

**SECTION 1: COURSE INFORMATION.**

1.1 COURSE SET-UP INFORMATION:	
<b>COURSE TITLE:</b>	EXTENDED BA YEAR 1
<b>TEACHING INSTITUTION:</b>	PLYMOUTH COLLEGE OF ART
<b>AWARDING INSTITUTION</b>	PLYMOUTH COLLEGE OF ART
<b>DATE OF FIRST VALIDATION:</b>	2008
<b>UCAS CODE:</b>	Refer to UCAS for details
<b>COURSE START DATE</b>	SEPTEMBER 2021
<b>RELATED QAA BENCHMARKS:</b> The PCA undergraduate Common Unit Framework (CUF) comprises a shared set of learning outcomes mapped across all courses and three QAA benchmark statements. The listed QAA benchmark statements are for the entire CUF and not an individual course.	<ol style="list-style-type: none"> <li>1. <a href="#">QAA Subject Benchmark Statements for Art and Design</a></li> <li>2. <a href="#">QAA Subject Benchmark Statements for Communication, Media, Film and Cultural Studies</a></li> <li>3. <a href="#">QAA Subject Benchmark Statements for History of Art, Architecture and Design</a></li> </ol>
<b>PSRB RECOGNITION:</b>	NA
<b>DUAL ACCREDITATION:</b>	NO
<b>CREDIT POINTS:</b>	120 NON UK FHEQ

1.2 COURSE DELIVERY INFORMATION:	
<b>MODE OF STUDY:</b>	FT SEPTEMBER START
<b>DURATION (FT / PT):</b>	1 YEARS FT

1.3 COURSE MODE(S) [STUDY LOCATION] <sup>1</sup> :				
ON-CAMPUS LEARNING	HYBRID LEARNING	DISTANCE LEARNING	WORK - BASED	STUDY - ABROAD
X	X			

<sup>1</sup> **On-Campus** -100% timetabled in-situ; **Hybrid** - timetabled in-situ & online; **Distance** - 100% timetabled online. | **On-campus + Hybrid Learning** will use learning technologies as part of delivery

**1.4 COURSE MANAGEMENT:**
**MANAGING SCHOOL:**

Critical &amp; Cultural Studies

**SUBJECT LEADER:**

Helen Markes

**1.5 COURSE EXIT AWARDS:**
**TYPE:**

Non UK FHEQ credit-bearing

**SECTION 2: COURSE ENTRY REQUIREMENTS.**
**2.1 RECRUITMENT INFORMATION:**
**UCAS POINTS:**

Please see PCA website for latest information pertaining to admissions

**OTHER ENTRY CONSIDERATIONS:**

Please see PCA website for latest information pertaining to admissions

**2.2 ADDITIONAL RECRUITMENT INFORMATION:**

This is the extended BA year suitable for selected degrees validated under the Common Unit Framework (CUF). To be able to undertake this year of study, students must register for a four-year BA course.

**SECTION 3: AIMS.****3.1 AIMS:****Aims of study**

The aims of extended BA study at PCA acknowledge the key characteristics and outcomes of creative learning, developing competencies in knowledge and comprehension, cognitive skills, and practical and professional attributes. In broad terms, we refer to these as Knowing, Being and Doing. The aims of the extended year are to support students to prepare for student at degree level and has been designed to:

- Enable creative learning through an enriching, inclusive and distinctive curriculum for the specialist study of art, design, and media.
- Foreground intellectual, technical and professional competency as a basis for lifelong learning and employment.
- Develop independent, critical and creative practitioners in professional, collaborative and/or entrepreneurial contexts.
- Foster civic responsibility and student agency through an understanding of global perspectives and cultural contexts.
- Provide learning that enables graduates to make a meaningful contribution to the wider creative economy, with impact on the social, cultural and economic life of the South West region and beyond.
- Create confident and aspirational practitioners through sustainable approaches to professional and personal wellbeing.

