****

**Programme Specification**

**Title of Course: Graduate Diploma Creative Practice**

**Date Specification Produced: May 2013**

**Date Specification Last Revised: June 2020**

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 on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | **Graduate Diploma Creative Practice** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **The Design School**  **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **N/A** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Graduate Diploma Creative Practice is a pre-masters preparatory course offered by the Faculty of Art, Design & Architecture in advance of further study on one of its Masters courses. Creative Practice is understood to be the fundamental concern of art & design, its history, theory and practice, as defined by the Subject Benchmarks for *Art & Design* / *History of Art, Architecture and Design* (2008):

Both subjects share a fundamental concern with creative practice. For art and design, primacy is given to the preparation of students for professional, creative practice. For the history of art, architecture and design, the main concerns are with the historical and cultural role of artefacts, their production and consumption. Although the approaches may differ, and the emphases fall in differing places, the concern with visual, material, performative and other forms of cultural practice is central to both subjects (Joint Foreword, *Subject Benchmarks Art & Design / History of Art, Architecture and Design*, 2008).

The Faculty of Art, Design & Architecture is recognised internationally as a centre of excellence in UK creative arts education and as such attracts a wide range of applicants from around the world. The Faculty delivers specialist Masters courses in the broad areas of Fine Art, Design, Architecture, and Art & Design History. The Graduate Diploma Creative Practice is designed for those students who are committed to joining any of these postgraduate Master’s degrees at Kingston but cannot demonstrate the comprehensive set of abilities, skills and experience required to succeed on that course. In this sense, the course offers a generic academic framework through which students develop and enhance their own reflective creative practice in preparation for further specialist study.

Just as the aims and ambitions of individual students will vary according to their experience and creative aspirations, the learning experience of this course will vary according to the individual needs and academic ambitions of each student. Students join the Graduate Diploma Creative Practice following a detailed admissions process, through which strengths, weaknesses and areas for development are identified. This forms the basis for designing a year-long programme of study through which the student is embedded in undergraduate and postgraduate teaching and learning activities across the Faculty. This is the key feature of the course, which immerses the student within the learning environment, community and resources of the Faculty, and offers them the opportunity to develop their creative practice within the supportive context of a peer group. At its heart, the Graduate Diploma Creative Practice seeks to develop a student’s ability for reflective practice and confident creativity. Through this immersive approach to creative learning, students will get a variety of opportunities to develop their own work, undertake group projects, and make presentations, all of which happen within context of the Faculty’s extensive industrial and professional engagement with the creative environment of Greater London.

Students will develop an appreciation of current debates that are shaping the future of the subject and gain an informed view of their own practice. The skills and knowledge gained will provide students with a firm foundation from which to undertake design research and are a platform for their personal and professional development in the practice of communication design.

This course emphasises the need for strong communication and interpersonal skills within creative practice, and all students have the opportunity to build further study of English Language into their programme. The process and task of assessment is fundamental to the learning journey of this course and throughout their study, students will be required to describe the methods and processes that support the testing of their ideas, the ambition being to enable each student to develop an increasingly independent study and a personally focused learning strategy.

1. **Aims of the Programme**

* To create a supported learning environment for the development of individual creative practice in anticipation of postgraduate study;
* To develop cognitive skills to support the role of imagination in the creative process and to encourage independent practice and critical self-awareness whilst encouraging the development of students’ ability to communicate visual practices effectively and appropriately.
* To provide students with the skills required to identify and solve self-initiated problems and encourage students’ intellectual and imaginative thinking, capacities to observe and visualise and provide students with an understanding and evaluation of creative practice.
* To provide a framework for academic and personal development that enhances students’ abilities in critical reflection, allowing them to speculate on new and effective approaches to creative practice and to engage with problems and insights at the forefront of their disciplines

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA subject benchmarks for Art & Design and History of Art, Architecture & 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 | Appraise the broad critical and contextual dimensions of their discipline(s) | B1 | Analyse information and experiences, and formulate reasoned arguments | C1 | Communicate ideas and information in visual, oral and written forms |
| A2 | Articulate and discuss the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants | B2 | Assess the critical judgements of others and recognise their personal strengths and needs | C2 | Exercise self-management skills in managing their workloads and meeting deadlines |
| A3 | Demonstrate an appreciation of the major developments in current and emerging media and technologies in their discipline(s) | B3 | Synthesise and bring evidence or ideas of different sorts or from different sources together in a productive way | C3 | Use materials, media, techniques, methods, technologies and tools associated with the discipline(s) studied |
| A4 | Critically analyse the significance of the work of other practitioners in their discipline(s). | B4 | Make connections between intention, process, outcome, context, and methods of dissemination. | C4 | Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making. |
| A5 | Demonstrate an ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity. |  |  |  |  |

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 qualifications for the programme are:

A good BA (Hons) degree or equivalent qualification in a creative arts discipline.

Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered.

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.

All applicants invited for an interview are required to present a portfolio of work.

