

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Visual Arts <b>BA Visual Arts</b>
<b>Teaching Institution</b>	New College Durham
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	-
<b>Next revalidation</b>	-
<b>Credit points for the award</b>	120
<b>UCAS Code</b>	-
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	<ul style="list-style-type: none"> <li>• The Guidelines for preparing programme specifications (QAA, 2006)</li> <li>• The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)</li> <li>• Qualifications and Curriculum Framework (QCF)</li> <li>• QAA Subject Benchmark Statement Art and Design (QAA, 2008)</li> <li>• QAA Subject Benchmark Statement Art and Design: Draft for Consultation (QAA, 2016)</li> </ul>
<b>Other external and internal reference points used to inform programme outcomes</b>	Creative and Cultural Skills Council, Building a Creative Nation: The Next Decade (2014)
<b>Professional/statutory recognition</b>	None
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	1 Year FT
<b>Dual accreditation (if applicable)</b>	-
<b>Date of production/revision of this specification</b>	-

**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 student module guide(s) and the student's handbook.**

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

## 2.1 Educational aims and objectives

The aims of the award are to:

- Encourage development of professional, innovative and creative outcomes in a supportive work-related learning environment.
- Engage in academic activities and negotiated projects, as simulated or live client briefs, underpinned by personalised learning and individual focus.
- Promote engagement in industry focussed work, supporting the acquisition of professional skills relevant to employment or self-employment opportunities within the creative industries.

This award has been designed to provide the learning opportunities required for those who wish to become professional creative practitioners within the wider Creative & Cultural Skills sector. It does so through curriculum content directly matched to the knowledge and skills which research in the sector has identified to be essential for creative practitioners, and looks at filling digital/creative software skills gaps identified by the Creative and Cultural Skills sector. The course provides modules, which support students as creatives, promoting the capacity to work independently and in group based activities to mirror the blurred boundaries that now exist within the creative industries and between traditional specialisms. BA (Hons) Visual Arts promotes self-management, critical engagement, team working, and advancement of social skills, communication skills, presentation skills, and research skills.

Through art and design orientated teaching and learning activities the course seeks to engage the academic curiosity of students, stimulate their intellectual capacities, and promote creativity and exploration within the creative industries, supporting the enhancement of employability/self-employment skills. The curriculum reflects contemporary issues supporting personal and professional development. While students obtaining the degree will be equipped to make a full contribution to the creative sector, the level 6 studies they undertake have also been designed to encourage progression to postgraduate level study, and

to provide an academic bridge allowing fluent transfer from level 6 to level 7 studies.

Visual arts students will likely blend traditional and digital skills to fulfil completion of all modules on BA (Hons) Visual Arts. Students are expected to work to their strengths within a defined creative context that builds on skills previously developed, e.g. this could include, but not limited to, fine art, sculpture, illustration, photography, drawing, printed and surface pattern design, painting, moving image, printmaking, and animation, to ensure a final portfolio of work meets progression goals.

## 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)

BA (Hons) Visual Arts will sit alongside BA (Hons) Design within the School of Creative Industries, Hospitality and Tourism. The art and design department currently offer creative FE courses from level 1 to level 3 in Art and Design (BTEC levels 1, 2, and 3), Media (BTEC levels 2 and 3), and Graphic Design (level 3). HE provision includes FdA Web Design (due to end May 2017, not being re-validated), FdA Graphic Design, FdA Visual Arts, and BA (Hons) Design.

BA (Hons) Visual Arts will share its course structure with BA (Hons) Design in terms of module themes, delivery dates, and module weighting, although contextualised for visual arts specialisms and curriculum content. Each programme will be contextualised within the scope of specialisms falling under each course title. In general, BA (Hons) Visual Arts will largely encompass learning activities associated with the notion of traditional arts and craft based skills while BA (Hons) Design is predominantly focussed on digital skills. This is a broad definition and does not take into account the blurring of creative boundaries and the interchangeable methodologies of practitioners, determined by the requirements of bespoke project briefs and a practitioner's conceptual thinking. **The BA Visual Arts is an exit award which excludes the research project module.**

There is scope for students from both BA (Hons) Visual Arts and BA (Hons) Design to work collaboratively, engage in critical debate and share in seminar based learning activities to support the skills required for further progression into employment, self-employment or further study.