**3.2 AIMS OF THE COURSE:****Aims of the Course:**

The aim of this course is to afford students the knowledge, skills and attributes required for degree-level study. Specifically, it supports students to start to develop the essential skills and competencies that underpin learning within a named degree award. These aims are designed to:

- Provide extended BA learning that encourages the development of ideas, concepts, proposals, solutions and arguments that employ and/or challenge the conventions and possibilities and prepares students for future degree-level study.
- Develop a range of intellectual, imaginative and practical skills associated that are appropriate for developing a research-informed creative practice.
- Promote an understanding of professional practice through the development of an independent, critical and creative practice in professional, collaborative and/or entrepreneurial contexts.
- Enable the selection and use of appropriate processes, technologies and environments, with a high level of skill and creativity, whilst observing sound professional working standards.
- Foster an awareness of subject specific opportunities for creative practice, and the wider global and cultural contexts for art, design & media practice.
- Engender curious, ambitious and socially responsible creative practitioners within art, design & media.

- Develop students to become life-long learners with a deep understanding of their skills, literacies and attributes and how to apply these to their future career.

## SECTION 4: COURSE LEARNING OUTCOMES.

**LEARNING OUTCOMES IN RED ARE NOT ASSESSED AT THE EXTENDED BA LEVEL BUT ARE MAPPED AT UG DEGREE LEVEL - UPON COMPLETION OF THE DEGREE AT LEVEL 6.**

<b>4.1 KNOWLEDGE &amp; COMPREHENSION:</b>	
<b>K1</b>	Critically engage with contextual knowledge to inform and develop as a creative practitioner
<b>K2</b>	Critically explore the relationship between the practitioner and their audience and articulate the impact of these on contemporary practice and culture
<b>K3</b>	Critically apply judgement through the selection and use of materials, processes and environments
<b>K4</b>	Demonstrate conceptual thinking and/or visualisation through investigation and enquiry
<b>K5</b>	Demonstrate ethical practice and values as an essential concern of working in the creative arts
<b>K6</b>	Generate ideas, concepts, proposals, solutions or arguments as self-initiated activity in response to a proposition
<b>K7</b>	Apply convergent and divergent thinking to inform practice-based outcomes
<b>4.2 COGNITIVE SKILLS:</b>	
<b>B1</b>	Analyse information and/or experience to formulate a critical position
<b>B2</b>	Critically engage in research to inform judgements as part of a creative approach
<b>B3</b>	Critically apply effective ICT, aware of the impact of new technologies, by making evidence-informed judgements
<b>B4</b>	Engage with wider communities to synthesise work, evidencing new information and learned experiences
<b>B5</b>	Defend a creative position drawing from, and integrating, personal reflection and feedback
<b>B6</b>	Justify connections between intention, process, outcome, context and forms of dissemination
<b>B7</b>	Critique the development of ideas by drawing from, and engaging with, multiple modes of practice
<b>4.3 PRACTICAL &amp; PROFESSIONAL ATTRIBUTES:</b>	
<b>D1</b>	Demonstrate the characteristics of a lifelong learner who are actively engaged in their professional development
<b>D2</b>	Apply interpersonal, social, problem-solving and negotiation skills as part of creative practice
<b>D3</b>	Critically apply appropriate communication methods and demonstrate impact and engagement with a range of stakeholders
<b>D4</b>	Explore the role and impact of IP within art, design and media practice

<b>D5</b>	Manage workload and timelines according to a defined plan whilst responding to change and ambiguity
<b>D6</b>	Demonstrate the knowledge and attributes for effective team working
<b>D7</b>	Exhibit characteristics, knowledge and attributes, recognising enterprise, entrepreneurial thinking & funding, to support future careers

## SECTION 5: ATTRIBUTES & SKILLS.

**5.1 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING GRADUATE ATTRIBUTES:**

**Mapping for these elements of the CUF start at level 4 (Year 1)**

**5.2 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING DIGITAL LITERACY SKILLS:**

**Mapping for these elements of the CUF start at level 4 (Year 1)**

**5.3 AT THE END OF THIS COURSE, A LEARNER IS EXPECTED TO DEMONSTRATE THE FOLLOWING EMPLOYABILITY SKILLS:**

**Mapping for these elements of the CUF start at level 4 (Year 1)**

## SECTION 6: LEARNING & TEACHING INFORMATION.

### 6.1 LEARNING & TEACHING:

**Lectures:** All units comprise interactive keynote style lectures, often delivered to cognate groups, and designed to cover core essential knowledge. Where possible, lectures are recorded and students will be able to review the material via the student portal - this has been implemented to support accessibility, student confidence as well as support for students with English as a second language.

**Structured Learning:** Prior to lectures and other teaching activities, students are provided with pre-activity to help them prepare for the session. This could include pre-reading, watching or engagement with online learning activities. Post-session, and to support preparation for a linked session, students are provided with the material, learning, watching and engagement which builds on the content of the session and will be explored in detail as part of future curriculum delivery.

**Seminars:** Seminars are structured to follow-on from a lecture and may be delivered as part of a cognate group or within a defined subject discipline. Importantly, linked to the lectures, these seminars afford students to engage with the material through a focused subject/cognate lens and through active learning promote a deeper understanding and application of the material. Furthermore, seminars are structured to promote peer-to-peer engagement and thus support the development of learning communities which are essential for student engagement as well as having been shown to support student retention.

**Tutorials:** Throughout each unit, students are provided with tutorials either 1:1 or small groups to support a deeper engagement with their subject and practice as well as a vehicle for formative feedback. Importantly, these tutorials help to deliver a personalised and responsive curriculum to help support students' individual needs.

**Technical Delivery:** All courses constructed using the CUF comprise technical teaching - this may be online or face-to-face. This teaching, delivered by dedicated technical teams (technical demonstrators and academics), form part of the core curriculum and is aligned to the name and nature of a course. Students are encouraged and supported to engage in technical workshops outside of the core curriculum as part of our structured (Workshop Wednesday) and unstructured open-access learning approach.

**Workshop Wednesdays:** As part of the timetable, students are not taught on Wednesdays and instead, PCA runs Workshop Wednesdays - a rich, rolling menu of workshops led by our excellent technical staff offered free of charge. Workshop Wednesdays also comprise elements delivered by our Academic Professional services including academic literacy, information literacy and careers. This approach affords students a chance to encounter unfamiliar technical processes, strengthen existing skills, and engage in broader learning opportunities in the college. These workshops facilitate student agency, mobility outside their subject and a chance for them to immerse in creative cross-disciplinary exchange with peers.

**Open access:** Outside of the core elements of the CUF, students are encouraged to access workshops and resources are part of open-access learning. The CUF timetable permits open access learning and students will be able to use facilities, supported by resident technical colleagues throughout the week when other classes are not running.

**Critiques:** These can be online/in-campus, individual or part of a group activity. Central to creative practice, these are used 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. Giving and receiving feedback on practice is part of every unit comprising practical elements.

**Collaboration & peer interaction:** Engagement and interaction is core to every unit to support students to develop core communication and interpersonal skills as well as those aligned to future employability and professional practice.

**Independent study:** This may be directed or self-initiated to develop a student's learning autonomy and ownership of the knowledge and information gained during the course. Students will be supported to engage in developing their independent study through unit briefings, online and face-to-face guidance and a detailed understanding of the unit requirements.

**Blended Learning:** For units comprising face-to-face elements, a blended learning approach is taken to integrate the use of technology to support and enhance learning. Students will be able to utilise digital and online resources, through our LMS, LinkedIn Learning and other online technologies as part of unit delivery. Group Google App, students will be able to undertake co-creation and collaboration as part of our blended learning experience.

**6.2 ASSESSMENT:**

Assessment is an integral part of the learning and the overall approach taken is to ensure that assessment is dialogical, impactful and meaningful. It recognises the complexity associated in art, design and media assessment and how to manage this to support an appropriate and authentic assessment experience. Assessment modalities are grouped into three types: (1) Practice, (2) Communication & Engagement and (3) Written Synthesis to support the design of an assessment for learning design. The spread of the assessment modality can be found [here](#).

**Formative tutor assessment:** Extensive use is made of formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme.

**Formative peer assessment:** Peer assessment requires the student to place themselves 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, but 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 dialogic feedback:** Extensive use is made of dialogic formative assessment and feedback to direct student progress and evaluate knowledge and understanding throughout the programme. This type of feedback will happen throughout the students' learning experience and across learning formats – lecture, seminar, workshop, tutorial, base room and classroom.

**Summative feedback (written):** 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. Summative assessment will always take the form of written feedback detailing assessment decisions cross-referenced with unit learning outcomes.

**Summative feedback (written):** Written summative feedback is expanded through one-to-one tutorial feedback with a member of the assessment team so students can explore in-depth their feedback and future actions. This is a guided conversation whereby students are able to bring to the tutorial questions they would like to explore in response to their written feedback. Importantly, this process follows a model of feedforward so students can develop actions to help them apply their feedback to future practice.

**Unit 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 unit guide will articulate how the performance of the group will be assessed.

**Project Proposals and Online Sketchbooks:** Project proposals include staff feedback elements that contribute to formative assessment. They are not, however, summatively assessed. However, it is the critical evaluation of the research, planning and production activity recorded in online sketchbooks, via blog and/or website that forms part of the assessment.

**Assessment Map:**

		Practice					Communication & Engagement					Written synthesis					
		Body of Creative Practice	Creative Project	Project artefact	Creative Final Project	Online Quiz (pass/fail)	Presentation - 10mins (content)	Presentation - (presentation skills)	Public Exposition	Research Poster	Online presence (website / ePortfolio)	Critical Reflection 500	Written Synthesis 1,000	Skills Evaluation 1,000	Project evaluation 2,000	Project report 3,000	Critical essay + Publication (2,500 words each) 5,000
Foundations	EXBA01	100															
Thinking through Making	EXBA02	50										50					
Specialist Practice	EXBA03					75	25										
Specialist Project	EXBA04				100												
Materials & Methods (1)	401	100									100						
Encountering Place	402					75	25										
Exploring Subject (1)	403		100								100						
Platforms of Exchange	404			50									25		50		
Speculative Strategies (1)	501		75														
Global Challenges	502																
Ideas & Audience	503																
Emergent Practice (1)	504		100						100		100					100	
<i>Ideas &amp; Audience (study abroad option)</i>	505																
<i>Emergent Practice (study abroad option) (1)</i>	508		100								100						
<i>Sandwich / Placement year</i>	510														100		
Research & Development	601						25			75							
Publication (2)	602																100
Final Major Project	603				100												100
Positioning practice (1)	604					100				100							

**(1) Graded Holistically**

CUF Assessment Map. Assessments weightings are shown. Units shaded in blue are optional study abroad /sandwich.



**SECTION 7: COURSE STRUCTURE (FULL-TIME).**

The CUF comprises course-specific, school-specific and college-wide units.

Level	Course-based units	School-specific Units	College-wide Units
EB	-	-	EXBA01,EXBA02, EXBA03, EXBA04

**YEAR 1:**

7.1 TRIMESTER 1 (FULL TIME):			
UNIT CODE	UNIT TITLE	CREDITS	SPECIFIC INFORMATION -
EXBA01	Fundamentals	30	
EXBA02	Thinking through Making	30	

7.2 TRIMESTER 2 (FULL TIME):			
UNIT CODE	UNIT TITLE	CREDITS	SPECIFIC INFORMATION -
EXBA03	Developing Specialist Practice	30	
EXBA04	Specialist Project	30	

**SECTION 8: COURSE STRUCTURE (PART-TIME).**

**Not applicable**

**SECTION 9: ADDITIONAL COURSE INFORMATION.**

9.1 ADDITIONAL NOTES:

