

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**BA (Hons) Ceramics and Glass**

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2019/20]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes 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 unit can be found in the Unit Descriptors.*

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	University for the Creative Arts <sup>2</sup>		
Final Award Title and Type	BA (Hons) Or BA (Hons) with International Year		
Course Title	Ceramics and Glass		
Course Location and Length	Campus: Farnham	Length: Full-time 3 years BA (with International Year) – 4 Years FT	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2019/20 to 2023/24		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements<sup>3</sup></p> <p>As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.</p> <p>That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.</p> <p>More advice on how to create an exceptional portfolio is also available <a href="#">here</a>, along with specific portfolio requirements for this course.</p> <p>Along with your portfolio, the standard entry requirements** for this course are:</p> <ul style="list-style-type: none"> <li>• 112 UCAS tariff points from accepted qualifications*, or</li> <li>• Pass at Foundation Diploma in Art &amp; Design (Level 3 or 4), or</li> <li>• Distinction, Merit, Merit at BTEC Extended Diploma, or</li> <li>• Merit at UAL Extended Diploma, or</li> <li>• 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject</li> </ul>			

<sup>1</sup> Regulated by the Higher Education Funding Council for England

<sup>2</sup> Regulated by the Higher Education Funding Council for England

<sup>3</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

AND

Four GCSE passes at grade A\*-C and/or grade 4-9 including English or Key Skills Communication Level 2.

Other relevant and equivalent UK and international qualifications are considered on an individual basis.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

*\*To see the accepted QCF qualifications, visit: <http://uca.ac.uk/study/accepted-qualifications/>*

*\*\* We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.*

Overall methods of assessment <sup>4</sup>	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours <sup>5</sup>	Scheduled:	Independent:	Placement:
Stage1	48.8%	51.2%	0.0%
	586 hours	614 hours	0 hours
Stage2	33.8%	66.2%	0.0%
	406 hours	794 hours	0 hours
Stage 3	31.8%	68.2%	0.0%
	382 hours	818 hours	0 hours
General level of staff delivering the course <sup>6</sup>	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link		

<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>5</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>6</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

	courses with professional practice and Technicians to provide technical support.
Language of Study	English
Subject/Qualification Benchmark Statement: Art & Design	
Framework for Higher Education Qualifications (FHEQ)	

### The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
<b>Year 1</b>				
FCGL4001 Practice Process 1	4	30	Core	N/A
FCGL4003 Practice Process 2	4	30	Core	N/A
FCGL4004 Practice Process 3	4	30	Core	N/A
FCGL4002 Contextual Studies 1	4	30	Core	N/A
<b>Year 2</b>				
FCGL5001 Practice Exploration 1	5	30	Core	N/A
FCGL5003 Practice Exploration 2	5	30	Core	N/A
FCGL5004 Practice Exploration 3	5	30	Core	N/A
FCGL5002 Contextual Studies 2	5	30	Core	N/A
<b>Study Abroad*</b>				
FCGL5003 Practice Exploration 2	5	30	Elective	No
FCGL5004 Practice Exploration 3	5	30	Elective	No
FCGL5001 Practice Exploration 1	5	30	Elective	No
FCGL5002 Contextual Studies 2	5	30	Elective	No
<b>International Year (Optional)</b>				
FCGL5005 International Year – Overseas Study	5	60	Elective	No
FCGL5006 International Year – Advanced Overseas Study	5	60	Elective	No
FCGL5007 International Year – Overseas Work Placement	5	60	Elective	No
FCGL5008 International Year – Advanced Overseas Work Placement	5	60	Elective	No
<b>Year 3</b>				
FCGL6001 Practice Portfolio	6	30	Core	N/A
FCGL6002 Practice Position 1	6	30	Core	N/A

FCGL6004 Practice Position 2	6	30	Core	N/A
FCGL6003 Contextual Studies 3	6	30	Core	N/A

*\*Available for incoming students only*

## Section B - Course Overview

BA (Hons) Ceramics and Glass focuses on traditions of craftsmanship, combined with a forward-thinking approach to design and making. Learning through making is seen as fundamental to the understanding of knowledge, materials and technologies, enabling students to build creative confidence and gain professional levels of craftsmanship.

Students are introduced to a range of processes common to both ceramics and glass; these include mould-making, print and other surface techniques. Within the discreet areas, hand building, throwing, blowing, slip-casting, kiln forming and 3d ceramic printing are some of the techniques covered. Open-plan working areas and proximity to other courses in the School of Crafts and Design facilitates a vibrant learning environment, which allows students to learn and share knowledge and experience within a creative community.

A robust, supportive academic experience is delivered incrementally in order to foster confidence in practical, technical and conceptual development during the early stages of the course. Students are then encouraged to evolve individual directions and philosophies within a structured academic framework and learning environment. This results in a variety of creative approaches and outcomes, which, in turn, may sit within a broad spectrum of contexts ranging from bespoke objects to architectural settings.

The course prepares students for creative professional life and responds to the changes and opportunities in the development of contemporary practice, promoting a culture of creativity, innovation and competitiveness.