### Full Time Course Structure - Attendance 2 Days per week (Full time)

	Semester 1	Semester 2
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<b>Day 1</b>	<b>Professional Context</b> (20 Credits)	
<b>Day 2</b>	<b>Visual Arts Research Study</b> (40 Credits)	
<b>Day 1</b>		<b>Final Major Project</b> (60 Credits)
<b>Day 2</b>		

This course requires a minimum attendance of 2 days per week at module specific activities, contact with module tutors is across the academic year beginning in early September and ending in May, over the duration of 30 weeks. Students are able to attend college outside of timetabled contact with tutors by utilising self-directed learning within creative spaces, progressing module activities independently across the whole working week.

The course has been designed to welcome students from a range of backgrounds and aims to create a group bond through initial induction, diagnostic and teamwork activities in module Professional Context, while giving increased independence to students within Visual Arts Research Study and Final Major Project.

Day 1 in semester 1 will be devoted to creative and practical activities associated to module Professional Context, initially encompassing teamwork activities followed by independent activities. Within studio sessions introductory lectures, tutorials and group critiques will be directed by the module leader before students move into individualised learning. The initial tutor led activities and teamwork element of semester 1 will allow the opportunity for students that are likely to be from a range of educational backgrounds to successfully engage with the course.

Day 2 in semester 1 will begin with initial research orientated activities placing focus on the development of a Visual Arts Research Study theme, completing an initial research proposal, and developing research skills. Academic tutorials and seminars within studio sessions will utilise the majority of contact time during day 2, where focus is on independent theoretical and contemporary creative issues. There is opportunity for tutors to support any established skill gaps that exist with individual students on a practical and academic basis during scheduled tutorials.

Once Professional context has been submitted for assessment prior to the Christmas break, the course team will introduce the module Final Major Project as part of a proposal/pre-research stage to establish research study ideas before the end of semester 1. Students will negotiate a themed project with tutors to ensure validity via studio session activities.

Semester 2 will utilise both days of tutor contact with student attendance to progress the practical Final Major Project and allow students to discuss their ideas with more than one tutor. Tutor contact time will be utilised for the benefit of supporting the development of Final Major Project with students via studio sessions. There is also opportunity to further support developments on the Visual Arts Research Study up to the point of submission, should it be needed, in place of tutorial discussion for module Final Major Project.

Formative assessment, in the form of verbal and written feedback, will be a key feature of this programme and on a continuing basis as part of studio session activities. The course has been designed to allow fair and reasonable spacing between summative assessment activities across the academic year, ensuring that there are no bottle-necks in assessed activities.

**Part Time Course Structure - Attendance 1 Day per week (Part time)**

	Semester 1	Semester 2
<b>Year 1</b>	<b>Professional Context</b> (20 Credits)	<b>Final Major Project</b> (60 Credits)
<b>Year 2</b>	<b>Design Research Study</b> (40 Credits)	
	<b>Final Major Project (continued)</b>	

Part time study during year 1 will encompass attendance for 1 day per week for the duration of the course. Students will infill into modules with full time students. The day of attendance will be determined on semester 1 module Professional context to ensure part time students can participate with group based learning activities. Once Professional Context is submitted for assessment students will have opportunity to engage in tutorials and seminar

activities associated with module Final Major Project throughout semester 2.

During semester 1 of year 2 tutorial and seminar activities will require focus on Design Research Study before attention returns to Final Major Project in semester 2.

### 3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 - Plan, undertake and evaluate a negotiated, self-managed Final Major Project in a chosen discipline that demonstrates expert knowledge and understanding of creative developmental processes.</p> <p>(Learning outcome for module Final Major Project - component 2 – Supporting Developmental Evidence)</p>	<p>A1 - Students consider an area of creative focus by writing a project proposal as a self-managed Final Major Project to fulfil on an independent basis. Proposal development is initially supported by tutors through collective discussion of potential ideas during group discussion, completed independently within studio and self-directed time. This requires personalised objectives that are achievable within the over-arching module learning outcomes, negotiated and submitted to tutors as a learning contract. Students are expected to focus on generating ideas for visual outcomes that allow capacity to demonstrate expert knowledge and understanding of creative developmental processes.</p> <p>Academic tutorials, seminars and critique support students in creating their intended module outcome(s), as linked to set objectives determined by students. Students are encouraged to map their intended objectives evidenced within a leaning plan to ensure progress is maintained, and targets met, leading to written evaluation. It is important that the negotiated assignment incorporates capacity for the development of intellectual maturity, instills a level of curiosity, personal innovation and risk taking.</p>

