

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Art & Design*

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<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Arts
<b>Department</b>	Department of Fine Art
<b>Delivery Institution</b>	Kingston College

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	BA (Hons) Art & Design
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	None
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	UFADK1ADK02
<b>UCAS code</b> <i>For each pathway</i>	WW12

<b>FHEQ Level for the Final Award:</b>	Level 6
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston College
<b>Location:</b>	Kingston College
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 1 year
<b>Maximum period of registration:</b>	Full-time - 2 years
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p>Foundation Degree in art and design related subjects. 240 credits from level 4 and 5.</p> <p>Level 5 qualification from art and design related subjects 240 credits</p> <p>Higher national diploma (HND) in art and design related subjects. 240 credits</p> <p>A minimum IELTS score of 7.80 TOEFL or equivalent is required for those for whom English is not their first language.</p> <p>Intake is normally in September.</p>

	<p>Recognition of Prior Learning will be assessed if the applicant has a level 5 or 6 in a non-related art and design subject and the relevant credits.</p> <p>An interview is required as part of the admissions process with a visual portfolio of previous work.</p>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	<a href="http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16">http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16</a>
<b>Approved Variants:</b>	None
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	An interview is required as part of the admissions process with a visual portfolio of previous work.
<b>End Point Assessment Organisation(s):</b>	N/A

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

- To develop subject related practical skills.
- To provide students with the opportunities to develop their written and oral communication skills.
- To prepare students for graduate employment, research, further study and lifelong learning by developing their intellectual, problem solving, practical and key (transferable) skills.
- To facilitate individual, collaborative and interdisciplinary work within the studio and other appropriate environments.
- To professionalise working methodologies, and to establish external links or ventures.

### **B. Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA subject benchmarks and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

Typically, the BA (Hons) in Art and Design emphasises imagination, creativity and craft skills, and is designed to develop a student's intellectual powers and ability to communicate. The student experience embraces both subject-specific and generic knowledge and understanding, attributes and skills. Learning in art and design stimulates the development of an enquiring, analytical and creative approach, and develops entrepreneurial capabilities. It also encourages the acquisition of independent judgement and critical self-awareness, to prepare the ground for post-academic progression.

The programme outcomes are referenced to the UK Quality Code for Higher Education, including subject benchmarks for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Apply understanding of art and design's current societal context and range of professional opportunities.	B5	Plan, conduct, report on and review individual projects, collaborative ventures and other client orientated requirements.	C5	Evidence the ability to generate ideas independently and collaboratively in responses to both self-initiated and external ventures.
A3	Apply understanding of the relationship between practice and theory, and the place of tacit knowledge in the making process.	B1	Make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination in art and design.	C4	Employ both convergent and divergent thinking in the process of making and visual problem-solving.
A2	Identify and resolve visual problem-solving as defined through independent research.	B3	Contextualise their practice in relationship to the work of other art and design practitioners.	C3	Demonstrate the use of appropriate communication, aesthetic, interpersonal and entrepreneurial skills required in the practice of art and design.
A1	Differentiate and utilise a range of practice-specific material processes and methods.	B2	Evaluate and synthesise information from a variety of sources and establish its reliability and relevance.	C2	Develop ideas through to final execution that confirm the learner's ability to select, test and make appropriate use of materials, processes and environments.
		B4	Engage and apply the results of critical debate to their practice, and the identification of skills, weaknesses, opportunities and threats.	C1	Evidence the ability to generate ideas independently and collaboratively in responses to both self-initiated and external ventures.

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

<b>Key Skills</b>						
<b>Self-Awareness Skills</b>	<b>Communication Skills</b>	<b>Interpersonal Skills</b>	<b>Research and information Literacy Skills</b>	<b>Numeracy Skills</b>	<b>Management &amp; Leadership Skills</b>	<b>Creativity and Problem Solving Skills</b>
Take responsibility for own learning and plan for and record own personal development	Synthesise information to express ideas clearly in writing and the spoken word to diverse and multiple audiences	Work well with others in a group or team	Identify and use effective ways to search and validate information	Handle and understand number as required for context	Seek opportunities to initiate and determine the scope of a task/project	View problems from a diverse range of perspectives to find solutions
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas effectively	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Summarise and visualise numerical data		Seek opportunities to address global and long-term challenges
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen to ideas of others in an unbiased way	Discuss and debate with others and make concessions to reach agreement	Apply the ethical requirements in both the access and use of information	Navigate, interact and contribute effectively, safely and legally with various digital platforms, including the web		Imagine, create and exploit solutions and more abstract ideas, including experimentation and risk-taking
Work effectively without supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Comply with legal requirements in both the access and use of information	Use personal and professional digital tools and environments		Work with complex ideas and problems, making evidence-based recommendations
		Show sensitivity and respect for diverse values and beliefs	Seek opportunities to identify and secure resources needed to undertake the task/project; efficiently schedule and manage the resources	Use technologies to effectively communicate and collaborate across dispersed/global teams.		Enterprise skills (ability to anticipate, identify, and grasp opportunities)

			Seek opportunities to set the direction, successfully complete and evaluate a task/project, revising the plan where necessary			Commercial acumen
			Seek opportunities to motivate and direct others to enable an effective contribution from all diverse participants			
			Accurately cite and reference information Sources			

## C. Outline Programme Structure

This programme is offered as a full field in full-time mode, and leads to the award of BA (Hons) in Art & Design. Intake is normally in September.