### Level 4

First year study is a practical engagement with Ceramics and Glass. You learn through a series of stimulating projects and are introduced to the workshops and skills that will ultimately enable you to design and make to a high standard. You will develop confidence in making and testing ideas in ceramics and glass alongside learning basic techniques of drawing, research, design, computer aided design and theoretical skills to help you explore projects to their full potential. At the end of level 4 you will specialise in ceramics or glass.

### Level 5

An important element of second year study is to develop an individual approach. You will explore design and making, either as a maker of bespoke objects or production processes for a range of contexts. You will speculate, test boundaries, experiment, increase your knowledge of the material, refine your technical skills and develop new ones. You identify your interests and expand your research skills, promoting a critical and reflective approach. Professional skills are further developed through competitions, live projects, collaborative opportunities and work experience within the

industry.

Level 6

In your final year, you pursue and realise your designs, identifying a personal creative direction and critically defining your practice within your chosen discipline. Participation in competitions, curating, exhibiting and the development of a portfolio and online presence establishes a strong sense of professional positioning within the field, in preparation for opportunities and awareness of future direction post-graduation.

### Section C - Course Aims

**A1** To support students from diverse backgrounds and a broad range of professional expectations and interests, to fulfil their creative subject potential

**A2** To promote lifelong self-directed learning

**A3** To equip for ready progression to onward destinations

**A4** To situate practice within interdependent contexts; local and global, social and political

**A5** To develop the range of critical, creative, technical and professional skills necessary for ambitious, challenging ceramics and glass practice

**A6** To encourage an interdisciplinary and experimental creative outlook

**A7** To work collaboratively with industry specialists

**A8** To participate in study and placement abroad opportunities

### Section D - Course Outcomes

Upon successful completion of the course students are able to:

#### Knowledge

**LO1** research both historical and contemporary ceramics and glass practice, with reference to acknowledged theory and debate.

**LO2** build practical experience with appropriate skills and resources to progress own practice position

**LO3** recognise all aspects of the design process and how it is pursued in a ceramics and

glass design context.

#### Understanding

**LO4** identify and debate local and global / social and political contexts to inform own ceramics and glass practice position

**LO5** locate individual practice within broad subject practice context

**LO6** reflect critically upon their own and others' work

**LO7** construct and initiate a destination plan

#### Application

**LO8** synthesise ceramics and glass design learning to develop practical project outcomes with professional impact

**LO9** communicate with professional impact and appropriateness to diverse audiences

### Section E - Learning, Teaching and Assessment

#### Learning and Teaching Strategy

The School of Crafts and Design has a comprehensive subject area portfolio including Ceramics and Glass, Interior Architecture and Design, Hand Embroidery, Jewellery and Silversmithing and Textile Design. The programmes share complimentary creative practice and so benefit from participation in a learning and teaching community. All courses with the exception of hand embroidery are based at the Farnham campus and share an undergraduate framework with a common unit structure. This permeability allows students to experience subject specific learning and teaching across programmes informally or, more formally, sharing delivery where appropriate.

The framework facilitates a holistic experience with learning delivered in incremental stages. Level 4 introduces basic skills and subject practice processes, level 5 develops exploratory creative practice, exercising acquired knowledge and skills and developing professional skills and emerging design identity and level six further develops and consolidates individual design identity and professional skills. The focus of responsibility shifts from staff team to student with each level, promoting an increasingly individual and independent approach. An additional 'International Year' study / work placement abroad option is available between levels five and six.

Learning and teaching focuses on applied practice in context and engagement with increasingly complex, practical design project briefs. Briefs necessitate engagement with the design process, broadly following stages of discovery, definition, experimental development and delivery:

- brief analysis and comprehension
- contextual research
- insight definition and 'question' framing
- ideation and concept
- material testing / prototyping
- outcome delivery and communication
- summative reflection and evaluation

Stages overlap and are conducted in a number of critically reflective, iterative loops. In order to engage, students are initially equipped with subject skills and knowledge. Briefs introduce broader context and become the vehicle for introducing further knowledge and skills as well as on going application. Students are equipped with tools and strategies to navigate each stage and between stages as necessary, including strategies for research, analysis, understanding of human values and international culture, creative thinking, workshop practice, material processes and technology, digital technologies, commercial practice, communication and presentation, teamwork, self-directed and continuous learning and critical reflection evaluation.

An Education for Sustainable Development agenda is operated. This includes programme goals of independent, lifelong learning, onward employment / other destination orientation, local/global citizenship and an awareness of interdependent contexts, industry collaboration and an interdisciplinary and international outlook. Programmes emphasise that all design work occurs in context and it is the designer's responsibility to recognise and respond to this accordingly. With a clear understanding of making, materials and manufacture, students are able to influence change. Environmental impact can be significantly improved with collaborative creative initiatives across cultures and a sense of global citizenship.