<p>A2 - Demonstrate detailed knowledge and advanced understanding of aesthetics and creative concepts appropriate to industry requirements, as evidenced by final outcome(s) in a chosen discipline.</p> <p>(Learning outcome for modules Professional Context - component 1 – Final Outcome(s), Visual Arts Research Study – component 2 – Final Outcome, and Final Major Project – component 1 – Final Outcome(s))</p>	<p>Summative assessment of this learning outcome is evidenced within a digital PDF sketchbook/reflective journal.</p> <p>A2 – Students are required to engage with contemporary creative practice by visiting galleries and museums, reading magazines and online journals / websites, and exploring relevant social media sources online to support acquisition of knowledge relevant to current creative trends that will inform a module final outcome(s). Self-directed study is underpinned by academic tutorials, seminar, and critique sessions supporting learner development with reference to knowledge and advanced understanding of aesthetics and creative concepts. Mutual creative dialogue maintains a student's trajectory towards developing definitive outcomes appropriate to industry requirements. These learning and teaching methodologies provide opportunity for formative assessment of learner progress with critical feedback providing focus leading to a definitive final outcome(s).</p> <p>Students are able to develop their creative exploration and practical skills using college facilities, spending a significant amount of time developing assignment work outside of tutor contact. This is required to fulfil either bespoke self-initiated or client focussed briefs and develop independent learning / work skills required for employment or self-employment. Learning via self-initiated activities provides focus for module final outcome(s), as dictated by the student.</p>
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<p>A3 - Critically appraise a chosen theme within the visual arts, demonstrating knowledge acquisition and comprehensive understanding of visual arts theory, confirmed through academic conventions.</p> <p>(Learning outcome for module Visual Arts Research Study – component 1 – Written Outcome)</p>	<p>Assessment of learning and teaching associated to module/module component final outcome(s) is summative. Module final outcome(s) are personalised by the student as negotiated within academic tutorials with module tutor(s) to fulfil independently conceived module aims, as determined through student/tutor discussion, with achievement of set aims evidenced through final outcome(s).</p> <p>A3 - Structured studio activities introduce students to the development of an art and design orientated theme for research focus, developing research methodologies, preparing for academic writing, supported by structured academic tutorials in studio sessions. Students conduct relevant investigations that allows critique focused discussion on their primary and secondary research, developmental ideas, and assignment progress within tutorial. Students are encouraged to establish a contemporary theme that supports the contextualisation of their own creative practice including capacity for critical debate within the visual arts, evidenced formatively within tutorial and seminar presentations.</p> <p>Students apply relevant art and design research methodologies to their project, appraise appropriate literature, and critique the effectiveness of their research, demonstrating knowledge acquisition and comprehensive understanding of visual arts theory pertinent to their chosen theme. Academic conventions pertinent to essay writing are adhered to, including conformity to Harvard referencing, as demonstrated within tutorials and the final written essay. Seminar discussions allow the wider student group to</p>
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	explore ideas, share best practice, and engage in debate with reference to diverse individual themes examined by each learner. This learning outcome will form part of the Summative assessment of the final written component within the Visual Arts Research Study.
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3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 - Analyse literal or abstract visual/literary research independently, making sound judgements that support study in a negotiated academic context.</p> <p>(Learning outcome for module Visual Arts Research Study – component 1 – Written)</p>	<p>B1 - Students independently engage in investigative activities pertinent to a bespoke research focus within a negotiated academic context. Self-directed learning drives the research and is supported by tutorials and seminar sessions. Academic tutorials offer students the opportunity to discuss research findings, examine observations, and justify judgements. The ability of students to pursue, analyse, and competently utilise literal or abstract visual/literary research is monitored by tutors during the development of essay academic writing. Appropriate support mechanisms are put in place as necessary to ensure the trajectory towards summative assessment is maintained, e.g. support sessions with a Personal Learning Coach or additional tutorials with Academic Study Support.</p> <p>Self-initiated learner research, both inside and outside of the studio, aims to establish a range of sources to support assignment development. Books, social media, gallery and museum visits, libraries, video, journals, magazines, multimedia, and other online</p>