1. **Programme Structure**

This programme is offered as a full field in full-time mode, and leads to the award of Graduate Diploma Creative Practice. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Work placements are actively encouraged as an extra-curricular activity 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 course is made up of one 60-credit Level 6 module and one 60-credit Level 7 module running sequentially in teaching blocks 1 and 2. The Graduate Diploma is an undergraduate award and therefore the Undergraduate Regulations will apply. However, the marking system for the Level 6 module will be in accordance with the Undergraduate Regulations (UR) with a minimum pass mark at 40%, and the marking system for Level 7 module will be in accordance with the Postgraduate Regulations (PR) with a minimum pass mark at 50%. All students will be provided with both the Undergraduate and Postgraduate University Regulations. Full details of each module will be provided in module descriptors, project briefs and individual learning agreements.

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| **Level 6** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Creative Practice 1 | PM6000 | 60 | 6 | 1 |

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| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Creative Practice 2 | PM7000 | 60 | 7 | 2 |

1. **Principles of Teaching Learning and Assessment**

The Kingston School of Art promotes and sustains a distinctive pattern of teaching and learning practices. Teaching and learning strategies have developed in close relation to its subjects, disciplines and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex studio-based practical and/or self-initiated projects. Although the nature of the art & design project is that of a holistic creative experience, the aims and learning outcomes of the modules are distinct in the practical projects undertaken by the student and as such are assessed individually and collectively in relation to the modules’ learning outcomes.

Students are strongly encouraged to develop their own informed and creative approach, taking into account contemporary research, current industry and practices. This is achieved through the teaching philosophy in the Faculty and its disciplinary Schools, which highlights the importance of knowledge of the contemporary and future context, and through awareness of the forces and issues that influence society, culture and industry to meet the needs of present and future generations.

The approach to Teaching, Learning and Assessment within the Kingston School of Art is informed by Kingston University’s Strategic Plan. In particular this provides an emphasis on key aspects of our approach:

* The encouragement and support of high quality teaching informed by research and best practice.
* An environment that will create, test, share and spread knowledge for its own sake.
* Those delivering teaching will be engaged in the development of their discipline.

A combination of staff and student-led learning principles have been used in the design of the curriculum and the overarching approach to learning and teaching related to both disciplinary and interdisciplinary knowledge – described by Kingston University as the relationship between *producing* and *pursuing* and *producing* and *authoring*. These principles relate to the exploration of creative practice in response to questions, problems, scenarios and lines of inquiry formulated by tutors and the progressive development of individual approaches based on the formulation of questions by the student. As the course progresses, this can also be expressed as the developmental process by which a student takes creative ownership of their practice and learning, and the student-centred structure of the course is built upon the understanding that high quality and transformative creative learning occurs when students are:

* Engaged in authentic, challenging, enquiry-based activities.
* Working collaboratively with and alongside peers in a community of shared disciplinary and interdisciplinary practice.
* Able to reflect on and theorise their learning.

This has informed the development of shared learning outcomes across the Faculty and the shared focus of these outcomes on the creative practice.

The teaching and learning of practical creative projects incorporates:

* Analysis of the project brief, research and insight gathering in to the ‘theme’ or objective and subsequent problem finding for problem solving.
* Analysis of context.
* Tools and strategies for analysis, thinking and critique.
* The promotion of workshop practices and creative material usage and manipulation.
* Teaching communication and presentation tools and techniques.
* Teaching digital tools for creation and realisation
* Tutorials, lectures, seminars and workshops
* Developing students’ ability to confidently communicate orally
* Project reviews and critiques to promote peer project discussion and debate.
* Encouraging, within students, self-reflection and self-criticism in relation to a sustainable creative practice.

The continual and iterative nature of creative practice requires a structured process of formative assessment and feedback/feed forward through the use of studio tutorials, reviews and group critiques. Summative assessment at the end of each module (teaching block) and formal feedback is provided following review of the submitted/presented project work.

Formative assessment and review is undertaken within the undergraduate and postgraduate disciplinary contexts in which Graduate Diploma students are embedded. Summative assessment is undertaken in course specific crits and presentations, thus ensuring parity of assessment.

Subsequently, assessment is undertaken within the teaching and learning contexts in which each student is studying; if students are embedded within a disciplinary project group, they will undertake all formative review and assessment processes for that project. Graduate Diploma students will, however, be drawn together once in each teaching block to collectively discuss and review learning agreements, assessment criteria and expectations, and subject-specific feedback received during formative crits and reviews. Whilst the formative assessment of each academic tutor is instrumental to the summative judgement at the end of each module, the summative assessment is undertaken on the basis of portfolio presentation and group crit, led by the Course Director and attended by the subject-specific tutors.

The delivery of the course will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, projects, briefings, study visits, peer learning, independent learning and study skills.

