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**Programme Specification**

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

**Date Specification Produced: March 2013**

**Date Specification Last Revised: August 2019**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BA (Hons) Art & Design (top-up) |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston College |
| **Location:** | The School of Art, Design and Media,  Richmond Road,  Kingston upon Thames |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The BA (Hons) in Art & Design top-up qualification encourages a culture of trans-disciplinary research between artists, designers and makers in which students can ask new and engaging questions about their practice. It is intended that real-world situations become the driver for these investigations through which students can explore the development of their work in diverse post-academic environments. As such the course is externally focussed, student-centred and with a strong emphasis on professional practice skills development. The course builds on the strength of the research of the teaching team who are practising artists, designers and makers committed to practice-led teaching.

The ever-changing world of the creative industries requires graduate practitioners to be resourceful, self-reliant and demonstrate widely transferable skill sets in what is essentially an inquiry-based workplace. Students are consequently supported on the programme through business and financial studies for the creative practitioner; promotional activities and skills auditing; health and safety training, including risk-assessments and legality; employment strategies and the construction of professional web-based portfolios.

Considered progression from Level 5 will allow students to question their ambition, and if required, gain practical work experience before they embark on completing their degrees.Students are actively encouraged to question previous ideas of making and craft skills, and to seek out professional relationships, commissions and other client orientated ventures. The academic framework will facilitate the realisation of these projects, providing students with the necessary skills to confidently articulate their ideas.

The research project completed during the first studio practice module seeks to identify core motivating concerns, through the renegotiation of work completed at Level 5. The research-based methodology is intended to promote a greater degree of independence and rigour in the solving of both creative and conceptual problems. Staff will guide students through projects in the role of being professional advisors, and as conduits for critical debate. The identification of a specific audience at this level is crucial, and students will start to engage more readily with external ventures. It is envisaged that these working practices will promote the necessary research to foster post-academic links and partnerships. The final Research Project Realisation module focuses on a students’ ability to present a body of work that showcases creativity, professionalism and a confident practical skill set.

The research paper module is intended to question assumptions and divisions made between disciplines by exposing students to both historical and contemporary discourses on art and design. The module functions as part of a fully integrated learning experience through the relation of studio practice to both theoretical and vocational contexts.

Key Graduate attributes include: independence and an ability to present ideas in a range of forms; conversant in relevant theories and debates related to contemporary art and design practice; being able to locate their practice in the wider field of art and design; being able to identify and act on development opportunities; having an understanding of career pathways and the business skills required to establish a successful independent visual practice.

1. **Aims of the Programme**

* 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.

1. **Intended Learning Outcomes**

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 judgment 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.

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

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry requirement for this course is 240 credits from a relevant FdA.

Students with HNDs, equivalent level 4/5 qualifications and international students with equivalent qualifications will be considered under Kingston University APL procedures. In addition, these applicants will need to submit a portfolio of work.

A score of 6.0 overall with a minimum of 5.5 in each element in the British Council IELTS Academic English Test, or 80 TOEFL or equivalent is required for those for whom English is not their first language.

Students with Disabilities**:** Kingston College’s policy is a simple one: to remove disadvantage without conferring advantage. Disability information and support is provided by the College through the Disability Team located at Kingston Hall Road, in the Disability Handbook, the Policies, Procedures and Forms Booklet, the Course Handbook and through the web site.

1. **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.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

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.

**E3. Outline Programme Structure**

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.

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| **Level 6** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Studio Practice One: Research Project | DS6001 | 30 | 6 | 1 |
| Studio Practice Two: Research Project Realisation | DS6002 | 30 | 6 | 2 |
| Extended Professional Practice and Business Studies | DS6003 | 30 | 6 | 1 & 2 |
| Research Paper | DS6004 | 30 | 6 | 1 & 2 |

Level 6 requires the completion of all modules.

1. **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 a number of 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 particular 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 a number of 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.

The course makes use of Internet-based file sharing technology to disseminate documents, reading material and all assessment feedback. Students are further encouraged to utilise this VLE to share resources across year groups, especially during collaborative work and for distance learning. Students are provided with a virtual assessment folder that contains both formative and summative feedback, which also acts as a repository for subject-specific or student-centred material. The use of non-institutional applications promotes post academic progression. All students prepare websites and blogs to further enhance the free flow of information, promoting networks of interactivity, which are brought together under the umbrella domain: [http://artistdesignermaker.org](http://artistdesignermaker.org/).

1. Support for Students and their Learning

**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.
* Students will keep the same personal tutor throughout each year: level 4, 5 and 6.
* 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
* 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
* Staff Student Consultative Committee (SSCC)
* Board of Study (BOS)
* 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

1. **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
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

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.

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

1. **Approved Variants from the Undergraduate Regulations**

None

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

**QAA Benchmark statements website:**

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16>

**Course Page on Kingston College website:**

<https://kingston-college.ac.uk/subject/art-design/ba-hons-in-art-design-top-up>

**Course Module Directory**

**Course Handbook**

**Development of Programme Learning Outcomes in Modules**

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

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

**Course Diagram**

**Level 6**

**Teaching Block 1 Teaching Block 2**

DS6001 - Studio Practice One: research project

DS6002 - Studio Practice Two: research project Realisation

DS6003 – Extended Professional Practice and Business Studies

DS6004 – Research Paper

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Art & Design |
| **Intermediate Award(s):** | None |
| **Minimum period of registration:** | 1 year |
| **Maximum period of registration:** | 2 years |
| **FHEQ Level for the Final Award:** | Level 6 |
| **QAA Subject Benchmark:** | Art and Design - 2008 |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture (managing School) |
| **Department:** | Fine Art |
| **UCAS Code:** | WW12 |
| **Course Code:** | UFADK1ADK02 |
| **Route Code:** | UFADK1ADK02 |