



University of the  
West of England

# **PROGRAMME SPECIFICATION**

## **MA Multi Disciplinary Printmaking**

**School of Creative Arts**

**September 2012**

**Contents**

***Page Number***

**Part One – Programme Specification**

1	Basic Data	5
3	Educational aims of the programme	7
3	Learning outcomes of the programme	9
4	Programme structure	15
5	Entry requirements	17
6	Assessment Regulations	17
7	Student Learning: distinctive features and support	17
8	Reference points/benchmarks	18

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England, Bristol
<b>Teaching institution</b>	University of the West of England, Bristol
<b>Faculty responsible for programme</b>	Faculty of Creative Arts
<b>Programme accredited by</b>	Not applicable
<b>Highest award title</b>	MA Multi-Disciplinary Printmaking
<b>Default award title</b>	
<b>Interim award title</b>	PG Dip Multi-Disciplinary Printmaking PG Cert Multi-Disciplinary Printmaking
<b>Modular Scheme title (if different)</b>	Postgraduate Programme Modular Scheme
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Art and Design
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	December 2008 Revised July 2010 – Q & S Sub Committee
<b>Authorised by...</b>	<b>Date:...</b>

Version Code : **5.1**

*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*

## **Section 2: Educational aims of the programme**

### **General aims of the postgraduate modular scheme**

- to become the recognised West/South West regional centre for postgraduate study and research in Creative Arts;
- to create a portfolio of postgraduate awards that reflects the developing needs of Bristol as a centre for the creative, cultural and media production industries;
- to establish clear links between staff and student research, teaching and learning;
- to create programmes of study which are sympathetic to the needs and interests of international students.
- to provide flexible programme structures enabling individuals to take advantage of a wide range of learning situations thereby increasing potential for participation at postgraduate level;
- to recognise the acquisition of knowledge and understanding, conceptual clarity, innovation and originality as being key characteristics of postgraduate level Creative Arts practice;

### **Aims of the postgraduate modular scheme**

The aims of the Faculty of Creative Arts modular scheme are as follows

- to provide students with the academic foundation, intellectual background and study skills necessary to pursue programmes of study at advanced level;
- to enable individuals to consolidate and build on previous academic experience thereby further preparing themselves for work or further study;

### **Educational Aims: Multidisciplinary Print**

- To build on the experimental, innovative and exploratory approaches to 'print' and 'artists' books' developed in the Centre for Fine Print Research.

Building on the experimental development of new concepts and processes students will work alongside a research source that is unique to the Faculty of Creative Arts at UWE. Students will be expected to use their previous experience as a 'springboard' for the development of new work through the implementation of a range of print and book arts processes and technologies. The work of the research centre, together with the creative and conceptual potential of the individual students forms the basis for much of the teaching and learning within the programme of study. Through individual experimentation and exploration, students may develop new and unexpected approaches to practice which may form the basis for further research at MPhil/PhD level.

- to give students the creative, conceptual, technical and professional skills necessary to develop their practice through the application and implementation of print and book arts processes, techniques and technologies;

The programme introduces students to a broad range of traditional and newly developed print and book art processes based on the work undertaken in the Centre for Fine Print Research.

- to provide a structure that enables students from a range of art, design and media backgrounds to explore their creative practice through the assimilation and implementation of print processes and technologies;

The programme traditionally recruits students from a broad range of undergraduate disciplines. The intention of the course team is to recruit students who demonstrate sufficient aptitude and understanding to further their creative practice through the contextual, critical and practical study of multidisciplinary print and artists' books.

- to provide a programme of study at postgraduate level with option modules which prepare students to identify their potential to work in a broad range of professional contexts.

Throughout the programme students meet with practitioners from a broad spectrum of

professional environments. Students are encouraged, where and when appropriate, to exploit the potential offered through the projects generated in the research centre as well as undertaking self-generated professional practice either on-site or as part of a placement. Dedicated modules allow students to explore and evaluate their creative and entrepreneurial ideas in a professional context.