3B. Cognitive skills	
<p>B2 - Confidently and resourcefully identify and resolve complex creative problems, applying professional skills independently or via teamwork to construct conceptual solutions.</p> <p>(Learning outcome for module Professional Context – component 2 – Supporting Developmental Evidence)</p>	<p>resources should be utilised to independently to support a basis on which to develop a confident analysis and argument for discussion. Summative assessment of this learning outcome within the final written essay will confirm the extent to which a learner has researched independently within an academic context.</p> <p>B2 – Initial tutor directed activities in Professional Context require teamwork within the induction period prior to an individually focussed self-initiated project(s) as independent enquiry. Teamwork allows students to establish peer working relationships and opportunity for tutors to determine the specialist skills which each member of the cohort has acquired in prior learning. Focus will be placed on providing students the opportunity to develop professional work-related skills through the development of their self-marketing objectives, firmly harnessing the development of entrepreneurial working practice that highlights opportunity for innovation and enterprise skills. This phase of the module allows the course team and students to establish requirements for additional learning support in the form of Personal Learning Coaches or Academic Support Tutors in completing the module / course as a whole.</p> <p>Within the teamwork stage of the module all students will be</p>

3B. Cognitive skills	
	<p>required to engage in a series of activities that resolve complex creative problems, drawing on a range of professional skills, and construct conceptual solutions focused on self-promotion and marketing within the creative industries. Teamwork tasks will provide opportunity for the development of professional work related skills in preparation for engagement in real work. This module encourages students to utilise e-learning materials and digital approaches to support the development of their final portfolio as part of researching current visual trends, establishing potential places of work, and establishing a means of generating an income through self-employment / freelance activities.</p> <p>Students will individually record their experiences of group learning through evaluative comments juxtaposed with visual developments in their sketchbook. The content and methods of illustrating this is for the student to determine within a digital summative submission, content as appropriate to a chosen specialism / project focus. This might include drawing, photography of 3D or large scale development, screen-grabs, experimental creative development, embedded moving image, writing or audio to support project outcomes.</p> <p>Students are expected to take ownership of tasks by applying professional skills independently or via teamwork to construct conceptual solutions, from initial creative concepts to project</p>

3B. Cognitive skills	
<p>B3 - Demonstrate intellectual flexibility as a reflexive and reflective learner, justifying creative methods and concepts in a defined professional context.</p> <p>(Learning outcome for module Final Major Project – component 3 – Presentation)</p>	<p>conclusion. All teamwork based activities should be developed independently post group learning where summative assessment of this learning outcome is based on evidence of an individual's contribution, sitting alongside independent enquiry based outcome(s) within the developmental component of module Professional Context.</p> <p>B3 – Academic tutorials, seminars, and critique offer opportunity for students to gain developmental feedback from tutors and peers that leads to final presentation. Supportive dialogue should be recorded by students, evaluated within the digital sketchbook/reflective journal, and discussed within summative presentation to demonstrate intellectual flexibility as a reflexive and reflective student. Seminar presentations provide a developmental basis that allow students develop confidence by justifying creative methods and concepts in a defined professional context. Students will be encouraged to develop practice centred on the development of entrepreneurial, innovation and enterprise skills supported through peer and tutor project discussion. Summative assessment of this learning outcome is met within the final presentation of the Final Major Project.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 - Act autonomously with limited supervision or direction, demonstrating independent learning skills within agreed Final Major Project.</p> <p>(Learning outcome for module Final Major Project – component 1 – Final Outcome(s))</p>	<p>C1 – Students independently determine the techniques and processes explored in the production of self-initiated outcomes within research &amp; development and exhibition &amp; evaluation stages of Final Major Project. Students autonomously determine traditional or digital skills required for the purpose of generating simulated or live outcomes, the methodology for illustrating this is for the learner to define. Students are given the opportunity to validate their knowledge of creative practice and practical skills within the final outcome(s) to exemplify working with limited tutor supervision. Evidence of autonomous learning should be evident within the research &amp; development and exhibition &amp; evaluation stages leading to summative assessment of learning outcome within final outcome(s) of Final Major Project.</p>
<p>C2 - Exhibit skill within defined contexts, adhering to the technical proficiencies and dynamic requirements of the creative industries, to create practical/professional outcomes.</p> <p>(Learning outcome for modules Professional Context - component 1 – Final Outcome(s), Visual Arts Research Study – component 2 – Final Outcome, and Final Major Project – component 1 – Final Outcome(s))</p>	<p>C2 – Students focus on generating practical and professionally credible final outcomes in line with their future career pathway, e.g. this could include, but not limited to, fine art, sculpture, illustration, photography, drawing, printed and surface pattern design, painting, moving image, printmaking, or animation. To achieve this learning outcome students are required to illustrate confidence in pursuing a chosen specialist pathway by following the creative process to take their project to conclusion via studio session activities and self-directed learning by adhering to the technical proficiencies and dynamic requirements of the creative industries.</p>

3C. Practical and professional skills	
	<p>Discussion of physical examples of creative work developed for tutorial, seminar and critique activities, with tutors and peers, leads towards the summative assessment of the module final outcome(s).</p> <p>Academic tutorials provide feedback on all aspects of learner progress and opportunity to discuss their personal and professional development within studio sessions. Students are required to attend tutorials with prepared discussion points to support the development of their personalised projects, and in this respect the work presented by the learner will drive any conversation. Academic tutorials provide an opportunity for students to develop professional and reflective skills with reference to presenting and discussing ideas. Tutors will record through writing key tutorial discussion points by formally entering these onto an individual student's module assessment feedback sheet. This approach formalises the record of guidance provided by a tutor; provides an overview of learner attainment, outlines areas for development as targets, and highlights attendance / participation to date, supporting the summative module grade. Students are required to formally document tutorial and seminar based feedback by taking responsibility for, and supporting, their own learning.</p>
C3 - Function in complex and unpredictable professional	C3 - Students have opportunity to engage in teamwork, negotiate

<b>3C. Practical and professional skills</b>	
<p>contexts, requiring the selection and application of innovative, experimental and creative techniques that lead to the acquisition of advanced visual arts skills.</p> <p>(Learning outcome for modules Professional Context – component 2 – Supporting Developmental Evidence, and Final Major Project – component 2 - Supporting Developmental Evidence)</p>	<p>with tutors an independently conceived simulated brief, and pursue live work in relation to their specialist discipline with focus on acquiring advanced visual arts skills. Such activities at level 6 are likely to require complex and unpredictable professional contexts that will be supported by tutors and peers through tutorials, seminars, and critiques. The selection and application of innovative, experimental and creative techniques will be driven by the individual learner or project needs, evidenced through reflective annotation within the developmental component for summative assessment.</p>

<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>D1 - Engage effectively in team-working, being proactive in leadership or delegated roles, negotiating in a professional context to enhance group developmental processes that lead to professionally created outcomes.</p> <p>(Learning outcome for module Professional Context – component 1 – Final Outcome(s))</p>	<p>D1 - Team-working activities simulate work related experiences by placing emphasis on the development of employability skills and professional work-related skills such as costing work and time, being proactive in leadership or delegated roles, negotiating in a professional context, and enhancing teamwork, communication skills, initiative, timekeeping, budgeting, planning, and management of the creative process to support the bridge between education and employment or self-employment. Set tasks aim to allow opportunity for the exploration of concepts orientated</p>



3D. Key/transferable skills	
<p>D2 - Plan and manage own learning, acquiring new knowledge and professional visual arts skills to support progression into a defined discipline.</p> <p>(Learning outcome for modules Visual Arts Research Study – component 1 – Written, and Final Major Project – component 3 – Presentation)</p>	<p>around the development of entrepreneurial, innovation and enterprise skills.</p> <p>Group learning activities are centred on students developing marketing material within the creative industries and supported by critiques and tutorials, tutor and peer feedback provided verbally on a formative basis. Activities place teamwork at centre with students encouraged to promote their strengths, enhance communication and negotiation skills in multi-disciplinary working, employing interpersonal skills, and developing their understanding of project management. Effective team-working should lead to professionally created outcomes that exude entrepreneurial, innovation and enterprise skills within the final portfolio component of Professional Context as summative assessment.</p> <p>D2 - Action planning by students should be conducted with the aim of clearly identifying and demonstrating how project intentions will be managed and met. Key mile-stones within module parameters, learner and tutor initiated, should be adhered to maintain focus on personalised goals. Academic tutorials will record learner progression through the module on a formative basis. This will assess management of learning, learner engagement in tutor directed sessions, and monitoring progress in the development of their own learning.</p>