The learning and teaching strategy is inclusive by default, and able to accommodate adaptation or alternative as required. The School recognises that a 'one-size-fits-all' model is inappropriate for an increasingly diverse student demographic that needs to be accommodated without disadvantage. Courses embrace an international outlook and cultural diversity. Individual student interest and independence is fully supported. The workshop/studio learning environment engenders close staff / student contact and a sensitivity to individual need. Courses are fully supported by the designated Disability and Specific Learning Differences (SpLD) team. Access to student support services is readily available through 'Gateway', situated in the library.

The course curriculum introduces research practices and industry experiences to

encourage progression to longer-term research projects.

The following means of delivering the learning and teaching strategy are incorporated

- **Lectures**
- **Seminars**
- **Individual Tutorials**
- **Group Tutorials**
- **Peer Learning**
- **Independent Study**
- **Research Informed Teaching:** research active and professionally engaged staff integrate their ongoing knowledge into the full scope of the programme.
- **Project Briefs:** Set projects consist of design objectives and procedures often linked to a given theme or context. Self-initiated projects achieve the same ends but are controlled with greater independence by the student, and agreed in consultation with academic staff.
- **Briefing:** Briefings occur to make known and explain specifics of project briefs; theme, aims and objectives, learning outcomes, timetable etc.
- **Group Critique (Crits):** Students present their work, typically at interim or summative stage, to an audience of peers, staff and invited industry guests as appropriate. Discussion disseminates key issues to the group and promotes both self-critique / reflection and that of others.
- **Demonstration:** Often the first introduction to a material, technology or process. Demonstrations alert students to the potential and characteristics of the 'subject' without necessarily enabling their application.
- **Induction:** Following on from a demonstration, to enable application of demonstration content.
- **Technical tuition:** technical process guidance directly related to individual or unit outcomes.
- **Study Visits:** Travel to strategic venues of interest eg. galleries, museums events, exhibitions, industry partners or sites, European study trip. They provide opportunity to see design and industry precedent in multiple 'real world' contexts.
- **Work in Progress / Graduate Shows:** Work in Progress shows present an opportunity to organize and present ongoing work process (as opposed to outcome) to an audience and may occur across levels. Graduate shows are a showcase of cohort and individual achievement at the end of level 6. They represent a culmination of programme learning and are an invaluable opportunity to reflect and communicate this to new, professional and public audiences.
- **'International Year':** study abroad / work placement: an optional, additional 'International Year' in between levels 5 and 6. This is structured in line with Erasmus+ and offers both study abroad and work placement opportunity. Places are finite and are offered through a selection process.

- **MyUCA student portal:** a virtual learning environment which provides feedback and key course and university information to support student learning.

### Assessment Strategy

The assessment strategy incorporates a number of methods, providing students with the opportunity to demonstrate how they have met both the programme and individual unit Learning Outcomes. For each unit, a timetable of assessment is published, together with a clear statement of assessment requirements, criteria and assessment methods. Whilst assessment is how the University measures performance, it is also used to provide feedback to students to enable them to identify their strengths and weaknesses and plan steps for improvement on the course or final progression to onward destinations.

A mix of assessment strategies, formative and summative are used on the course, through a range of various events. These are timetabled and structured and are a blend of formal and informal approaches. They emphasise peer input and a feed forward environment, helping students build confidence in speaking in groups and articulating ideas in a safe, constructive yet critical arena. Because this is introduced at Level 4, it gradually builds student confidence, with the result that students are more self-assured and willing to discuss their practice in both one to one and group situations, helping them develop as critical, outward looking learners.

Assessment is both summative and formative. Formative assessment typically occurs at an interim point and does not count towards the unit grade but provides opportunities for students to identify their strengths and areas for improvement. Summative assessment occurs at the end of a unit, counts towards the unit grade and is accompanied by written summative feedback. Ultimately, all feedback is also feed forward as it serves to inform reflection for onward progression and development. Formative feedback is ongoing throughout a unit and will be received through a range of methods including tutorials, group reviews, peer to peer learning, critiques, written and verbal feedback.

The course encourages an inclusive, flexible approach to assessment. Assessment strategies are articulated in course documentation and Unit Handbooks as well as at project briefings and group assessment seminars. The course will make extensive use of myUCA to support feedback and assessment through tutorial logs and assessment forms, allowing fluid dissemination of information to students. This tool also allows for student input and dialogue. Staff can also use the platform to disseminate a wide range of course material, from exemplars of student's essays, portfolios and presentations to unit handbooks.

Student directed defined Peer Groups further enhance a holistic and inclusive approach to learning and assessment, formal and informal. Students regularly discuss their projects throughout a unit and offer constructive feedback, extending the culture of formative learning.

Students are briefed on assessment criteria and requirements. Supporting interactive seminars at all levels deconstruct the assessment criteria and process, including sampling and moderation, encouraging discourse to enable students to understand how they learn and will be assessed

It is recognised that students can become anxious for a variety of reasons, which may affect their performance during the course. This is dealt with through dialogue and personal development

strategies, often one to one and through negotiating and navigating other means of achieving the required unit and learning outcomes. The School of Crafts and Design is committed to roll out a Personal Tutorial Policy in line with UCA policy to further support students.

#### Section F - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives