



University of the
West of England

PROGRAMME SPECIFICATION

FdA CREATIVE PRACTICES

Faculty of Creative Arts
March 2010

Contents **Page
Number**

Part One – Programme Specification

1	Basic Data	3
2	Educational aims of the programme	4
3	Learning outcomes of the programme Additional Information	5
4	Programme structure	26
5	Entry requirements	27
6	Assessment Regulations	27
7	Student Learning: distinctive features and support	27
8	Reference points/benchmarks	28

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	Filton College Stroud College Yeovil College
Faculty responsible for programme	Creative Arts
Programme accredited by	-
Highest award title	FdA Creative Practices
Default award title	N/A
Interim award title	Cert HE
Modular Scheme title (if different)	-
UCAS code (or other coding system if relevant)	Art and Design (FdA/AD) with jacs code WW12 at institution B80 Art and Design (FdA/ADb) with jacs code EW12 at institution B80
Relevant QAA subject benchmarking group(s)	A&D
On-going/valid until* (*delete as appropriate/insert end date)	-
Valid from (insert date if appropriate)	Sept 08 revised March 2010
Authorised by...	Date:...
<p>Version Code: 3 <i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i></p>	

Section 2: Educational aims of the programme

- To provide an opportunity to develop a creative practice within a chosen discipline/pathway
- To provide an educational experience which offers students choice and independence in determining their own abilities and ambitions within a subject discipline
- To equip students with intellectual, practical and creative skills necessary for them to locate themselves and their practice within professional, social, historical, commercial and cultural contexts.
- To give students the confidence to develop informed independent judgements and critical and intellectual rigour.
- To ensure the development of key transferable skills is an integrated part of the curriculum.
- To sustain an environment in which individual students may realise their full potential, and to progress onto Level 3 of a BA (Hons) programme or to find employment within the creative industries.

The pathways aim to enable students to:

- Understand the principles and concepts associated with a chosen discipline.
- Become creative thinkers who can operate flexibly across a range of activities within their chosen pathway.
- Develop sustainable personal practice through the application of appropriate methodologies and skills within their chosen discipline.
- Locate their own practice through the development of ideas across a range of contexts, including employment.
- Acquire a broad skills set which enhances employability within a changing commercial environment.
- Develop the intellectual, practical, creative and transferable skills necessary to work either in a professional environment or to undertake further study.

Aims of the programme

- To provide an opportunity to develop a creative practice within a chosen discipline/pathway
- To provide an educational experience which offers students choice and independence in determining their own abilities and ambitions within a subject discipline
- To equip students with intellectual, practical and creative skills necessary for them to locate themselves and their practice within professional, social, historical, commercial and cultural contexts.
- To give students the confidence to develop informed independent judgements and critical and intellectual rigour.

Programme Learning Outcomes

A Knowledge and understanding of:

- The established principles of the chosen discipline and of the ways in which those principles have developed
- The main methods of enquiry in the chosen discipline.
- Identification of questions/ideas, subject and personal creative influences.

B Intellectual Skills

- Development of evaluative and analytical skills in relation to visual material and ideas/theories, and to different approaches to solving problems within their chosen discipline,

C Subject/Professional/Practical Skills

- Use a range of ideas-generating techniques to produce an imaginative and creative body of work.

D Transferable skills and other attributes

- Develop research skills and strategies to develop individual interests and support personal views.

A Knowledge and understanding of:

- Issues in professional contexts, including the roles and responsibilities of practitioner within organisations.

C Subject/Professional/Practical Skills

Develop existing skills and acquire new competences that will enable the student to assume significant responsibility within organisations.

D Transferable skills and other attributes

Respond positively and creatively to problems and changes within the cultural industries, both individually and collaboratively.

A Knowledge and understanding of:

- Key theories, issues and debates associated with creative practices.
- Historical development of creative practices.
- Range of contexts for the production and consumption of creative artefacts.

B Intellectual Skills

- Critical use of qualitative and quantitative data, to develop lines of argument and to engage in discussion debate,

C Subject/Professional/Practical Skills

- Present professional portfolio to market self and work.

D Transferable skills and other attributes

- Self-motivation, time-management, responsibility and decision-making
- Writing, documentation, and communication

<ul style="list-style-type: none"> • To sustain an environment in which individual students may realise their full potential, and to progress onto Level 3 of a BA(Hons) programme or to find employment within the creative industries. • To ensure the development of key transferable skills is an integrated part of the curriculum. 	<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Range of contexts for the production and consumption of creative artefacts. <p>C Subject/Professional/Practical Skills</p> <ul style="list-style-type: none"> • Present professional portfolio to market self and work. • Awareness of health, safety and environmental issues relevant to materials and processes used
--	--

Programme Learning outcomes	Module Learning Outcomes
<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Key theories, issues and debates associated with creative practices. • Historical development of creative practices. • Range of contexts for the production and consumption of creative artefacts. • The established principles of the chosen discipline and of the ways in which those principles have developed • The main methods of enquiry in the chosen discipline. • Issues in professional contexts, including the roles and responsibilities of practitioner within organisations. 	<p>A Knowledge and understanding of:</p> <p>Identification of key issues/theories specific to chosen discipline (SP1) Current issues and theories relevant to chosen discipline (SP2) Initial identification of some of the key theories and issues underlying ongoing debates around creative practices (CC1) Familiarity with range of contemporary contexts and current debates around specialist practice (SP3) Contemporary debates around specialist practice (SP4)</p> <p>Understanding of historical and contemporary practices in chosen discipline (SP1) Aspects of the historical development of creative practices in art, media and design (CC1) Contemporary and historical creative influences on specialist practice (SP2) The historical emergence of postmodernism in relation to art, media and design (CC2)</p> <p>The contexts of production and consumption for art, media and design (CC1) Contexts of production and consumption for specialist practice (SP2) Familiarity with a range of contemporary cultural, historical and/or industrial contexts (CC2)</p> <p>The underlying concepts and principles associated with the chosen discipline (SP1) Understanding of historical and contemporary practices in chosen discipline (SP1) Evaluation of underlying concepts and principles associated with chosen discipline (SP2) Principles of chosen discipline and the way in which those principles have developed (SP3)</p> <p>Evaluation of underlying concepts and principles associated with chosen discipline (SP2) Knowledge of the differences between various models of critical analysis (CC2)</p> <p>Kept a record of industrial /professional issues , opportunities and ethics relating to their professional ambitions (CP1, CP2, CP3) Investigated a professional organisation relevant to their practice (CP2) Roles and responsibilities of creative practitioner within organizations(SP3) Responsibilities of creative practitioner (SP4) An understanding of the relationship between the student's work experience and contemporary debates about art, media and design practices (specific to each student's experience) (CC2)</p>

<ul style="list-style-type: none">• Identification of questions/ideas, subject and personal creative influences.	<p>Explored of a range of practices within the creative industries (CP1) Developed a proposal (CP3) Created a prioritised schedule for self directed study towards Specialist pathway 4 (CP3) SP4 - Identify a specific area of practice within chosen discipline</p>
--	---

C Subject/Practical Skills	C Subject/Practical Skills
<ul style="list-style-type: none"> • Develop existing skills and acquire new competences that will enable the student to assume significant responsibility within organisations. • Use a range of ideas-generating techniques to produce an imaginative and creative body of work. 	<p>Evaluation of the appropriateness of different approaches to solving problems related to specialist areas of study. (SP1)</p> <p>Development of library skills and methods of research (CC1)</p> <p>Development of essay writing skills (CC1)</p> <p>Knowledge of the main methods of enquiry in their subject and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. (SP4)</p> <p>An ability to locate experience within contemporary cultural, historical and/or industrial contexts (CC2)</p> <p>Familiarity with primary and/or secondary research methods, which may include interviewing and use of the Internet (CC2)</p> <p>Researched and explored a wide range of recording and image making techniques through practical exercises/projects (CP1)</p> <p>Ability to use appropriate materials, techniques and equipment in the production of a body of work. (SP1)</p> <p>Identification of a subject that has the potential for sustained personal investigation. (SP1)</p> <p>Helped plan and write a group proposal or project with defined individual aims and outcomes (CP2)</p> <p>Created a 'portfolio' (CP2)</p> <p>Research and evaluate the use of materials and processes in relation to form and content. (SP2)</p> <p>Evaluation of the appropriateness of different approaches to solving problems related to their areas of study. (SP2)</p> <p>Observation, description and contextualisation (CC1)</p> <p>Created a personal development and career plan. (CP3)</p> <p>The use of a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis, in the production of practical work. (SP3)</p> <p>Use a range of ideas generating techniques creatively and use appropriate conventions to visually represent a range of objective and subjective information, meanings and messages (SP4)</p> <p>Demonstrate mature skills in the interpretation of work by other artists and the cultural context in which exist. (SP4)</p> <p>Historical and contemporary ideas used in own work (SP4)</p> <p>An ability to develop some critical distance from their work experience from which to identify key questions/ideas (CC2)</p> <p>An ability to identify an appropriate topic and develop an essay question in consultation with their tutor (CC2)</p> <p>Ability to present, evaluate and interpret qualitative and quantitative data, to develop lines</p>