- to enable students to develop a coherent body of work through a combination of contextual knowledge and understanding, critical reflection and the implementation of appropriate research strategies and methodologies;

This programme of study, in keeping with all awards in the postgraduate scheme, advocates contextual knowledge and understanding as being critical to the development of reflective creative practice. At all stages of the award, students are required to provide a contextual, critical analysis of their practice in relation to a range of appropriate contemporary, historical, cultural, social and professional reference points. As students enter the final stages of the award, this contextualisation should also demonstrate an understanding of their position in relation to professional practice.

### 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 of:

- i) artworks, artefacts and texts relevant to the development of knowledge and understanding of historical and contemporary practice in multidisciplinary print or book arts and related disciplines;
- ii) knowledge and understanding of key processes encompassed within the concept of a multi-disciplinary approach to print or book arts;
- iii) professional practice relevant to the potential application of print and print production, processes and technologies;
- iv) the major theories and debates that contribute to the understanding of visual culture and the role of the practitioner within that discipline.

#### Teaching/learning methods and strategies:

*Acquisition of the learning outcomes are through:*

i) - During the introductory module, students will be introduced to a broad range of practices and practitioners of particular relevance to the development of the specialism. This introduction will be built on throughout the programme through workshops, seminars and student presentations.

ii - iii) – The programme is structured to ensure the sequential development of the knowledge and practical experience necessary for individuals to develop their creative practice through print or artist's book production. Professional practice is reflected throughout the programme and encourages students to develop those skills and strategies used in professional contexts.

iv) - In module two – three options are available: 'Research Methods', 'Research Methodologies in Visual Culture' and 'Enterprise in the Creative Industries'. The students are introduced to a broad range of research methodologies, theoretical debates and issues which have been developed in relation to contemporary culture and which continue to impact upon Creative Arts practice. Lectures, seminars and tutorials test and support the understanding of contextual knowledge.

These modules introduce a range of research skills and workshops thus enabling students to access sources and information necessary to the development of their knowledge and understanding. All students keep a 'critical journal' documenting the developing relationship between contextual/critical reflection and emerging creative practice. This critical journal forms part of each assessment and as an ongoing record of individual student learning.

#### Assessment

1) Students submit a body of work and make presentations as part of the assessment of modules two, three and four.

Students are required to keep critical journals throughout the programme to record the contextual and practical development of their work. These critical journals are submitted at all assessment points.

The final 'module' combines reflective, critical, contextual and professional understanding with the development of creative practice. Students

	<p>are required to mount an exhibition of their practical work together with an illustrated evaluation of not less than 6,000 words that takes the form of a critical journal as is the case in all other modules.</p>
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## B Intellectual Skills

<b>B Intellectual Skills</b>	<b>Teaching/learning methods and strategies</b> <i>Intellectual skills are developed through:</i>
<ul style="list-style-type: none"><li>i) analyse new and/or abstract ideas and information;</li><li>ii) with minimum guidance use ideas and concepts to inform the development of creative practice;</li><li>iii) evaluate and argue alternative approaches through the development and evaluation of a body of work;</li><li>iv) consider the relevance of a proposal in relation to personal and professional development;</li><li>v) accurately assess and evaluate their own work and that of others;</li><li>vi) synthesise material drawn from a wide range of sources;</li><li>vii) recognise potential for creativity and innovation through the pursuit of a multi-disciplinary approach to print and/or book arts</li></ul>	<p>i, iv) Students develop appropriate critical terminology and practice presentation and discussion skills throughout the programme through seminar discussions, tutorials, directed and self directed study. Peer group learning and presentations of individual project work enables students to present, test, modify and argue their point of view. Such presentations also invite critical evaluation of a peer group working to achieve the same level of knowledge and intellectual skill through personally negotiated projects.</p> <p>vi-vii) all work is project based. The project is designed to encourage the implementation of a methodology that recognises research, development, realisation and dissemination as its key components. Students develop skills in each component as they progress through the course. Independent study encourages students to explore their creativity through the synthesis of concepts developed in print or artists' books and the inherent skill-base developed in their undergraduate degrees.</p> <p><b>Assessment</b></p> <p>i) – vii) Intellectual skills are assessed through the presentation of practical work and the evaluation of that work (the level of progress; application of strategy; influence of key practitioners; synthesis of knowledge into the work) as evidenced in the students critical journal. The relationship between the critical evaluation and the development of the practice is central to the assessment process. Presentations test the conviction and integrity of concepts and strategies as well as encouraging students to actively engage in debate about meaning, relevance and intended audience.</p>