3D. Key/transferable skills	
<p>D3 - Demonstrate both employment potential and ability to manage future professional development, utilising appropriate practical communication methods, visual or written, to support working within the creative industries.</p> <p>(Learning outcome for module Final Major Project – component 3 – Presentation)</p> <p>D4 - Skilfully select and use software applications, supporting the development of professional IT skills, and that meet the needs of industry.</p>	<p>Creative skills should be advanced in line with the intensions of a self-initiated brief, visual/written developments are appraised during academic tutorials, seminar presentations with peers, and critiques. Students should illustrate that they are actively seeking to acquire new knowledge and professional visual arts skills to support progression into a defined discipline, supporting career entry or further study. Summative assessment of this learning outcome will be evidenced through writing/presentation.</p> <p>D3 – Students formulate a final presentation focused on justifying Final Major Project outcome(s), including analysis, evaluation, and synthesis of final conclusions. Developmental support, leading to presentation, places emphasis by tutors on encouraging personal exploration and innovation in students. Reflection on self-directed study and entrepreneurial activity is a key feature of this learning outcome in demonstrating both employment potential and ability to manage future professional development. Summative assessment of this learning outcome is within final presentation of Final Major Project, requiring justification of practical methodologies utilised within final outcome(s).</p> <p>D4 - Students are encouraged to advance their creative IT skills to fulfil the requirements of module/module component submissions for summative assessment procedures. Creative IT skills are critical transferrable skills within all facets of the creative industries</p>

3D. Key/transferable skills	
(Learning outcome for modules Professional Context – component 2 – Supporting Developmental Evidence, Visual Arts Research Study – component 2 – Final Outcome, and Final Major Project – component 2 - Supporting Developmental Evidence)	<p>and as such students are required to gain sufficient aptitude in relevant software to ensure work based skills meet the expectations of industry, regardless of chosen discipline. There is no formal teaching of creative software at level 6 where students are expected to have acquired relevant skills at level 5. Any students falling short of IT expectations will be required to use additional time to up-skill as required through use of online tutorial resources in self-directed study, tutor support is focussed on aesthetics and creative decision making during formal tutorial sessions.</p> <p>The digital recording of project progress will require use of digital cameras, word processing software, screen capturing tools, design layout software, and photo-editing software, to highlight basic/general expectations of learning within this module. Ad-hoc tutor and technician support is available to students who not experienced in generating creative digital submissions for summative assessment.</p>

#### 4. Programme Structure

Programme Structure - LEVEL 3			
Compulsory modules	Credit points	Optional modules	Credit points
Professional Context	20	<i>No optional modules</i>	
Visual Arts Research Study	40		
Final Major Project	60		

**Exit Award:** Students not able to graduate from the programme with 120 credits at Level 6 but who have achieved a minimum of 60 credits at Level 6 will be awarded a BA Visual Arts. Modules which can constitute the exit award are: Professional Context and Visual Arts Research Study.

## 5. Distinctive features of the programme structure

Distinctive features of BA (Hons) Visual Arts are underpinned by the course aims and objectives indicated in section 2.1. Within modules, course aims and objectives promote the practical opportunities for students to engage in the following distinctive features within modules:

- Gain module credit for engagement in real work
- Participate in a work placement to support progression into employment
- Collaborate with peers specialising in varied creative disciplines to promote the cross pollination of ideas
- Establish the foundations for self-employment through online and social media focused marketing
- Develop an individualised creative portfolio by personalising module content to meet bespoke progression goals
- Utilise transferable digital skills to create a designed and professionally printed dissertation

The course places focus upon the opportunity for students to engage in, and gain credit for, the development of industry based work. Students are able to negotiate their learning focus within course modules by defining a pathway in a chosen specialist creative discipline. Students are able to incorporate live client work conducted on a freelance or agency basis within their module outcomes, if these are appropriate to negotiated project outcomes in modules Professional Context and Final Major Project.

This course is designed to meet the creative and intellectual needs of students from diverse creative orientated disciplines, and as required by national and international creative sectors. Students from varied creative specialisms and prior experience, including internal and external/UK and international students, promotes cross-collaboration. The potential also exists for a blurring of the traditional boundaries between creative disciplines and an increased awareness of engaging in business across borders through entrepreneurial practice.

BA (Hons) Visual Arts allows students opportunity to use modules as a means of generating an independently conceived final portfolio of creative work, essential for differentiating their work between peers. The course offers students the opportunity to gain 100 credits (out of 120) from independently conceived and negotiated practical projects. Independently generated creative and theoretical activities guarantee a personalised experience in a chosen discipline, to support further progression into employment, self-employment or further study.

Employability skills are embedded across the course. Within module

Professional Context students will engage in work related learning experiences that place emphasis on the development of employability skills such as Independent working / teamwork, developing working relationships, communication skills (writing, visual, verbal), IT skills, presentation skills, time management, initiative, planning, and managing the creative process to support the bridge between education and employment or self-employment. Visual Arts Research Study also develops research skills, networking skills, analysis, and synthesis leading to a professionally designed visual outcome that requires student engagement with professional printers. Final Major Project is intended to encompass all relevant employability skills in relation to the creative process and meet negotiated objectives to ensure a personalised learning experience that maintains a focus on the development of employability skills.

Professional skills are developed across the programme and opportunities exist for students to incorporate live projects into self-initiated module Final Major Project. This could incorporate simulated projects or independently generated freelance experience with organisations such as charities or small businesses that require support with creative work. Such activities illustrate initiative and forward thinking and is highly encouraged and commended within the course if this is written into an independently conceived brief for the module. The course team will ensure that the incorporation of any live work into Final Major Project meets course-learning outcomes and has the potential for creativity, innovation and professional exploration as per course aims. This is to ensure that such activities support the development of a meaningful portfolio of creative evidence that will support progression to employment or further study.

While external work placement does not need to form any part of this programme, as a formal requirement, the course team highly encourage students to engage in such activities to enhance their portfolios and develop work based skills needed for progression. Work related skills will be developed across the course from initial tutor led activities within module Professional Context through to Final Major Project where the potential exists for students to explore in-depth live projects, should they wish to pursue this rather than a simulated or conceptual approach.

## 6. Support for students and their learning

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service learner feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

## Student Induction

All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BA (Hons) Visual Arts degree course, including its aims and objectives, modules, skills associated with their studies, its assessment strategy, and its approach to learning;
- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (student intranet and Schoology) and Learning Resource Centre
- To allow students the opportunity to identify issues which need to be resolved;
- To enable students to meet the tutors involved in delivering the course;
- To meet and interact with fellow students;
- To introduce students to the code of conduct and regulations of the College;
- To make students aware of the relevant systems and structures available;
- To support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Student Union.

### **Overview of Support Arrangements**

Support needs are addressed with students on an individual basis during diagnostic activities taking place within induction and module Professional Context. Those students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from an NCD FdA course)**  
Designated personal tutor and 1-1 tutorials.  
Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.  
Access to Academic Support Tutor.
- **International Students (Progressing from an overseas institution)**  
Designated personal tutor and 1-1 tutorials.  
Support from International Office.  
Opportunity for additional tutorials with all module tutors during induction period of semester 1.  
Personal Learning Coach (PLC) Support encouraged.  
Access to Academic Support Tutor encouraged.
- **External UK Students (Progressing from a UK institution)**  
Designated personal tutor and 1-1 tutorials.  
Opportunity for additional tutorials with all module tutors during induction

period of semester 1.  
Personal Learning Coach (PLC) Support encouraged.  
Access to Academic Support Tutor encouraged.

### **Personal Tutor System**

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning. All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course. The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

### **Academic Support**

In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity within some studio sessions for additional support. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

### **Pastoral Support**

The college is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the college website, intranet or to pick up from the dedicated ASC area, foyer of the Neville Building and the Sports Block. The Learner Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC or by



themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the college internet and intranet. The service is also advertised via the college television system, allowing students in communal areas of college to become aware of the provision.

### **Career Guidance**

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and also as hard copy which is available at the ASC facility. The ASC staff also provides on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers based information related to visual arts the course team will be the first point of contact for advice and guidance due to the specialist nature of employment based opportunities within the creative sector. Career guidance will be provided on a continuous basis throughout the duration of the course.

### **Support with Coursework**

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition the college may need to ensure that the students are not submitting assessments which have been copied or plagiarised or which are not substantially the student's own work. The college uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on Schoology; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners, course handbook, module handbooks, PowerPoint presentations, and

assignment briefs.

Self-directed study is an important aspect within the course that will enable students the opportunity to develop their assignments when resources are not available outside of the college campus. Students will have access studio spaces, Apple Mac computers, and the department print room and on booking basis. This is to enable students to build on their practical skills independently to support individualised learning at level 6.

## 7. Criteria for admission

The College admissions policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

### **Standard Entry criteria**

- All applicants should hold a level 5 qualification at course commencement (HND / FdA / international equivalent 120 ECTS Credits) in a visual arts related discipline.
- All external applicants must be interviewed with an art and design based portfolio (international applicants via internet/email respectfully).
- Evidence of digital literacy within portfolio to meet the needs of level 6.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

### **Non-standard entry criteria:**

- Evidence of appropriate creative experience or employment within the creative industries.
- All applicants with non-standard criteria must be interviewed with an art and design based portfolio (international applicants via internet/email respectfully).
- Evidence of digital literacy within portfolio to meet the needs of level 6.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the course. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide experience of potential applicants to this course, applications for Recognition of Prior Learning (RPL) and Accreditation of Experiential Learning

(APEL) are welcomed in accordance with Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a programme RPL/APEL may not be considered for approval.

### **Admissions Process**

Once an application has been received it is recorded and acknowledged by the college admissions team. The course team then views the application.

The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.
- All applicants are interviewed with portfolio of art and design work (international applicants via internet/email respectfully).
- Acceptance, conditional acceptance, or rejection via UCAS and NCD application process after interview.

Entry to the course is at the discretion of the course team and based upon the combination of successful interview and a portfolio that illustrates an ability to meet level 6 course learning outcomes.

<http://www.newcollegedurham.ac.uk/apply/apply-online/>

### 8. Language of study

The course is conducted using English language.

### 9. Information about assessment regulations

Regulations for validated awards of the Open University delivered at New College Durham (Approved December 2016).

### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

Learner feedback on experiences of teaching and learning is captured within course team meetings by student reps, student rep attendance at student forums (departmental and cross college), student surveys, learner completion of written module evaluations, and as appropriate within 1-1 tutorials during discussion. Learner feedback supports internal quality systems include teaching yearly observations by external consultants, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to annual report, and implementation of quality enhancement plan to address set actions throughout the academic year.

### **Student Voice**

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page on NCD online allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment,

student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing students studying in higher education at the college, they help familiarise students with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for students. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

### **Key Performance Indicators**

The college has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

Annexe 1: Curriculum Map

Annexe 2: Example Assessment Mapping

## Annexe 1 - Curriculum Map

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

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4															
3	<b>Professional Context</b> Component 1: 70% Final Outcome(s)	-	✓	-	-	-	-	-	✓	-	✓	-	-	-															
	<b>Professional Context</b> Component 2: 30% Supporting Developmental Evidence	-	-	-	-	✓	-	-	-	✓	-	-	-	✓															
	<b>Visual Arts Research Study</b> Component 1: 50% Written	-	-	✓	✓	-	-	-	-	-	-	✓	-	-															
	<b>Visual Arts Research Study</b> Component 2: 50% Final Outcome	-	✓	-	-	-	-	-	✓	-	-	-	-	✓															
	<b>Final Major Project</b> Component 1: 60% Final Outcome(s)	-	✓	-	-	-	-	✓	✓	-	-	-	-	-															
	<b>Final Major Project</b> Component 2: 20% Supporting Developmental Evidence	✓	-	-	-	-	-	-	-	✓	-	-	-	✓															
	<b>Final Major Project</b> Component 3: 20% Presentation	-	-	-	-	-	✓	-	-	-	-	✓	✓	-															

## Annexe 2 – Example Assessment Mapping

Dates for submission will vary year on year and there is likely to be fluctuation in briefing / assessment weeks as determined by the college academic calendar and timetabling. Intended delivery dates for 2017-18:

<b>Mapping of Summative Assessment Submission Dates Against Modules</b>				
<i>Distribution of summative assessment submission dates across course modules</i>	<b>Level 6 Semester 1 Modules</b>			
<b>Summative assessment submission week number</b>	<b><i>Professional Context</i></b>	<b><i>Design Research Study</i></b>	<b><i>Final Major Project</i></b>	
Week 1	Module Briefing W/C 11.09.17	Module Briefing W/C 11.09.17		
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				
Week 12	Summative assessment – components 1 & 2 W/C 05.12.17			
Week 13			Module Briefing W/C 11.12.17	
Week 14				
Week 15				
	<b>Level 6 Semester 2 Modules</b>			
<b>Summative assessment submission week number</b>	<b><i>Design Research Study</i></b>	<b><i>Final Major Project</i></b>		
Week 1				
Week 2				
Week 3	Summative assessment – components 1 & 2 W/C 22.01.18			
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				



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Week 12		Summative assessment – components 1 & 2 W/C 25.03.18	
Week 13			
Week 14		Summative assessment – components 3 W/C 08.05.18	
Week 15			