<ul style="list-style-type: none"> • Present professional portfolio to market self and work. • Awareness of health, safety and environmental issues relevant to materials and processes used 	<p>of argument in support of practical work. (SP1) Documented and organised their creative work (CP2)</p> <p>Selection appropriate recording approaches in relation to personal intentions (SP2) Ability to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories of their subjects of study. (SP2) Present professional portfolio and present and market self and work (SP3) Present professional portfolio and present and market self and work (SP4)</p> <p>Health, safety and environmental issues relevant to materials and processes used (SP3)</p>
--	---

D Transferable skills and other attributes	D Transferable skills and other attributes
<ul style="list-style-type: none"> - Respond positively and creatively to problems and changes within the cultural industries, both individually and collaboratively. • Develop research skills and strategies to develop individual interests and support personal views. • Writing, documentation, and communication. • Self-motivation, time-management, responsibility and decision-making 	<p>All modules encourage students to understand creative practice as a way of engaging/participating in social, cultural, and industrial contexts. 'Creative Practice' modules enable collaborative work with others from a range of specialisms. Ability to use a business IT package (e.g. Microsoft Office) and written a business plan (CP2)</p> <p>Research and visualization skills to develop the communication of ideas. (SP1) Research and presentation (SP2) Development of personal view (SP2) Research strategies (SP3, SP4)</p> <p>Made a presentation combining image and text (e.g. PowerPoint) (CP) Communicated and worked with others (CP1, CP2) Documented and communicated their thinking and ideas (CP1) Writing, documentation, communication (SP1, SP2) Communication of the results of study accurately and reliably, and with structured and coherent arguments. (SP2) Ability to communicate and document research findings, through written work and through the use of visual material (CC1) Presented the proposal to the group. (CP3) Documented and communicated their thinking and ideas (CP3) Effective communication of information, agreements and analysis in a variety of forms to specialist audiences. (SP3) Presentation of views/conclusions (SP4) Application of the conventions of academic writing. (CC2)</p> <p>Personal organisation and time management in their engagement and participation (CP1, CP2) Personal organization and time management (SP1) Ability to work to a deadline, in stages. (CC1) Self-motivation, time-management and project-planning. (SP3) Time-management/self-motivation (SP4) Time-management and self-motivation (CC2)</p>

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Key theories, issues and debates associated with creative practices. • Historical development of creative practices. • Range of contexts for the production and consumption of creative artefacts. 	<p>Teaching/learning methods and strategies:</p> <ul style="list-style-type: none"> • Tutor groups facilitate discussion amongst mixed groups (see section 7 below). • From Level 1 to Level 2 modules encourage the students to increasingly look outwards from their practice through student-led discussions on chosen examples of contemporary practice, in groups defined by shared/common interests (rather than pathway) to develop cognitive, reflective and critical and skills. • Lectures ('Creative Cultures' modules) focus directly on theoretical and contextual issues at both levels of study. • 'Specialist Pathway' modules enable the student to expand their knowledge of the history of their own practice, by encouraging documented research to support the development of their personal work. • 'Creative Cultures' modules include lectures on the historical development for creative practices. • Reading strategies for Specialist Pathway' and 'Creative Cultures' modules enable the student to develop their knowledge of the historical development of their chosen specialism and of creative practices in general. • 'Creative Practices' modules focus the student's attention on the industrial issues and opportunities relating to their professional ambitions. • 'Creative Cultures' modules include lectures on the range contexts of production and consumption.

<ul style="list-style-type: none"> • The established principles of the chosen discipline and of the ways in which those principles have developed. • The main methods of enquiry in the chosen discipline. • Issue in professional contexts, including the roles and responsibilities of practitioner within organisations. • Identification of questions/ideas, subject and personal creative influences. 	<p>‘Specialist Practice’ modules enable the students to research their chosen discipline through practical work which supports and deepens their understanding of the subject, through a combination of lectures, workshops, didactic studio delivery and work based learning in ‘Specialist Practice 3’.</p> <ul style="list-style-type: none"> • ‘Specialist Pathway’ workshops facilitate the selection and evaluation of information and visual material. • The learning journal and the reading strategies for the ‘Creative Practices’ modules encourage the student to focus on the industrial issues and opportunities relating to the students’ professional ambitions. • Tutor-led seminars, and student-led discussions and presentations allow the students to develop their individual interests and views. <p><i>Additional support is provided through</i></p> <ul style="list-style-type: none"> • <i>Library skills</i> • <i>Study support</i> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</i></p> <p>...</p> <p>Assessment:</p> <ul style="list-style-type: none"> • The Learning Journal demonstrates the students developing understanding of their subject within the context of the creative industries. (see section 7 below). • Assignments for ‘Specialist Pathway’ modules require the students to engage in the research and evaluation of the use of visual languages by other practitioners to support their own ideas and direction • <i>Research tasks and essay assignments (‘Creative Cultures’ modules) encourage the student to develop their ability to contextualise their practice</i> • Level 2 Assignments require the student to identify research questions and develop project proposals.
--	---

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<ul style="list-style-type: none"> • Develop existing skills and acquire new competences that will enable the student to assume significant responsibility within organisations. <p>Applied Arts students will acquire specific practical skills in</p> <ul style="list-style-type: none"> • Digital applications • Ceramic processes • Printmaking processes • Papermaking • Book construction, binding • 3D Construction • Aspects of casting <p>Fine Art pathway students will acquire specific practical skills in the following practical areas:</p> <ul style="list-style-type: none"> • Photographic processes • Print processes • Surface design • 3D materials (including plastic & ceramic processes) • Drawing (including digital) • Installation and performance art <p>Fashion Pathway students will acquire specific practical skills in the following practical areas::</p> <ul style="list-style-type: none"> • Uses of photography for fashion design • Identification of markets • Garment construction • Pattern cutting <p>Graphics Pathway students will acquire specific practical skills in:</p> <ul style="list-style-type: none"> • Use of digital techniques - image processing • Use of digital techniques - type • Typography - contexts • Studio techniques – visual recording, marker techniques <p>Media Practice Pathway students will acquire specific practical skills in the following practical areas.</p> <ul style="list-style-type: none"> • Use of digital techniques – Capturing sound and image • Use of digital techniques – Sound and image manipulation • Use of digital techniques – Web 	<ul style="list-style-type: none"> • ‘Creative Practices’ modules encourage the student to continually update and review their awareness of issues and opportunities within the creative industries • Workshops (‘Specialist Pathway modules’) allow the student to use a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis. • Work experience allows the student to develop professional aspirations within a specific industrial context through the identification of academic and vocational targets to be met within the work placement.

<p>design</p> <ul style="list-style-type: none"> • Production management • Factual and fictional storytelling techniques • Audience analysis <p>Photography pathway students will acquire specific practical skills in the following practical areas:</p> <ul style="list-style-type: none"> • Studio photography • Location photography • Editorial photography • Photography as illustration. • Digital technologies. • Fine art printing. <ul style="list-style-type: none"> • Use a range of ideas-generating techniques to produce an imaginative and creative body of work. <ul style="list-style-type: none"> • Present professional portfolio to market self and work. <ul style="list-style-type: none"> • Awareness of health, safety and environmental issues relevant to materials and processes used 	<ul style="list-style-type: none"> • Workshops and tutorials ('Specialist Pathway' modules) encourage the student to research and evaluate the use of visual language by other artists and designers, and to develop technical/practical skills relating to their chosen discipline. • Workshops ('Creative Practices') encourage the student to experiment with, and explore the relationships between, different media. • Workshop activity facilitated by technical staff to consolidate independent learning <ul style="list-style-type: none"> • Tutorials and critiques enable the student to organise their work to a professional standard. • Student presentations enable the student to develop their ability to explain/support/contextualise their work . <ul style="list-style-type: none"> • Technical workshops provide opportunity to develop awareness of issues relating to materials and processes. <p><i>Additional support is provided through</i></p> <ul style="list-style-type: none"> • Workshop activity facilitated by technical staff to develop, broaden and consolidate technical skills. <p>Assessment</p> <ul style="list-style-type: none"> • Practical work demonstrates the use of appropriate conventions to visually represent a range of objective and subjective information, meanings and messages • Supporting documentation demonstrates theoretical and
---	--