## C Subject, Professional and Practical Skills

<b>C Subject/Professional/Practical Skills</b>	<b>Teaching/learning methods and strategies</b>
<p>i) research, develop and present a body of work that demonstrates the acquisition of appropriate skills together with an understanding of a contextual framework, a potential audience and a market;</p>	<p>i) -the structure of the programme is fundamental to the development of subject/professional and practical skills. The teaching of print and artist's book processes is used as the vehicle for the development of concepts and skills necessary for the research and realisation of individually negotiated creative work. This negotiation takes due consideration of a student's previous creative experience and encourages diversity within each student cohort. Broader, generic subject knowledge is introduced through lectures, seminars and student presentations. Student support work (critical journal) records the development of the relationship between contextual knowledge and understanding and individual creative practice.</p>
<p>ii) demonstrate and exploit the potential of the medium as a means of interpretation;</p>	<p>ii) - students develop ideas for print and artist's book based work throughout the programme. Practical experimentation and independent research encourages students to develop the necessary confidence to take innovative and imaginative approaches to print and book arts.</p>
<p>iii) access and utilise a range of resources and facilities necessary for the successful completion of the work in such a way as to demonstrate the creative potential of those resources;</p>	<p>iii) - students access resources and facilities through workshops used to introduce the skills and knowledge necessary to achieve 1 and 2. Research methods form part of the introductory module. Assessment, tutorial and critiques encourage students to explore format in relation to content and audience. Working at this level students are encouraged to experiment widely and to exploit the potential of the medium/media they opt to use.</p>
<p>iv) show how subject knowledge and understanding has influenced the development and treatment of the work;</p>	<p>iv) - student-led seminars and presentations encourage students to report on their research and the development of their work and to learn from other practitioners. Tutorials and lectures introduce concepts and practices from which students are expected to develop their own approaches.</p>
<p>v) present work which challenges preconceptions relating to the application of discrete processes and formats through an exploration of multi-disciplinary print;</p>	<p>v) - vi) - The curriculum (see Structure) is designed to promote creative art practice as a process of research, exploration, realisation and evaluation. This structure ensures the introduction of appropriate skills as students progress through the course.</p>
<p>vi) demonstrate knowledge of professional protocol relevant to the print, artist's book and relevant production industries.</p>	
	<p><b>Assessment</b></p> <p>i - v are assessed through the submission of practical work including evidence of research and development (sketchbooks, working drawings and critical journal etc). The support work is important in showing the extent to which ideas</p>

	<p>have been tested and explored before being committed to production. Critical evaluation tests the student's ability to reflect on the development of their practice and demonstrates the depth and breadth of their contextual and critical understanding. vii - In the final module, students are expected to put forward strategies for the dissemination of their work and to take part in a public exhibition.</p>
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## D Transferable Skills and other attributes

