



**University of Plymouth**  
**Academic Partnerships**  
**CORNWALL COLLEGE**

**Programme Specification**

**BA (Hons) Art & Design Practice**  
**(Level 6 Only)**

*Academic Year 2020-2021*



**UNIVERSITY OF  
PLYMOUTH**

*If you require any part of this document in larger print, or an alternative format, please contact:*

HE Operations

Tel: (01209 617757)

E-mail: (cchea@cornwall.ac.uk)

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# PROGRAMME SPECIFICATION

**Programme Title:** BA (Hons) Art & Design Practice (Level 6 Only)

**Internal Programme Code:** 6560 (Full Time), 6561 (Part Time)

**Partner Delivering Institution:** Cornwall College

**Start Date:** September 2013

**First Award Date:** July 2014 (FT) July 2015 (PT)

**Date(s) of Revision(s) to this Document:** 19<sup>th</sup> March 2019/22 May 2020

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## PS1. Programme Details

<b>Awarding Institution:</b>	University Of Plymouth
<b>Partner Institution and delivery site (s):</b>	Cornwall College
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full Time and Part Time
<b>Final Award:</b>	BA (Hons) Art & Design Practice
<b>Intermediate Award:</b>	N/A
<b>Programme Title:</b>	BA (Hons) Art & Design Practice
<b>UCAS Code:</b>	W902
<b>HECOS Code:</b>	100059, 100587, 101361, 100061, 100003
<b>Benchmarks:</b>	This programme has been developed in conjunction with the following documentation FHEQ at Level 6 (2008)
<b>Date of Programme Approval:</b>	16 November 2012 (Updated with title change March 18)

## PS2. Brief Description of the Programme

The BA (Honours) 'top up' year provides an interdisciplinary Level 6 qualification that complements the existing FdA Art & Design Practice with a continued emphasis on the learner and the development of their professional identity within the creative industries. Students will develop a focused innovative practice combining particular interdisciplinary art & design interests. This is supported by an advanced skills & knowledge set reflecting their particular direction through the programme. At Level 6 each student is expected to develop an independent, autonomous practice, synthesise prior learning & present a public realisation of their work. The course aims to facilitate within graduates an enthusiasm, curiosity & flexibility to equip them for a future in developing challenging art & design projects, whilst also operating across a range of arts careers/ creative practices.

The ability of the course to enable students to develop focused interdisciplinary practice mirrors the need for flexibility identified in current reports relating to the direction of the creative industries with specific relation to graduate futures. By working through communities of practice through the SPACE initiative, rather than discipline specific cohorts, the course addresses the need to combine and collaborate to respond to client needs by providing appropriate and relevant support for progression into work.

### **PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)**

N/A

### **PS4. Exceptions to Plymouth University Regulations**

*None*

### **PS5. Programme Aims**

#### **This programme aims:**

- To address the employment limitations of a narrow focus on skills in undergraduate education as identified by the creative industries, by developing a curriculum that embeds a flexible approach to practice.
- To prepare individuals for a broad range of career, training & practice within the arts/cultural industries sector. Producing commercially active & culturally sensitive independent artists, thinkers, makers & designers.
- To positively foreground interdisciplinarity as an area of expertise, highly relevant to existing and emerging professional contexts of Art & Design, within a pedagogy that promotes synergy between interdisciplinary methods, materials, audience & context.
- To positively encourage & support students to develop live projects in public spaces & to engage with people & organisations beyond the college.
- To develop in students an awareness & understanding of the importance of collaboration, professionalism & negotiation, in response to a range of context sensitive and brief led scenarios, including opportunities for engaging with networks of students & practising artists/ designers/ curators/ arts project managers, within a local, regional, national & international context.
- The programme aims to provide students with the opportunity to effectively present & promote their abilities to prospective employers, by further developing a range of communication, presentation & other transferable skills.