The programme is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits. All students will be provided with the University's Undergraduate Regulations (UR) and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

### BA (Hons) Art & Design

Level 6							
BA (Hons) Art & Design							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Extended Professional Practice and Business Studies	DS6003	30	6	1 & 2			
Research Paper	DS6004	30	6	1 & 2			
Studio Practice One: Research Project	DS6001	30	6	1			
Studio Practice Two: Research Project Realisation	DS6002	30	6	2			
Optional Modules							

Level 6 requires the completion of

Level 6 requires the completion of all modules.

## D. Principles of Teaching, Learning and Assessment

It is expected that non-FdA students will be recruited from varied art and design backgrounds across a potentially wide age profile. They will already have a significant art and design skills base prior to field entry but these may be spread over several discrete art and design specialisms. Teaching and learning will therefore recognise the learner's existing knowledge base and competencies and help transfer skills to new areas of art and design practice.

Modules are delivered using a range of teaching strategies appropriate to each area of study. These will include:



- Studio tutorials and practical skills development sessions
- Formal lectures
- Seminars
- Learner presentation to peers and external clients
- Collaborative work and group critique
- Individual and group discussion
- Tutorials
- Contextual studies visits
- Research and project logs
- Portfolio reviews
- Design analysis

Practical work moves from defining a suitable research question (either externally motivated or self-initiated) to its confident realisation in teaching block two. The progression of work therefore advances from the identification of practice concerns at Level 5, to its renegotiation at Level 6, providing an opportunity to rigorously test out its validity, scope, and ambition. Students are expected to individually define and independently manage their work, and to test this out through live projects, collaborative ventures, exhibitions, or commissions. Teaching and learning also has a more academic content appropriate for Level 6 to prepare learners for further study, in which the learner is expected to identify and act on practical and academic skills development opportunities.

A range of assessment methods, both formative and summative is adopted, according to the aims and learning outcomes of each module. These methods are chosen according to their efficacy in testing each module's aims and will assess the full range of outcomes. Key skills are integrated across all modules.

The purpose of assessment, both summative and formative, is to enable judgment to be made in relation to learner progress and achievement against module learning outcomes. It provides a mechanism for formal, written learner feedback.

- Formative assessment enables learners to understand and gauge the strengths and weaknesses in their own progress.
- Summative assessment provides learners with a final measure against the required standard for progression and the award of the qualification.

Formative assessments will take place both during and at the end of each assignment or project where several assignments or projects contribute to module completion. Should a module have one major assignment, then formative assessments will take place mid-assignment, when feedback and feed forward will be provided. Where there is more than one assignment in a module, formative assessment will provide an indication of grade. Assessment is based on evidence presented at key assessment points and may take the form of individual tutorials or group critique. The evidence must show sustained application across the full range of work indicated within the assignment.

The following formative assessment methods will be amongst those used:

- Project presentation
- Critique (individual and peer)
- Seminar presentation
- Portfolio review
- Written assignment and reports

Each assessment project will clearly indicate:

- The tasks the learners are required to complete
- The learning outcomes that relate to these tasks
- The criteria being used for grading
- The completion date for the project

Summative grades will be determined at the end of each module, when a body of work that fulfils the learning outcomes is submitted.

Students are further encouraged to utilise VLE to share resources across year groups, especially during collaborative work and for distance learning. All students prepare websites and social media accounts to further enhance the free flow of information.

## **E. Support for Students and their Learning**

Students are supported by:

### **The Personal Tutor Scheme**

#### **Aims of the Personal Tutor Scheme**

1. To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
2. To provide a holistic overview and guidance for individual study and the development of personal practice.
3. To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
4. To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

### **Key Features of the Personal Tutor scheme**

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The School of Art, Design and Media employs permanent staff members to lead Levels 4, 5 and 6. The permanent nature of the staff affords them substantial and visible presence for students across all levels and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of part-time and sessional Lecture staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 6:

- Welcome back and planning meeting, one-to-one which is located in DS6003
- End of teaching block 1: email contact (e.g. linked to social event)
- Wrap-up email at end of academic year

Students are also supported by:

- A Course Director to help students understand the programme structure
- Module leader for each module
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of educational software
- A designated Course Administrator

- An induction week at the beginning of each new academic session
- Student Voice Committee (SVC)
- Electronic copies of course material, resources and major assessments.
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Support for students with disability
- Information Services, including Library Resources Centres
- Careers and employability advice

## **F. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

## **G. Employability and work-based learning**

The course prepares students to identify and act on development opportunities, and to establish portfolio careers. Students gain an understanding of the business skills required to establish a successful independent visual practice, alongside employability and skills audit training. Students may also choose to continue their studies at Postgraduate level, or progress onto a PGCE initial teacher-training course. The course has the opportunity to extend knowledge and experience of teaching and delivering workshops along with an artist in residence scheme on graduation

Graduates with a BA (Hons) in Art & Design are expected to enter relevant employment in:

- Public and Community Arts
- Arts Education
- Museums and Galleries
- Arts Administration
- Internships
- Technical support
- Self-employed artist / designer / maker
- Artist in residence

**Work-based learning, including sandwich courses and higher or degree apprenticeships**

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**H. Other sources of information that you may wish to consult**

Course page on Kingston college website  
<https://stcg.ac.uk/kingston-college/art-design/ba-hons-art-and-design-top-up>

**I. Development of Course Learning Outcomes in Modules**

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 6			
		DS6004	DS6003	DS6002	DS6001
Knowledge & Understanding	A4	S	S		
	A3	S		S	S
	A2			S	S
	A1			S	S
Intellectual Skills	B5		S	S	S
	B1			S	S
	B3	S			
	B2	S	S		
	B4		S	S	S
Practical Skills	C5			S	S
	C4		S	S	S
	C3		S	S	S
	C2		S	S	S
	C1		S	S	S

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**