* **Lectures** - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.
* **Seminars** - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.
* **Group Critique** - Commonly known as Group Crits’. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group crits can take place in studios or students’ work, if appropriate; the work to be discussed might alternatively be more formally exhibited. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group. Additionally group crits provide opportunities for ‘feed-forward’ in relation to project aims, programme aims and student outcomes.
* **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. They also provide opportunities for formative assessment where students receive feedback on completed work and feed-forward on work in progress.
* **Demonstration** - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the ‘subject’, and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.
* **Study Visits** - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students’ learning experience as they provide the opportunity to see examples of design and industry in multiple ‘real life’ contexts.
* **Projects** - The term ‘project’ is used in two ways. Set projects consist of a set of objectives and procedures, which are often linked to a given theme or design problem and are designed for a particular group of students. This kind of project usually has a strict deadline. Students also devise their own projects (self-initiated briefs). This kind of project comprises a body of work which reflects the specific interests of the student and which may be developed over a period of time, which isagreed between theindividual student and a member of the academic staff.
* **Capstone Project** - A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student’s academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.
* **Briefing**- A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.
* **Peer Learning** - A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other’s work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.
* **Independent Study** - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student’s individual choice of career.
* **Canvas** - is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, School and Faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the Faculty. Integral to the ambition of this VLE is the ambition to enhance communication, a sense of creative community and inter-course discussion and debate.
* **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.
* **Research Informed Teaching** *-* Research informed teaching operates throughout the Faculty, with research active and professionally engaged staff integrating and contributing their current and ongoing knowledge in the development of all teaching and learning processes. Knowledge and understanding of research skills and techniques are implicit in the design process and as such permeate the course.

**ASSESSMENT**

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

**Portfolio**

Assessment of each 60 credit module is by Portfolio. A Portfolio is a body of work created in response to the learning activities agreed in the module learning contract, and demonstrates the fulfillment of module and course learning outcomes. Given the range of possible learning and teaching activities that may contribute to an individual students experience of this course, the portfolio may include practical visual and material work, written essays, presentations and reports, visual and material studies, and / or a combination of these elements. In that the portfolio demonstrates the students’ achievement and learning, it offers a developmental record and outcome of the course, and a platform for further study.

1. **Support for Students and their Learning**

The Course Director will liaise with academic tutors drawn from specific subject areas and will be responsible for signing off the learning agreements that inform individual student pathways through each module. Personal tutoring and subject-specific academic direction will be offered by named tutors from the Masters pathway on to which each student intends eventually to enroll.

**The Personal Tutor Scheme**

Personal tutoring is key to the success of this course and the Faculty aims for Personal Tutors:

* To provide appropriate academic advice and guidance throughout a student’s studies by monitoring progress and identifying individual needs.
* To provide a holistic overview and guidance for individual study and the development of personal practice.
* To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
* 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 Personal Tutoring**

* 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 their year of study.
* One-to-one meetings will vary in length depending on the profile and needs of individual students.

Permanent staff members from across the different areas of the Faculty’s portfolio will be assigned as personal tutors and disciplinary leads for individual students. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be a supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of Hourly Paid Lecturer (HPL) staff with project-related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

* To help students to make the transition to Graduate and Masters level study and understand how to use feedback on the course
* To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
* To explore students’ research aspirations
* To help students gain confidence in contributing to, and learning from, constructive peer review
* To encourage students to become part of a wider disciplinary and/or professional community
* To help students to prepare for the dynamics of tutorial supervision

Additionally, students are supported by:

* Project Leaders
* Induction Week
* Staff/Student Consultative Committee (SSCC)
* Board of Study (BOS)
* A dedicated Course Administrator
* Technical support
* Faculty International Office
* Academic Success Centre that provides academic skills support for UG and PG students
* The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* Student Achievement Officer who provides pastoral advice
* Language Support for international students
* Support for students with disabilities
* Union of Kingston Students
* Faculty-aligned Careers Advisers
* Information Services, including the Library Resources Centre

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 (Module Evaluation Questionnaires), Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The Graduate Diploma Creative Practice is a preparatory course designed to support those students who have elected to undertake further study at Master’s level. Nevertheless, deeper knowledge and understanding of disciplinary contexts of professional practice and employment are essential components of this developmental preparation. All courses in the Kingston School of Art address the issue of employability through engaging directly with industry and external partners and institutions. This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners.

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

None

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

**QAA Subject Statements**

Art & Design

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

History of Art, Architecture & Design

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14>

**Kingston University website**

<https://www.kingston.ac.uk/>

**Course page**

<https://www.kingston.ac.uk/postgraduate-course/creative-practice-graduate-diploma/>

**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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module Code** | | **PM6000** | **PM7000** |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S |
| A2 | S | S |
| A3 | S | S |
| A4 | S | S |
| A5 | S | S |
| **Intellectual Skills** | B1 | S | S |
| B2 | S | S |
| B3 | S | S |
| B4 | S | S |
| **Subject Practical Skills** | C1 | S | S |
| C2 | S | S |
| C3 | S | S |
| C4 | 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.**

**Graduate Diploma Creative Practice – Course Diagram**

**Full time**

**Teaching Block 1 Teaching Block 2**

Creative Practice 2

PM7000

60

Creative Practice 1

PM6000

60

**Technical Annex**

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| --- | --- |
| **Final Award(s):** | Graduate Diploma Creative Practice |
| **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 & Design / History of Art, Architecture & Design |
| **Modes of Delivery:** | Full-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | The Design School |
| **UCAS Code:** | N/A |
| **Course/Route Code:** | UFCPR1CPR01 |
|  |  |