## PS6. Programme Intended Learning Outcomes (ILO)

- 1) The programme aims to encourage the development of an individual direction for advanced personal practice amongst the students, informed by theoretical & critical understanding.
- 2) The programme aims to consolidate prior learning & subsequently provide a springboard to future employment within the creative industries by providing students with the opportunity to respond creatively to, and to test their understanding & ability against, externally set project briefs.
- 3) The programme aims to foster in students an ability to undertake critical analysis and demonstrate an informed understanding of theoretical, historical and critical debates, and therefore to be able to successfully undertake an extended research project.
- 4) The programme aims to encourage development of a range of oral & written communication skills and equip the students with the ability to work effectively in a group.
- 5) The programme aims to further develop a range of advanced skills from which the student will be able to make an independent & informed selection, acting both autonomously & collaboratively with minimal direction within agreed deadlines.
- 6) The programme aims to promote an awareness within the students of personal responsibility & professional codes of conduct within contemporary creative practice, & the ability to incorporate a critical ethical dimension into a major body of work.

## PS7. Distinctive Features

*This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:*

The BA (Honours) 'top up' year provides an interdisciplinary Level 6 qualification that compliments the existing FdA Art & Design Practice with a continued emphasis on the learner and the development of their professional identity within the creative industries. Students develop a focused innovative practice combining particular interdisciplinary art & design interests. This is supported by an advanced skills & knowledge set reflecting their particular direction through the programme. The opportunity to work within communities of practice and an emphasis on developing a strong professional approach to creative practice are important characteristics of this course.

## PS8. Student Numbers

*The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:*

*Minimum student numbers per stage = 10*

*Target student numbers per stage =15*

*Maximum student numbers per stage =30*

## PS9. Progression Route(s)

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.*

*This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

The BA (Honours) Art & Design Practice will be the local and automatic progression route for our existing FdA Art & Design Practice students who apply for level 6 without a break in their studies. The course will also offer level 6 progression to past FdA students from Cornwall College (subject to application through UCAS) and also act as a potential level 6 route for other FdA courses from within PU partner colleges (subject to application through UCAS).

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

## PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Foundation Degree/HND	A relevant Art & Design Foundation Degree or HND, Level 5 qualification, accompanied by a portfolio of work.
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	BA – 64 UCAS tariff points to include at least 48 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	<a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a>
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	No
Capability statement	

## PS11. Academic Standards and Quality Enhancement

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s):**

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

### **Additional stakeholders specific to this programme:**



Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

## PS12. Programme Structure

<b>College</b>	<b>Cornwall College</b>	<b>Programme Title</b>	<b>BA (Hons) Art and Design Practice</b>
<b>Academic Year</b>	<b>2020-2021</b>	<b>Mode of Attendance</b>	<b>Full Time over 1 year</b>
<b>Plymouth Programme Code</b>	<b>6560 FT</b>	<b>Course Duration</b>	<b>120 at Level 6</b>

For: Full Time (6560)				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Optional	Credits	Module
<b>FHEQ - Level 6 (120 credits) Year 1</b>				
F/T	AUTUMN	CORE	30	CORC 315 CONCEPT DEVELOPMENT AND PRACTICE
F/T	AUTUMN, SPRING	CORE	30	CORC 316 DISSERTATION
F/T	SPRING, SUMMER	CORE	40	CORC 317 NEGOTIATED EXTENDED PRACTICE
F/T	AUTUMN, SPRING, SUMMER	CORE	20	CORC 318 PROFESSIONAL PRACTICE

<b>College</b>	<b>Cornwall College</b>	<b>Programme Title</b>	<b>BA (Hons) Art and Design Practice</b>
<b>Academic Year</b>	<b>2020-2021</b>	<b>Mode of Attendance</b>	<b>Part Time over 2 years (Indicative)</b>
<b>Plymouth Programme Code</b>	<b>6561 PT</b>	<b>Course Duration</b>	<b>120 at Level 6</b>

For: Part Time (6561)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Optional	Credits	Module
<b>FHEQ - Level 6 (60 credits) Year 1</b>				
P/T	AUTUMN, SPRING, SUMMER	CORE	30	CORC 315 CONCEPT DEVELOPMENT AND PRACTICE
P/T	AUTUMN, SPRING	CORE	30	CORC 316 DISSERTATION
<b>FHEQ - Level 6 (60 credits) Year 2</b>				
P/T	AUTUMN, SPRING, SUMMER	CORE	40	CORC 317 NEGOTIATED EXTENDED PRACTICE
P/T	AUTUMN, SPRING, SUMMER	CORE	20	CORC 318 PROFESSIONAL PRACTICE

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p><b>Knowledge / Understanding:</b> QAA Subject Benchmark and/or Framework for HE Quals (FHEQ) and/or Foundation Degree Qualifications Benchmark (FDQB)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b> On completion graduates will be able to:</p> <ul style="list-style-type: none"> <li>Employ a systematic &amp; deep understanding of visual language &amp; design principles &amp; be able to apply this knowledge appropriately &amp; with confidence.</li> <li>Demonstrate a detailed understanding of a range of historical &amp; contextual issues specific to an art &amp; design interdisciplinary contemporary creative practice.</li> </ul>	<p>Teaching and learning methods and strategies:</p> <p><b>Primary</b></p> <ul style="list-style-type: none"> <li>Lectures &amp; tutorials</li> <li>Directed independent study</li> <li>Learning from work experience</li> <li>Skills workshops</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>Case studies</li> <li>Problem solving exercises</li> </ul>	1, 3, 6, 7		Key knowledge & understanding is assessed via a combination of essays, presentations, & seminar performances.	ALL MODULES.

<ul style="list-style-type: none"> <li>• Be prepared to experiment</li> </ul>					
<p><b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b>  K and U are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Art &amp; Design Practice sector.</p>					
<p><b>Cognitive and Intellectual Skills:</b></p> <p>QAA Subject Benchmark and/or Framework for HE  Quals (FHEQ) and/or Foundation Degree  Qualifications Benchmark (FDQB)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b>  Make use of a variety of informed responses to a diverse range of interdisciplinary art &amp; design scenarios.</p> <ul style="list-style-type: none"> <li>• Deal with complex ideas &amp; demonstrate sophistication in the choice &amp; application of techniques &amp; processes integral to successful art &amp; design outcomes.</li> <li>• Research &amp; analyse complex information using a variety of sources &amp; references.</li> <li>• Confidently construct critically informed &amp; evaluative ideas about contextual issues.</li> <li>• Critique rival theories &amp; frameworks</li> <li>• Develop an appreciation between medium &amp; message</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Skills workshops</li> <li>• Seminar discussions</li> <li>• Group Tutorials</li> <li>• Self-Directed Study</li> <li>• Learning Journals &amp; Self-Evaluation</li> <li>• Module Evaluation</li> <li>• Visits/ visiting lecturers</li> </ul> <p><b>Secondary/Supplementary:</b>  None</p>	<p>1, 3, 4, 6, 7</p>		<ul style="list-style-type: none"> <li>• Essays/ projects/ dissertations</li> <li>• Coursework/ group work on practical application questions</li> <li>• Portfolio</li> <li>• Final pieces</li> </ul>	<p>CORC316  CORC317</p>

**An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:**

Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks.

These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional practice and writing essays.

**Key Transferable Skills:**

QAA Subject Benchmark and/or Framework for HE  
Quals (FHEQ) and/or Foundation Degree  
Qualifications Benchmark (FDQB)

**By the end of this level of this programme the students will be able to demonstrate for a threshold pass:**

- Develop efficient & effective individual & sustainable studio practices
- Create documentation in a variety of formats that provides a representative & critically engaged portfolio that matches their professional aspirations
- Communicate clearly & effectively in a range of different professional situations.
- Utilise the ability to work both individually & as a member of a team in complex & challenging situations.
- Work independently & effectively manage projects to achieve successful outcomes within given timescales.
- Apply a range of subject skills, confidently & appropriately in an interdisciplinary manner to a professional standard for the purposes of communication & presentation.
- Evaluate personal strengths & weaknesses & make informed critical judgements on how to improve performance.

**Primary:**

- Workshop Demonstrations
- Individual tutorials
- Group Tutorials
- Self-Directed Study
- Learning Journals & Self-Evaluation
- Technical Lectures
- Module Evaluation
- Visits/ visiting lecturers

**Secondary/Supplementary:**

- Class & seminar interactions & feedback

2, 3, 4, 5

- Coursework of all types
- Assessed discussions
- Group work assessments

CORC315  
CORC316

**An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:**

Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Art & Design Practice sector. Students have opportunities on the programme to develop effective communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.

**Employment Related Skills:**

QAA Subject Benchmark and/or Framework for HE  
Quals (FHEQ) and/or Foundation Degree  
Qualifications Benchmark (FDQB)

**By the end of this level of this programme the students will be able to demonstrate for a threshold pass:**

- Engage in relevant research to enhance their understanding of the professional & entrepreneurial expectations of their chosen creative practice
- Demonstrate that they have the appropriate skills, aptitudes & entrepreneurial motivations to realistically support their chosen career paths
- Use creative judgement to develop a focused innovative practice combining particular interdisciplinary art & design interests.
- Work effectively both autonomously and as part of a team, with the minimum of supervision.
- Make informed choices when selecting techniques & processes in the pursuit of innovative interdisciplinary outcomes.
- Synergise between materials & processes, methodologies, audiences & contexts to realise ambitious interdisciplinary projects

**Primary:**

- Work Experience
- Visits/ visiting lecturers
- Projects
- Designated tasks
- Lectures & Group Tutorials
- Self-Directed Study
- Learning Journals & Self-Evaluation
- Technical lecturers

**Secondary/Supplementary:**

- Project work
- Competence in a range of communication techniques
- Feedback from employers/ work experience etc.

2,4,5,6,7

- Project work
- Competence in a range of communication techniques
- Feedback from employers/ work experience etc.

CORC317  
CORC318

**An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:**

Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Art & Design Practice sector. Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.

<p><b>Practical Skills:</b></p> <p>QAA Subject Benchmark and/or Framework for HE Quals (FHEQ) and/or Foundation Degree Qualifications Benchmark (FDQB)</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>• Generate creative art &amp; design ideas &amp; produce innovative work of a professional standard within given constraints.</li> <li>• Produce creative &amp; sophisticated art &amp; design outcomes using a range of practical techniques.</li> <li>• Demonstrate a range of practical art &amp; design skills, used confidently &amp; appropriately to a high standard in the realisation of project outcomes.</li> <li>• Utilise a diverse range of materials, techniques &amp; processes to produce creative &amp; professional outcomes.</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Designated tasks</li> <li>• Lectures &amp; Group Tutorials</li> <li>• Self-Directed Study</li> <li>• Learning Journals &amp; Self-Evaluation</li> <li>• Technical lecturers</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Competence in a range of communication techniques</li> </ul>	<p>2,4,5</p>	<p>2,3,5</p>	<ul style="list-style-type: none"> <li>• Project work</li> <li>• Competence in a range of communication techniques</li> </ul>	<p>CORC315 CORC317 CORC318</p>
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**An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:**

Practical skills are developed through a range of different learning opportunities and assessment tasks. Many assignments require students to complete projects, and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Art & Design Practice.

## PS14. Work Based/ Related Learning

*WBL is an essential element of Art Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Professional development planning is at the core of the curriculum, as students work towards developing their individual professional identity, complimented by seminars specific to the creative industries that focus them on their professional identity, building upon this knowledge in relation to practice.	Throughout programme	Level 6	<p>External factors which influence work in this field. Capacity for logical thinking, developing ability to make and defend judgements.</p> <p>Function effectively as a member of a team and contribute to an organisation</p> <p>improved effectiveness in the workplace</p> <p>Develop an interest in lifelong learning &amp; personal development.</p> <p>Demonstrate competencies associated with key functions in this area.</p>	<p>Key knowledge and understanding is assessed via a combination of :</p> <p>Essays/projects/dissertations</p> <p>Examinations/tests</p> <p>Coursework/group work on practical application questions</p> <p>Reflective assignments</p>	All core modules
<p><b>An explanation of this map:</b> Work Based Learning is embedded throughout level 6 of this programme. Assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Art &amp; Design Practice.</p>					