	<p>practical knowledge of historical and contemporary ideas used in own work.</p> <ul style="list-style-type: none">• The portfolio with supporting documentation, and a presentation, in response to a brief (SP3), demonstrates the use of a range of established techniques to initiate and undertake critical analysis of information and to propose solutions to problems arising from that analysis, in the production of practical work, and the ability to market self and work, in the context of WBL.• WBL report (SP3) demonstrates understanding of practice in the workplace, appreciation of the roles and responsibilities of the practitioner within organisations, and demonstrates awareness of health, safety and environmental issues relevant to materials and processes used in WBL.
--	---

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<ul style="list-style-type: none"> • Respond positively and creatively to problems and changes within the cultural industries, both individually and collaboratively. • Develop research skills and strategies to develop individual interests and support personal views. • Writing, documentation, and communication. • Self-motivation, time-management, responsibility and decision-making 	<ul style="list-style-type: none"> • Through a combination of lectures, workshops and seminars, all modules encourage the student to understand creative practice as a way of engaging/participating in social, cultural and industrial contexts. • ‘Creative Practices’ modules enable the student to work with others from a range of specialist pathways. • Reading Strategies for both ‘Creative Practice’ and ‘Creative Cultures’ modules encourage the student to develop their own interests and views in an informed manner. • Briefings and tutorials (‘Creative Cultures’ modules) enable students to formulate proposals. • Briefings to enable use of work-experience as research • ‘Creative Practices’ modules enable the student to develop individual aspirations through a learning journal, culminating in a proposal for self-directed study. • Workshop(s) on developing a research proposal • Workshops and tutorials (Level 1 ‘Specialist Pathway’ modules) enable the student to communicate the results/conclusions of their study accurately and coherently. • Level 2 ‘Specialist Pathway’ modules enable the student to communicate information, agreements and analysis in a variety of forms to specialist audiences. • Essay tutorials (‘Creative Cultures’ modules) support understanding of the conventions of academic writing. • ‘Work experience enables the student to liaise with others in identifying academic and vocational targets which will make a positive contribution to industry’ • Work experience enables the development of qualities necessarily for employment requiring the exercise of self management, task

	<p>management, clear communication, team working, personal responsibility and decision making'</p> <p><i>Additional support is provided through</i></p> <ul style="list-style-type: none"> • Library skills • Study support material including advice and guidance on essay-writing. <p>Assessment</p> <ul style="list-style-type: none"> • Research tasks and essays ('Creative Cultures' modules, including work experience) and supporting documentation ('Specialist practice' modules) test the development of research skills and strategies. • Essays ('Creative Cultures' modules) test the development of writing skills. • Supporting documentation ('Specialist Practice' modules, including work experience) test the ability to communicate intentions effectively. • Portfolio and presentations ('Specialist Practice' modules, including work experience) test development of ability to respond to problems and convey solutions. • The portfolio with supporting documentation, and a presentation, in response to a brief (SP3), demonstrates the development of research strategies, the effective communication of information, agreements and analysis in a variety of forms to specialist audiences, and the ability to market self and work in the context of WBL. • WBL report (SP3) demonstrates the development of skills in time-management, self-motivation, and project-planning,
--	--

Additional Information

Common Transferable Skills will be developed and assessed progressively:

- These skills are embedded in the module design through the writing of project and assignment briefs. As the student moves from level one to level two this ensures that progression is common for all skills.
- Common transferable skills will be developed by using the skills gained in Creative Practice modules and purposefully applying them to specialist modules. As the specialist modules progress so too will the extent to which transferable skills are used and developed. For example, in the fashion specialism, photography can be used in the first specialist module to record observations for research and in the final specialist module for promotional literature.
- Assessment of these skills is also embedded, as in Specialist Pathway 3; “Research strategies” will be assessed in this instance through interrogation of the student’s portfolio and supporting documentation including research file, sketchbooks, etc.

More general transferable skills are developed and assessed progressively:

- Through projects during Creative Practices modules that explicitly address design thinking as iterative formations of analysis, evaluation and synthesis in a journey from problem to solution (Lawson 2006). For example during Creative Practices one, students will approach problems of communication through a range of modes, processes, and media.
- Assessment of these will acknowledge level by outcome and be evidenced in the student’s Learning Journal as a record of individual researches into issues raised during the modules. As the student progresses into Level 2 the transferable skills learnt are progressively applied to their own burgeoning professional practice. Firstly in the form of planning, secondly during a ‘live’ placement and/or exhibition and thirdly into the development of an exit strategy from the programme.
- The Learning Journal will include a series of ‘reviews’ undertaken at regular intervals that will be assessed as indicators both of evaluative skills and of the range of an individual’s engagement with material culture.
- Transferable skills will be taught a little less explicitly in the specialist pathway modules. In this instance transferable skills are developed relating to specific approaches that operate in studio situations. These might include problem solving where much of the ‘thinking’ occurs through doing and making. More often than not this involves leaps of intuition that might be described in terms of heuristics, as a product of an internalised incubation (Moustakas 1990). Skills of organisation, self development, networking, etc. that are associated with producing work for show or to commission are addressed at level two. Students will have become familiar with a range of exhibiting or showing opportunities and have begun the process of locating their particular practice in one of these arenas. During Specialist Pathway 3 students will be asked to do this live. During Specialist Pathway 4 it is the students who then analyse these experiences in terms of the transferable skills acquired and apply them to their exit strategies.

- Assessment of these skills is assessed explicitly through Learning Outcomes and Criteria for Assessment.

This provides a model of development of Common Transferable skills from introduction to acquisition, practise and application.

Acquisition of research skills (see p20 above)

This refers to the development of both the ability to access information/material using a range of methods, and the ability to select from and make effective use of it (including information literacy) when carrying out assignments. The student will acquire these skills through:

- Reading strategies (all modules)
- Tutorial advice /briefings (all modules)
- Learning journal (see programme spec p27)
- Library skills sessions (CC modules)
- Study support workshops (CC modules)

Students will be equipped with specific skills:

- Through workshops in specialist modules. For instance a Fine Art pathway student, media specific instruction in print, sculpture, digital media, painting, installation, etc.

Students will be equipped with general skills:

- Through engagement with projects that encourage design thinking and problem solving.
- Through reflective practice, evaluation and critical analysis of own and others process and outcome.

Students are encouraged to look increasingly outward from their chosen pathway through:

- Encouragement to locate their practice not only within the expected places or situations, but also to consider the less familiar. An example of this might be that fine art students will be clear that a placement in industry does not necessarily mean working as an artist's assistant or in a gallery but might instead be in a design studio or even a hospital or factory. Fashion students will be encouraged to undertake placements from a broad range of practices from designing itself to the support roles such as styling and photography
- An awareness of the range of possible locations of practice will be discussed, using contemporary practitioners as examples. E.g. P.J. Crook's work as both a mixed media artist/ painter, already a Gloucestershire College visitor and "friend".
- Students will be encouraged to seek spaces to place their work other than galleries or catwalks.
- Students will be encouraged to be reflexive as well as reflective and it is this reflexivity that will promote outward looking from the specialism by envisioning the creative self in a range of possible contexts.
- The Creative Practices modules are grounded in the regular tutor group meetings which helps identify ambition. The modules are based on the student identifying these through self reflection and staff facilitated group discussion. Where a particular learning/problem

issue is identified then UWE and Gloucestershire College Learning Links Support is available.

The relationship between individual and collaborative practices.

- It is a basic premise of this programme that Creative Practice is a social activity that requires each practitioner to negotiate his/her own relationship to the world in which that practice is located. This will require periods of self involvement, reflection and endeavour and it will also require outward looking engagement and collaboration. The projects and schemes of work will reflect this.
- Group activities will occur throughout the programme. During taught sessions at level one students will frequently work together and at level two engage in fully collaborative activities. Throughout the programme, the mixed tutor group meetings in Creative Practices and subject group critiques in the Specialist Pathways will provide space for group reflection on individual endeavour.
- Students from all pathways should be given the opportunity to work on live projects together. This will reflect the philosophy of the course and enrich the student experience.

This model encourages group reflection as well as individual reflexivity.

The types of organisation that students might explore as part of their Level 1 studies include

- Galleries
- Design studios
- Art Centres
- Studio Cooperatives
- Retail outlets
- Educational organisations
- Community Arts projects
- Hospitals
- Large Corporations with embedded Creative Industries
- Multi-media companies

References

Lawson, B. (2006) How Designers Think: The design Process Demystified (3rd Edition) OXFORD, Architectural Press.

Moustakas C (1990) Heuristic Research: Design, methodology and applications. NEWBURY PARK, CAL. Sage Publications.

Assessment

The assessment regime ensures the development of communication and critical analysis skills necessary for further study and/or employment, through a range of different types of assignment, including presentations (CP3, SP4) and written work such as supporting documentation (SP3, SP4) , evaluative statements (SP1, SP2, SP3), essay preparation/proposals (CC1, CC2), and essays (CC1, CC2), as well as the learning journal (CP1, CP2, CP3).

The amount of work assessed for different sizes of module is determined by the number of student hours allocated (10 credits = 100 hours) and the Level of study, e.g.

Level 1 20 credits = 1500 word essay + supporting work (CC1)

Level 1 30 credits = portfolio, supporting documentation (including evaluative statement, sketchbooks, notes from workshops, studio journal) and presentation (SP2)

Level 2 20 credits = 300 word proposal + 2500 word essay (CC2)

Separate pieces of work submitted for assessment are not individually weighted elements: this allows flexibility for the student in terms of allowing their individual strengths to compensate for areas of weakness. Work submitted is assessed as a whole, using the assessment criteria, and the profiles of student achievement in relation to learning outcomes, which will be attached to module briefs.

The Learning Journal supports the Creative Practices modules but is also the 'home' of all written work. In the Specialist Pathway modules the work will be supported by a Studio Journal. Where the term 'portfolio' is used it relates to the creative output of the module. Work will not be assessed twice.

Assessments will follow established practices within UWE. All work will be double marked and these marks made available to External Advisors. The agreement between the two institutions is that staff teaching on this programme will work to Higher Education workloads, pro rota, allowing extra time for assessments and staff development.

Learning tools and forms of assessment

- The Learning Journal contains all the assessed elements of the CP modules (see CP module specs). The CP module briefs include a definitive list of all the assessed elements.
- The learning journal is also the 'home' of all written work (see programme spec pp 25, 27-8)
- References to a 'learning file' (see prog spec p20) are erroneous and will be corrected to read 'learning journal'.
- The Studio Journal is a record of day-to-day activities, to be referred to in the evaluative statement, both of which are assessed elements of all the SP modules.
- The research file contains all the information the student gathers about the context for their developing practice (e.g. references to other practitioners' work, current events relevant to the student's ideas). It is part of the 'research and development' work assessed in SP modules.
- The portfolio contains the practical/creative work presented for assessment in SP modules
- The 'body of work' contains all the elements presented for assessment for SP modules, including practical/creative work and the supporting work (sketchbooks, record of research and development, evidence of participation in workshops, studio journal, and reflective/evaluative statement). All SP module briefs include a definitive list of assessed elements.
- Presentation of portfolio (verbal presentation of practical work, assessed in SP2, SP3, SP4)
- Report on work experience (written reflective/evaluative account of work placement assessed in SP3)

Progression Routes

Students who pass the FdA Creative Practices Programme are guaranteed a place to study at Level 3 in FCA in the year following successful completion of the programme. Students can progress on to named programmes in UWE related to their specialist pathway:.

FdA Levels 1 & 2 Creative Practices		FCA Level 3 BA (Hons)
Applied Arts	-	Drawing & Applied Arts
Fashion	-	Fashion
Fine Art	-	Fine Art
Graphic Design	-	Graphic Design
Photography	-	Photography
Media Practice	-	Media Practice

In addition where appropriate

Fashion	}	-	Drawing and Applied Arts
Fine Art			

Whilst students are guaranteed a place to study their chosen specialism at Level 3 in FCA in the year following successful completion of the FdA programme, students wishing to progress to the BA(Hons) programme are required to submit a UWE application for Undergraduate Study application form for entry into Level 3 as they will be formally completing the FdA programme and moving/progressing into a new BA level programme of study.

Section 4 Programme Structure

University of the West of England FdA – Creative Practices

Pathways:

- Fashion
- Fine Art
- Graphic Design
- Photography
- Applied Arts
- Media Practice

Modules Maps

Module 01
Creative
Practices 1

Credits: 30

Module 03
Creative
Practices 2

Credits: 20

Module 02
Specialist
Pathway 1

Credits: 20

Module 04
Specialist
Pathway 2

Credits: 30

Module 05
Creative Cultures 1 Credits: 20
OR Creative Histories and
Industries;
Credits: 20

Module 06
Creative
Practices 3

Credits: 10

Module 07
Specialist
Pathway 03

Credits: 40

Module 08
Specialist
Pathway 4

Credits: 50

Module 09
Creative Cultures 2; Credits: 20
OR Creative Histories and
Industries;
Credits: 20 (pending 2011)

Section 5: Entry requirements

Applicants will normally be expected to have one or more of the following:

Level 3 Diploma in Foundation Studies for HE (Art and Design)

BTEC National Diploma in Art and Design or Art or Design related subject

Evidence of successful completion of an 'Access to HE' programme with a substantial Art & Design related element

1 A-level and 3 GCSE at grade C or better, or 2 A-level and 2 GCSE at grade C or better, or 3 A-level and evidence of other subjects studied (Art/ Design Technology, Textile design may be useful)

Baccalaureate EB% - 60%

Baccalaureate IB pts - 24

Consideration will be given to mature students based on presentation of portfolio and their experience.

This is a post diagnostic programme, as students elect a specialist pathway prior to interview. The Creative Practices modules are to promote generic creative skills for specialists. Changing specialist pathway would be considered on a case by case basis.

Section 6: Assessment Regulations

a) MAR	YES
b) Approved MAR variant (insert variant)	NO
c) Non MAR	NO

Section 7: Student learning: distinctive features and support

Learning Journal

At all levels of the course students will be required to keep a Learning Journal. This is a reflective record of activities and personal progress and is assessed in the Creative Practices modules. The Credit rating of these modules decreases through the semesters as the Learning Journal becomes embedded in the students' creative practice and eventually is subsumed into Specialist Pathway 4.

It is important that undergraduate students of the Arts and Creative Industries are able to explain the issues or design problems that they are trying to address in their creative outputs. This includes historical and contemporary influences that shape their future professional ambitions.

Initially the value of the Learning Journal may not be evident to the student but as the information builds up it will offer an insight into a personal and individual professional journey. It will show how encounters, artefacts and texts, that might have seemed inconsequential at the time, can have a long lasting influence on creative outputs. Finally it offers a sustainable method of self reflection and development that will help the graduate navigate the ever changing environment of the Creative Industries.

Sections required in the Learning Journal

Assessed within Creative Practices modules (see module specifications below)

- notes on group and individual tutorials that had agreed actions for the student to undertake and any comments relevant to their development and ambition
- a written record of any presentations given by the student

- An update of their C.V.
- 6 'reviews' of between 180 – 200 words
- notes identifying potential clients/employers
- a record of industrial/professional issues, opportunities and ethics relating to their professional ambition

As a record of participation and engagement with the Creative Practices modules these sections are not individually assessed, a judgement is made on the whole as one piece of work.

Non-Assessed but required to gain a pass in Creative Practices modules

- all course information, briefs/assignments and handouts
- all written feedback from staff

The Journal is **not**

- a diary
- a studio notebook or sketchbook
- a place for brainstorming or other methods of developing ideas
- handwritten

Tutor Groups

All students are members of a Tutor Group which meets on a regular, (usually weekly basis), and is facilitated by an academic member of staff. It provides a platform for regular discussions of creative work, increasingly that of the students. It facilitates peer group interaction and learning in the sharing of ideas/processes/methods/influences and critical reflection. Students give two formal presentations to the rest of the group, the first mid way through the semester contrasts two publications from the reading strategy list, the second near the end of the semester sums up the personal development of the student.

Section 8 Reference points/benchmark

This programme has been developed in relation to the following reference points:

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design
- QAA National Qualifications Framework
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Staff research (See Appendix 1)
- Feedback from 'feeder' institutions
- Feedback from alumni
- Feedback from employers

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.