D Transferable skills and other attributes - <i>able to:</i>	Teaching/learning methods and strategies Transferable skills are developed through:
<ul style="list-style-type: none"> <li>i) can deploy and adapt skills to meet the demands of a range of sometimes unpredictable or unexpected situations;</li> <li>ii) is able to demonstrate the means by which self reflection on their own work and that of others can improve performance;</li> <li>iii) is confident and autonomous in problem solving;</li> <li>iv) can engage confidently in debate in a professional manner and produce detailed and coherent project reports;</li> <li>v) is able to negotiate confidently in a range of situations;</li> <li>vi) sustain the management of a project and to communicate the findings of that project through appropriate dissemination channels.</li> <li>vii) demonstrate a level of critical and creative independence in the realisation and presentation of a body of work for assessment.</li> </ul>	<p>i) - is developed through engagement with the programme of study. The willingness to gain new skills and apply them to a range of task/s both directed and self-directed.</p> <p>ii) - is developed through seminars and critiques. The diversity of the student group requires individuals to consider the different educational experiences of the group in relation to the potential for development of a body of work through the implementation of a variety of processes</p> <p>iii) and v) - students are expected to undertake a proportion of self-directed independent study. At various points students will need to negotiate independent access to staff and facilities according to the nature of their project work. During the programme students undertake a professional practice module in which they have to negotiate and carry out a 'professional' project. This project has knowledge transfer as its core philosophy allowing others to learn and benefit for the students knowledge and skill. This module is designed to ensure the parallel development of creative practice with those transferable skills necessary to successfully embark on commercial practice.</p> <p>i) – vi) - students will already demonstrate the ability to develop these skills in order to enter the course. The extent to which they further enhance their creative independence, confidence and ability to manage will depend on the skills and abilities developed during the programme. Peer group interaction is critical to the development and testing of these skills.</p> <p><b>Assessment</b></p> <p>i) – vii) - All skills are assessed through the evidence of research, development, realisation, evaluation and dissemination evident in the body of practical work and critical journals presented for assessment. Critical evaluation further tests the ability of students to progress independently and to deploy and adapt appropriate skills in the realisation of their work. The impact of individual contributions to the development of others will not be formally assessed unless students are working collaboratively.</p>

## Section 4: Programme structure

### 4.1 Introduction

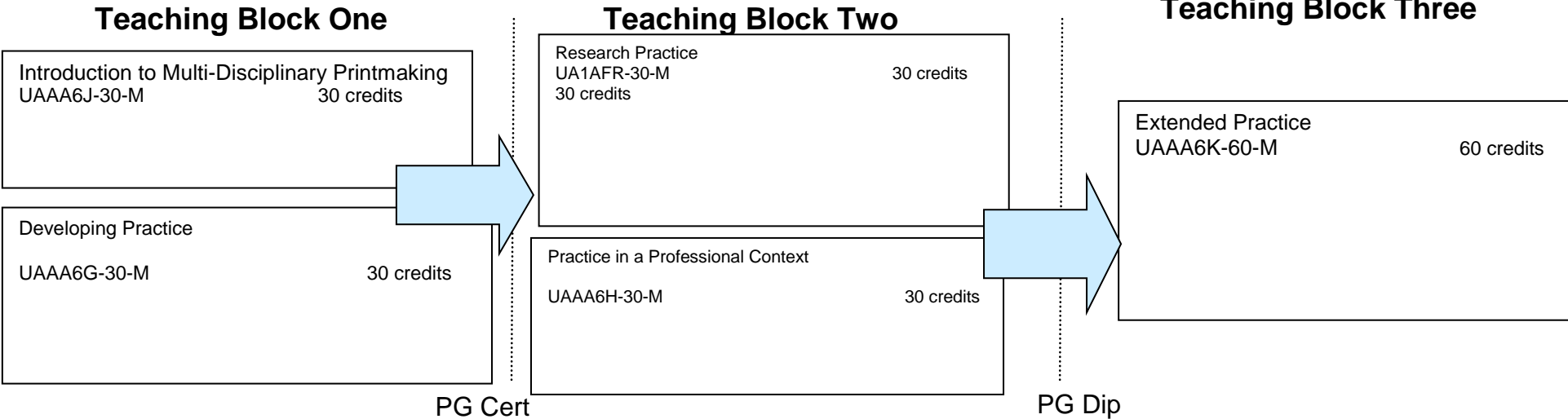
The programme is structured to encourage the parallel development of studio practice with contextual knowledge and understanding. Throughout the programme students are required to analyse and evaluate their progression within a negotiated contextual framework. This component ensures that students are able to view themselves as professional artists working in the context of other practitioners whose working/professional life may have some significance for their future progression. The programme aims to prepare students to work professionally and to achieve this requires that students are well informed and knowledgeable as to the range of contemporary practices relevant to their particular creative pathways.

