes and awards

This is a three-year programme with the first year (level 4) offered by distance learning and face-to-face. The distance learning first year (level 4) is common to all programmes.

Extended Degree (successful completion allows guaranteed progression to linked Degree programme)

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>A1. Articulate their understanding of own creative identity, values and aspirations against the context of the current competitive marketplace, and the requirements of the creative industries</p> <p>A2. Demonstrate verbally, visually and in written formats a developed knowledge and critical understanding of the overarching theories, practices and contexts that underpin Interior Decoration, Design and Styling and associated industries.</p> <p>A3. Demonstrate their detailed subject knowledge and understanding of the relationship between theory and practice as they interpret, analyse and evaluate critical approaches to creative practice.</p> <p>A4. Evidence understanding of professional guidance relating to moral rights and ethical responsibilities within the creative industries.</p> <p>A5. Show evidence of breadth and depth of understanding of the experience and practical application of techniques and skills within a broad range of Interior Decoration, Design and Styling contexts.</p>	<p>Tutorials: online/F2F one-to-one sessions to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p>Lectures and seminars: online/F2F sessions to introduce the concepts and research methodologies involved</p> <p>Online/F2F Workshops and Demonstrations: to introduce practical, creative and professional skills. These will be a mix of timetabled and non timetabled sessions.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module. 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> <p>Extended Studio Practice: to engage in the making of work through a personalised context (off-site)</p> <p>Critiques: online/F2F sessions to begin 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>Collaboration & Peer interaction: to develop core communication and interpersonal skills, during timetabled digital sessions with further opportunities on an informal basis.</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other online technologies</p>

	<p>Assessment methods: Assessment relates directly to the intended learning outcomes and these will be stated in the online Module Guide and will be supported by guidance notes and related additional information. Details relating to the presentation of completed assignment work will also be specified within the Module Guide.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the online module descriptors and assignment briefs.</p>
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>B1. Engage in both formal and informal approaches to critically evaluating own and others work and demonstrate ability to respond positively and professionally to informed criticism.</p> <p>B2. Apply appropriate theoretical approaches to the study and interpretation of art, design and media products and practices and demonstrate an understanding the ethical, social and cultural responsibilities of Interior Decoration, Design and Styling in both historical and contemporary contexts.</p> <p>B3. Maintain ongoing academic and professional development through research and reflective practices of critical analysis & self-evaluation, to inform professional aspirations and career or progression opportunities.</p> <p>B4. Initiate independent research and exploration through gathering of information and experiences, and utilise both to help form independent judgements and decision-making.</p> <p>B5. Take risks and other speculative processes, making constructive use of results, both successful and unsuccessful, and recognise these as vital to the creative process and ongoing developments in own personal visual language.</p> <p>B6. Develop independent, informed viewpoints, insights and judgments about the topic through research, experience and critical evaluation.</p> <p>B7. Interpret, analyse and evaluate critical, theoretical approaches to creative practice in order to stimulate creative and academic development.</p>	<p>Tutorials: online/F2F one-to-one sessions to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p>Lectures and seminars: online/F2F sessions to introduce the concepts and research methodologies involved</p> <p>Online/F2F Workshops and Demonstrations: to introduce practical, creative and professional skills. These will be a mix of timetabled and non timetabled sessions.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module. 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> <p>Extended Studio Practice: to engage in the making of work through a personalised context (off-site)</p> <p>Critiques: online/F2F sessions to begin 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>Collaboration & Peer interaction: to develop core communication and interpersonal skills, during timetabled digital sessions with further opportunities on an informal basis.</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other online technologies</p>

	<p>Assessment methods: Assessment relates directly to the intended learning outcomes and these will be stated in the online Module Guide and will be supported by guidance notes and related additional information. Details relating to the presentation of completed assignment work will also be specified within the Module Guide.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the online module descriptors and assignment briefs.</p>
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3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Students will be able to:</p> <p>C1. Devise appropriate, innovative and distinctive Interior Decoration, Design and Styling concepts in response to the problems posed by both self-initiated and set briefs, and present the work to the professional standards required.</p> <p>C2. Demonstrate a range of practical skills and expertise, utilising processes and equipment in an effective and creative manner, in accordance with good professional practice and applied to a variety of situations and contexts.</p> <p>C3. Act autonomously to identify and appraise issues that clearly contribute to, or detract from, the realisation of ideas; synthesise and evaluate creative results.</p> <p>C4. Identify, define and produce a body of work that confirms their position in Interior Decoration, Design and Styling, able to work in a range of creative contexts, thus supporting future working practice in the competitive creative industries.</p> <p>C5. Research, evaluate and contextualise their own area of practice informed by key ideas and theories, applying appropriate academic conventions and utilising a range of appropriate research methods.</p> <p>C6. Understand the requirements of commercial and professional practice within their chosen field and interact with a learning or professional community or network, as a means to explore professional environments in which personal aspirations are likely to develop.</p>	<p>Tutorials: online/F2F one-to-one sessions to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p>Lectures and seminars: online/F2F sessions to introduce the concepts and research methodologies involved</p> <p>Online/F2F Workshops and Demonstrations: to introduce practical, creative and professional skills. These will be a mix of timetabled and non timetabled sessions.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module. 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> <p>Extended Studio Practice: to engage in the making of work through a personalised context (off-site)</p> <p>Critiques: online/F2F sessions to begin 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>Collaboration & Peer interaction: to develop core communication and interpersonal skills, during timetabled digital sessions with further opportunities on an informal basis.</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other online technologies</p>

	<p>Assessment methods: Assessment relates directly to the intended learning outcomes and these will be stated in the online Module Guide and will be supported by guidance notes and related additional information. Details relating to the presentation of completed assignment work will also be specified within the Module Guide.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the online module descriptors and assignment briefs.</p>
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Use a range of appropriate communication methods to present themselves as professional practitioners to relevant audiences.</p> <p>D2. Develop reflective individual practice that will lead to an ongoing acquisition of skills and knowledge in order to foster personal and professional growth.</p> <p>D3. Identify and apply appropriate knowledge and production processes, in order to creatively and professionally solve problems, realising the potential of own ideas.</p> <p>D4. Demonstrate autonomous practice through the ability to work on self-initiated tasks and projects, exhibiting the appropriate levels of time-management, self-organisation and independence.</p> <p>D5. Demonstrate ability to plan and prepare for professional practice, through an awareness and understanding of practical knowledge, skills and attributes required of an Interior Decoration, Design and Styling including evidence of ability to negotiate, collaborate and communicate with peers, clients, agents, tutors etc.</p> <p>D6. Demonstrate communication skills, which evidence knowledge and understanding of critical, cultural and contextual discourse, within an Interior Decoration, Design and Styling context.</p> <p>D7. 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>Tutorials: online/F2F one-to-one sessions to reinforce individual understanding and ensure that the knowledge learnt is contextualised for the student's individual subject area. To ensure that students receive appropriate pastoral support and that they are encouraged to take responsibility for their own learning.</p> <p>Lectures and seminars: online/F2F sessions to introduce the concepts and research methodologies involved</p> <p>Online/F2F Workshops and Demonstrations: to introduce practical, creative and professional skills. These will be a mix of timetabled and non timetabled sessions.</p> <p>Independent study: to begin to develop students' learning autonomy and ownership of the knowledge and information gained during the module. 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> <p>Extended Studio Practice: to engage in the making of work through a personalised context (off-site)</p> <p>Critiques: online/F2F sessions to begin 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>Collaboration & Peer interaction: to develop core communication and interpersonal skills, during timetabled digital sessions with further opportunities on an informal basis.</p> <p>Online Learning: to enable students to utilise digital and online resources, through our LMS, LinkedIn Learning and other online technologies</p>

	<p>Assessment methods: Assessment relates directly to the intended learning outcomes and these will be stated in the online Module Guide and will be supported by guidance notes and related additional information. Details relating to the presentation of completed assignment work will also be specified within the Module Guide.</p> <p>Self-evaluation and critical reflection are important elements in the learning process and these are incorporated into all assignments. Relevant personal development plan qualities are identified in the online module descriptors and assignment briefs.</p>
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4. Indicative Programme Structure – Full-time

FT	Year 1/level 4	
	Trimester 1	Trimester 2
	BCOP100 - 20 Credits	
	BAID104 - 20 Credits	
	BAID101 - 20 Credits	BAID103 - 20 Credits
	BAID102 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 5	
	Trimester 3	Trimester 4
	GCOP200 - 20 Credits	
	BAID203 - 20 Credits	
	BAID201 - 40 Credits	BAID202 - 40 Credits
	Year 3/level 6	
	Trimester 5	Trimester 6
	BAID301 - 40 Credits	BAID303 - 40 Credits
	BAID304 - 20 Credits	BAID302 - 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)

Indicative Programme Structure – Full-time – Year 1 Distance Learning

FT	Year 1/level 4	
	Trimester 1	Trimester 2
	DLCS101 Contextual Studies - 20 Credits	
	DLPP102 Professional Practice - 20 Credits	
	DLAS103 Academic Skills for Creative Learning - 20 Credits	DLAP105 Amplifying Practice - 20 Credits
	DLEP105 Exploring Practice - 20 Credits	DLIP106 Interdisciplinary Practice - 20 Credits
	Year 2/level 5	
	Trimester 3	Trimester 4
	GCOP200 - 20 Credits	
	BAID203 - 20 Credits	
	BAID201 - 40 Credits	BAID202 - 40 Credits
	Year 3/level 6	
	Trimester 5	Trimester 6
	BAID301 - 40 Credits	BAID303 - 40 Credits
	BAID304 - 20 Credits	BAID302 - 20 Credits

Indicative Programme Structure – Part-time

Students will follow a five-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 optional modules in the programme.

	Year 1/level 4	
PT	Trimester 1	Trimester 2
	BCOP100 - 20 Credits	
	BAID101 - 20 Credits	BAIS300 - 20 Credits
	Year 2/level 4	
	Trimester 3	Trimester 4
	BAID104 - 20 Credits	
	BAID102 - 20 Credits	BAID103 - 20 Credits
	Year 3/level 5	
	Trimester 5	Trimester 6
	BAID203 - 20 Credits	
	BAID201 - 40 Credits	
	Year 4/level 5	
	Trimester 7	Trimester 8
	GCOP200 - 20 Credits	
		BAID202 - 40 Credits
	Year 5/level 6	
	Trimester 9	Trimester 10
	BAID301 - 40 Credits	BAID302 - 20 Credits
	Year 6/level 6	
	Trimester 11	Trimester 12
BAID304 - 20 Credits	BAID303 - 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)

NOTE: Distance Learning option not available part-time

Annexe 1: Indicative programme content

Level 4 (face-to-face delivery)

The initial modules are designed to ensure that students with different prior, educational and/or life skill, experiences all have the necessary foundation in Interior Decoration, Design and Styling techniques and process.

The first module, BAID104 Professional Practice & PDP 1, will run for the whole of level 4 raising the student's awareness of career paths within Interior Decoration, Design and Styling and its associated industries. Through this process students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures, research tasks, individual, reflective activities and team assignments/ critiques.

Running concurrently through trimester one are BAID101 Drawing and Visual Research and BAID102 Workshop Materials and Digital Processes. Both form an essential induction to the discipline and provide an orientation for the programme. BAID101 Drawing and Visual Research will introduce the fundamental relevant visualisation methods, from observational drawing, use of a wide range of media, mark making, perspective, design concept development, sketchbook skills, 3D visualisation methods, design and mood boards, measured drawing and plans, presentation methods etc. - processes that underpin Interior Decoration, Design and Styling. BAID102 Workshop Materials and Digital Processes introduce a wide range of essential Interior Decoration, Design and Styling processes such as digital Skills, 3D CAD and sketchup, sewing skills, upholstery, FABLAB, Photo and Photoshop and wood shop skills as well as inductions to other relevant resources.

BAID103 Design for Industry starts to explore the needs of the industry through a range of practical assignments designed to enhance student's design, realisation and presentation knowledge and techniques.

Module BAIS300 Interdisciplinary Studies provides an opportunity to expand and develop skills and knowledge in fields beyond the immediate programme environment. Subject areas are nonetheless relevant to personal career aspirations.

BCOP100 Contexts of Practice 1 introduces key theories of art & design practice through seminars, lectures and a range of activities exploring research and communication/articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary Interior Decoration, Design and Styling and students will engage with a wide variety of contemporary practitioners.

Across the delivery of level 4, workshops will emphasise the importance of core skills from research, problem-solving, design and layout skills. Technical & practical skills – particularly digital and hands-on processes - will be explored within the context of Interior Decoration, Design and Styling practice.

Level 4 (distance learning delivery)

The initial modules are designed to ensure that students with different prior, educational and/or life skill, experiences all have the necessary foundation in creative art practices. The modules in the distance learning year are mapped to the level 4 face-to-face programme.

The first module, DLAS103 is an introduction to the academic skills required to study an HE programme in the creative arts. Comprising activities related to written and visual presentation, students will develop the necessary foundations to support their future work. Importantly, this module integrates with Contextual Studies (DLCS101) to provide an integrated experience for the development of academic skills. The written and presentation elements of this module foster students the opportunity to explore their creative practice and provides the necessary thinking and reflection to underpin the trimester two professional practice module.

The year long Contextual Practice module introduces key theories of art & design practice through seminars, lectures and a range of activities exploring research and communication/articulation of ideas. It will provide a range of critical approaches supporting the investigation, interpretation and analysis of contemporary practice and students will engage with a wide variety of practitioners.

Level 4 comprises two practice-based modules (DLEP104 & DLAP105) where students explore their own creative practice through reflective thinking + making to develop their own creative and professional identity. Together, these modules will help students to determine their future specialism and will support the transition into level 5 and level 6 degree-level study. Exploring Practice, delivered in the first trimester allows students to respond to a series of lectures, 2 x 6 week projects and online workshops. This module is about experimentation and play to begin to foster a creative identity. This is followed by Amplifying Practice, delivered in the second trimester whereby students will explore their main area of practice through one large project to develop their work and skills. Responding to a project brief will be encouraged, alongside risk taking and the pushing of boundaries within their creative practice.

The year long Professional Practice (DLPP102) module has been designed to raise the student's awareness of career paths within creative and associated industries. Through this process, students will be asked to identify their own personal development needs feeding into their PDP, planning for their future careers. This module is realised through lectures, research tasks, individual, reflective activities and team assignments/ critiques. The Interdisciplinary Practice module (DLIP106) provides students with an opportunity to expand and develop skills and knowledge in fields beyond the immediate area of creative practice being explored in Amplifying Practice.

Level 5 (face-to-face delivery)

Level 5 builds on abilities and knowledge gained by students to date, and allows them to explore more advanced concepts and develop additional skills.

BAID203 Professional Practice & PDP 2 extends skills acquired during Level 4 allowing individuals to further explore professional Interior Decoration, Design and Styling practice along with employment and entrepreneurial opportunities, contractual issues etc. This

module will run across level 5 and will inform an understanding of the level of professionalism, creativity and adaptability required to negotiate a career in Interior Decoration, Design and Styling and associated professional industries.

Within the BAID201 Interior Decoration - styling module, students undertake design styling projects which expose them to brief writing, initial research, prototyping, design presentation model making, rendering and CAD drawing etc.

The BAID202 Self Directed Projects module provides students with the opportunity to explore self-initiated approaches to Interior Decoration, Design and Styling, with students defining the context in which their practice sits. Through this module students will develop entrepreneurial skills, taking responsibility of the whole process from finding a space, producing a defined brief, developing multiple concepts, selecting furniture, finishes etc. to producing a final proposal. Part of the purpose of this module is for students to realise elements of their design scheme i.e. produce artifacts etc. Students will also be expected to develop and realise own ideas for self-promotional strategies that sets their Interior Decoration, Design and Styling practice apart from the competition.

The GCOP200 Contexts of Practice 2 module extends themed ideas, concepts and critical discourses introduced in Contexts of Practice 1. A series of core lectures and themed seminars deepen understanding of Interior Decoration, Design and Styling and associated industries in their wider contexts. Students will continue to develop critical approaches to research and show an understanding of the relationship between context and practice.

Level 6 (face-to-face delivery)

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.

The BAID301 Research and Experimentation module will provide information and research preparation to provide a platform from which the student's Creative and Professional Conclusion module may develop. It is a period of exploratory studio practice and reflection during which students will negotiate their final project for the Creative and Professional Conclusion module and its relationship to their dissertation/extended essay title with staff and peers.

In the BAID302 Creative Professional Development module students will synthesise their professional and contextual research, skills and creative intentions with their understanding of professional practice and career ambitions. The module will enable students to position themselves at a professional level for progression to employment, self-employment or post-graduate study.

The BAID303 Creative and Professional Conclusion module represents the culmination of the knowledge, skills and understanding acquired throughout the entirety of the student's study on the programme through the engagement in a project that is the result of a self-initiated or self-selected brief.

The BAID304 Contexts of Practices 3 module provides two pathways. Each pathway supports the development of independent critical thinking.

Annexe 2: Approaches to Learning & Teaching

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, or single assignments (with both written and practical outcomes), workshops, demonstrations, tutorials, 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. Modules taught by distance learning will make intensive use of our LMS, interactive technologies, recording and Google Apps to foster online collaboration, co-creation and engagement.

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 LMS along with a wide range of useful resources, such as software support and contextual readers.

Peer interaction, independent learning and private study-time:

Students need independent time to develop, deploy, reflect upon and consolidate knowledge structures. Similarly, inter-student interaction to discuss and negotiate ideas and methods is also a compelling way of learning. For these reasons peer interaction, independent learning and private 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.

Statements of intent and reflective learning logs:

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 in two primary ways:

Statements of Intent: these are introduced at key points during the programme, although their usage is more pronounced in Level Two and Level Three Assignment work that is geared more to negotiated proposals supporting a greater independent mode of learning and personal specialisation.

Reflective Learning Logs: A form of reflective account/ PDP/ diary/ journal/ production log/blog that is used to record process, technique and skills acquisition alongside a self-reflective critical analysis of future intentions and personal development requirements and objectives for planning the students own learning.

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.

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, as do the Statements of Intent and Reflective Learning Logs (see below).

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 by the tutor and useful comments are collated by the tutor for feedback to the student in tutorials. Summative assessment decisions and grades will be made entirely by the tutor assessors.

Formative external/employer assessment:

During and at the conclusion of professional practice, work-based and work-related learning, formative feedback will be sought and should be submitted alongside the other work required to inform the summative assessment. Where possible in work-related learning, externals will be asked to be part of the summative assessment process. However, summative assessment decisions and grades will be made entirely by the tutor assessors

Summative assessment:

Summative assessment generally takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, essays and reports. For practical studio-based assignments, the usual model will be a presentation to at least two tutors and in a group critique situation.

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 the 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 reflective learning logs:

Statements of intent include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed. Reflective learning logs may sometimes be specified by assignments as required supporting material to be submitted for assessment.

Feedback:

Formative feedback:

Formative feedback from tutors and peers takes place across the programme and is intended to help students maximise their strengths and to provide timely advice to assist them to rectify weaknesses. It is usually conveyed verbally to individuals and groups, but occasionally can be recorded in written form – as in the statements of intent.

Summative feedback:

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 outcomes. It will be supported through one-to-one tutorial feedback with a member of the assessment team.

Annex 3a: Curriculum map - Face-to-face

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

Key:



Outcome summatively assessed

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

Knowledge and Understanding

Level	A1	A2	A3	A4	A5
4					
BAID101					√
BAID102	√				
BAID103	√				
BAID104	√				
BAIS300					√
BCOP100		√			
5					
BAID201				√	
BAID202	√				
BAID203	√			√	
GCOP200		√	√		
6					
BAID301			√		
BAID302		√			
BAID303			√		
BAID304		√	√		

Cognitive Skills

Level	B1	B2	B3	B4	B5	B6	B7
4							
BAID101				√			
BAID102	√						
BAID103					√		
BAID104					√		
BAIS300				√			
BCOP100		√					
5							
BAID201					√		
BAID202					√		
BAID203	√						
GCOP200		√					
6							
BAID301		√					
BAID302					√		
BAID303					√		
BAID304						√	√

Practical and Professional Skills

Level	C1	C2	C3	C4	C5	C6
4						
BAID101	√					
BAID102		√				
BAID103			√			
BAID104						√
BAIS300		√				
BCOP100					√	
5						
BAID201		√				
BAID202		√		√		
BAID203	√					
GCOP200					√	
6						
BAID301	√					
BAID302		√				√
BAID303					√	√
BAID304					√	

Key/Transferable Skills

Level	D1	D2	D3	D4	D5	D6	D7
4							
BAID101		√					
BAID102				√			
BAID103	√						
BAID104					√		
BAIS300			√				
BCOP100						√	
5							
BAID201		√					
BAID202			√				
BAID203				√			
GCOP200						√	
6							
BAID301						√	
BAID302	√						
BAID303		√					
BAID304							√

Annex 3b: Curriculum map - Distance Learning

Outcome summatively assessed	X
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This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes. Please note, level 5 and level 6 are taught face-to-face - see above.

LEVEL 4	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	
DLCS101		X					X								X								X
DLPP102	X									X						X						X	
DLAS103	X																X				X		
DLEP104					X				X		X	X						X					
DLAP105	X					X				X			X										
DLIP106					X				X			X								X			

- A Knowledge and Understanding
- B Cognitive Skills
- C Practical and Professional Skills
- D Key/Transferable Skills