This approach to professional practice and creative development is further supported through the modules entitled 'Practice in a Professional Context' which require that all students prepare and present a body of work within a negotiated professional context. The structure encourages the development of creative practice whilst ensuring that students have the skills and knowledge necessary to continue their practice beyond the Faculty. The proximity and integration of research degree staff and students with Masters level students reinforces the view that students should be aware of developments within the field and actively engage with external organisations.

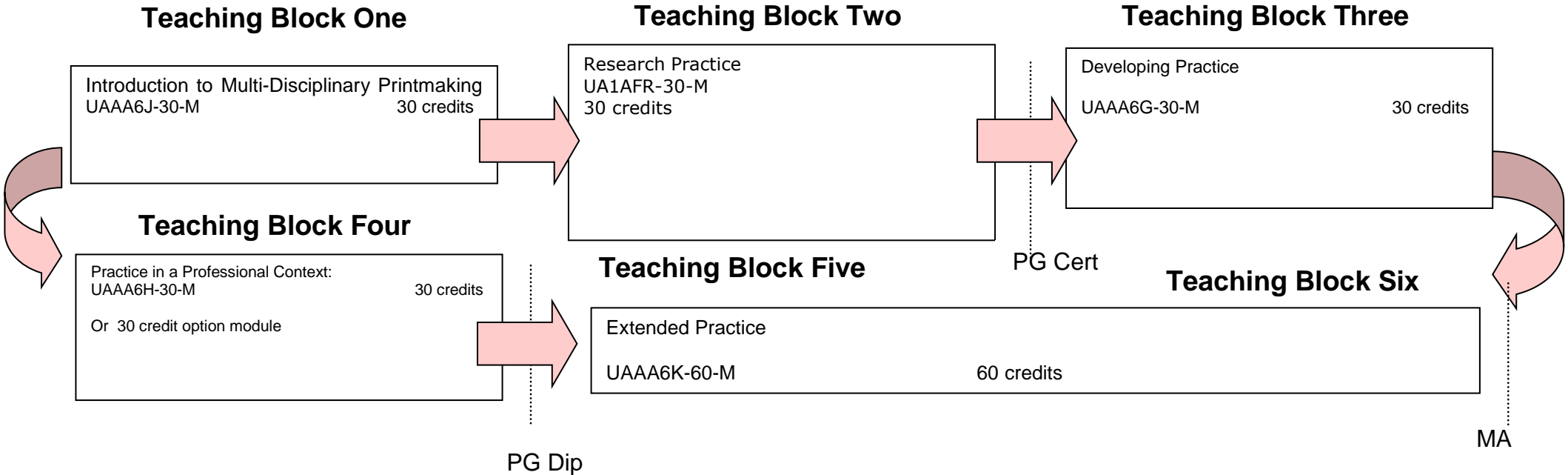
<b>ENTRY</b> ↓	<b>level 1</b>	<b>Compulsory modules</b> Introduction to Multi-Disciplinary Printmaking UAAA6J-30-M 30 credits	<b>Optional modules</b> Research Practice UA1AFR-30-M 30 credits	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements 60</li> <li>• Other requirements N/A</li> </ul>
		<b>Core modules</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
	<b>level 2</b>	<b>Compulsory modules</b> Developing Practice <ul style="list-style-type: none"> <li>• UAAA6G-30-M 30 credits</li> <li>Practice in a Professional Context</li> <li>• UAAA6H-30-M 30 credits</li> </ul>	<b>Optional modules</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<b>Interim Awards:</b> <ul style="list-style-type: none"> <li>• Credit requirements 60</li> <li>• Other requirements N/A</li> </ul>
		<b>Core modules</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Year</b>	<i>Use this space to describe optional/compulsory year abroad/placement/clinic placement</i> N/A			
	<b>level 3</b>	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UAAA6K-60-M Extended Practice 60 credits</li> <li>•</li> <li>•</li> </ul>	<b>Optional modules</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<b>Prerequisite requirements</b> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements</li> <li>• 60</li> <li>•</li> <li>• other N/A</li> </ul>
		<b>Core modules</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest MA</li> <li>• Default title</li> </ul> <b>Credit requirements</b> 180

→ GRADUATION

**FULL-TIME (3 TEACHING BLOCKS) 18 MONTHS**



**PART-TIME (6 TEACHING BLOCKS) 36 MONTHS**



## **Section 5: Entry requirements**

### **Criteria and Procedures for Admissions**

The pathway in MA Multi-Disciplinary Print will seek to recruit students who can demonstrate exceptional ability and commitment to the development of their creative practice through a broad range of approaches to Print and /or Book Arts. All students will normally be expected to have a good undergraduate degree.

All applicants will be interviewed as long as their application indicates that they have had sufficient prior experience. The pathway cannot recruit students with no prior art and design experience although students must be able to demonstrate enthusiasm for the subject and to be capable of articulating how such a programme may enhance their practice. The interview will focus on the applicant's interest in Print or Artists' Books and their understanding of the demands of an MA programme and is underpinned by a statement of intent, written by all applicants.

The programme will be taught in English and all students will be expected to have obtained an appropriate level of English literacy and comprehension (TOEFL 6.5 or above). The programme places emphasis on an understanding of research and methodology in relation to creative practice and the contextualisation of such a practice within the production process. The programme is demanding in its requirements at each stage and all applicants will be expected to demonstrate that they are both capable and willing to fulfil the demands of the pathway.

## **Section 6: Assessment Regulations**

### **Section 6: Assessment Regulations**

**A: Approved to University Academic Regulations and Procedures**

**B: Approved variant to University Academic Regulations and Procedures (insert title of variant) N/A**

## **Section 7: Student learning: distinctive features and support**

- 7.1 The development of MA Multi-Disciplinary Print is predicated on its relationship to the Centre for Fine Print Research. The staff and research students working in the Centre integrate closely with masters students and offer a particular range of skills and opportunities which is nationally unique to this programme of study.
- 7.2 MA Multi-Disciplinary Print recognises the integrity of previous student experience to the development of creative practice through print and book arts. The diversity of the student group is viewed as a primary resource for learning.
- 7.3 Students are introduced to key concepts and issues inherent within the study of contemporary visual culture through the option modules entitled 'Research Methods', 'Research Methodologies in Visual Culture' and 'Enterprise in the Creative Industries'.. This module brings together students from across the Faculty Postgraduate Modular Scheme thereby encouraging students to contextualise their practice within the broader framework of critical and cultural theory.
- 7.4 Throughout the programme of study, opportunities arise for students to work with staff in group projects and exhibitions. Although such opportunities are not guaranteed, Masters students engage with 'live' projects as and when such activities occur.
- 7.5 The contextualisation of individual creative practice forms the basis for the curriculum (see 4.1). This contextualisation, developed through the critical journal, is finally tested and evaluated through the production of a 6,000 word evaluation which accompanies the final exhibition in the form of a critical journal. This illustrated evaluation report should be developed from the critical journal and outlines individual student's professional and practical reference points as well as evaluating the progress and realisation of their work.
- 7.6 All students participate in a public exhibition as a part of the final module. This exhibition

presents the students as professional artists and is subject to public as well as professional scrutiny. The extent to which the students engage with the process and practice of exhibiting is viewed as a key indicator of likely future success.

- 7.7 Tutorial support for all students is offered by the Award team supported by research staff and visiting practitioners. After a period of induction all students have open access to a range of workshops and the technical support staff working in the faculty.

## **Section 8 Reference points/benchmarks**

### 8.1 University Strategic plan/teaching and learning policies

8.1.1 This proposal is in keeping with University and Faculty strategic planning in aiming to increase the overall number of postgraduate students within the institution. At Faculty level, there is a general recognition of the need to create a portfolio of awards which is distinctive and reflects the knowledge and expertise of both the Faculty and the economic infrastructure of the region.

8.1.2 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
- 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 Academic Registrar.

