

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR

GRADUATE DIPLOMA IN ART AND DESIGN

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 ¹		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	Graduate Diploma		
Course Title	Graduate Diploma in Art and Design		
Course Location and Length	Campus: Farnham	Length: 30 weeks	
Mode of Study	Full-time	<input checked="" type="checkbox"/>	Part-time
Period of Validation	2017/18 to 2021/22		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
Entry criteria and requirements ²			
<p>Students with a practice based focus and a degree or equivalent in an appropriate subject but whose subject focus, practical work and/or use of English language may need further development in readiness for specialist masters level study.</p> <p>Students with a management based focus and a degree or equivalent in a related area, but whose subject focus and/or use of English language may need further development in readiness for master's level study, or those with a degree in another subject area but with <u>either</u> work experience <u>or</u> evidence of a strong interest in one of the following areas: Design, Fashion or Creative Arts wishing to pursue masters level study in these areas.</p> <p>A relevant portfolio of work is required on application.</p> <p><u>Minimum English language requirements:</u> IELTS 5.5 or equivalent. (Subject to UKVI regulations)</p>			
Overall methods of assessment ³	Written exams:	Practical exams:	Coursework:
Stage 1 (L6)	0%	0%	100%
Overall Learning & Teaching hours ⁴	Scheduled:	Independent:	Placement:
Stage 1 (L6)	66.7%	33.3%	0%
	800 hours	400 hours	0 hours

¹ Regulated by the Higher Education Funding Council for England

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

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

General level of staff delivering the course ⁵	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 courses with professional practice and Technicians to provide technical support.
Language of Study	English
Subject/Qualification Benchmark Statement: QAA 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?
FADN6007 Creative Art and Design 1: Exploration	6	30	Core	
FADN6008 Design and Visual Culture with English for Academic Purposes	6	30	Core	
FADN6009 Research Methods and Critical Analysis with English for Academic Purposes	6	30	Core	
FADN6011 Creative Art and Design 2: Confirmation	6	30	Core	

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Section B - Course Overview

The course has been tailored to the specific needs of students from previous non-UK educational backgrounds, generally with English as a Second Language. The course encourages a depth and breadth of thinking and has delivered consistently high levels of achievement and progression. The learning strategies promote the skills of critical reflection, analysis, creative problem solving and the capacity to sustain a commitment to study appropriate to MA level study.

UCA offers a diverse, inclusive and internationalised environment and context in which to study with students from over 30 different countries represented. The International Pathway Programmes recently has students from Botswana, Egypt, Saudi Arabia, India, China, Taiwan, Russia, Japan, Korea, Malaysia, The Philippines, Mexico, Brazil, Argentina, Portugal, Nepal and the UK. This provides a unique and supportive community within the broader context of UCA contributing directly to a rich, diverse and cross-cultural curriculum.

Students receive an MA course offer subject to evidencing English language development within the creative arts context 'We offer 10 & 5 week Pre-sessional English for Art and Design courses, which can improve students' IELTS (or equivalent) score by a maximum of 1.0 and 0.5, or equivalent. This is an important additional enabler for students without the Art and Design background, as they can access specific in-country experience of spoken and written English in a more appropriate and familiar context than the majority of in-country provisions.

All projects have been developed through fully integrated English language based skills appropriate to Art and Design models in Higher Education. Students engage with the breadth of use and comprehension of vocabulary in the context of Art and Design practice based teaching. This successfully addresses international students' particular needs and challenges, enabling them to develop a holistic approach and the understanding and confidence to undertake a UK Art and Design postgraduate programme of study.

The course has access to a broad range of studio and workshop based resources, supporting a varied interdisciplinary and specialist environment in order to support students in their creative and technical development / aspirations. These include industry standard facilities in Film & Media, Photography, Three Dimensional Design and Crafts, Textiles, Journalism, Graphic Design and Fine Art.

Students have the opportunity to participate in a number educational visits in the UK and mainland Europe. These have included London, Brighton and Oxford; visiting galleries, museums and venues as varied as the V&A, The Saatchi Gallery, Tate Modern and Tate Britain, Pitt Rivers Museum, The Ashmolean Museum and The Olympic Park, Stratford. In project 2, students have the option of spending a week in Amsterdam following a

programme, which includes gallery, museum, studio and site based visits, or participating in a further series of one-day visits in the UK. These directly inform the research for a key project within Semester 1. These visits are also an important catalyst for the group dynamic and allow students to experience a broader European context for their practice first hand.

Students successfully completing the Graduate Diploma in Art and Design are guaranteed a place on the appropriate MA course for their continued practice at UCA. Key tutorial points allowing students to engage with appropriate UCA networks inform their direction and progression decisions.

Section C - Course Aims

The Graduate Diploma in Art and Design is designed to introduce students to Art & Design in Art and Design Practice and Creative Arts Management study skills and English language for Academic purposes. Through an embedded approach relevant to the learning, research and practice methodologies of MA level study within the context of a specialist Arts University, the course aims to:

- A1 Introduce students to the academic study of Creative Art & Design Practice and/or Creative Arts Management in a UK University
- A2 Provide a foundation for postgraduate study
- A3 Improve students' English language skills and use of English for Academic Purposes by introducing them to study and research skills and developing their critical and analytical skills in relationship to their area of interest
- A4 Build on students' prior knowledge, giving them a greater understanding of the debates and current practice in relationship to Creative Art & Design and/or Creative Arts Management in a broader cultural context
- A5 Develop students' reflective, intellectual, critical and imaginative potential in their chosen area of study and ability to present their own ideas

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

- LO1 Improve ability in English language, comprehension and use (listening, speaking, reading, writing, vocabulary and grammar), in relation to creative arts
- LO2 Demonstrate critical and contextual knowledge of their subject and practice to generate ideas and concepts in relation to set briefs

Understanding

LO3 Develop their abilities in self-management, self-reflection, critical judgement and teamwork

LO4 Articulate ideas and information visually, orally, and in written forms relevant to the external environment and pervasive issues, such as sustainability, globalisation and corporate social responsibility within the creative industries

Application

LO5 Design and carry out a research project with limited guidance demonstrating knowledge of relevant and current skills, technology and debates appropriate to their specialist practice

LO6 Develop ideas through to outcome, demonstrating understanding and application of processes, strategies, policies, and project management.

Section E - Learning, Teaching and Assessment

Learning and teaching strategy

The International Pathway Programmes team believes the most effective educational experience is one that combines both structured teaching, independent and self-directed study. The teaching methods are based on significant experience across UCA in diagnostic and progression based education toward both undergraduate and postgraduate level. The course has been devised and developed through the accumulated knowledge, expertise and tradition in the development and delivery of undergraduate and postgraduate level practice and management courses. This is in direct response to the requirements of International Students.

The curriculum is designed to enhance and develop students' critical analysis and industry relevant skills and international relevance for the creative industries. Such development has been based on expertise and experience in both practice and pedagogic based delivery and research, nationally and internationally in regard to the breadth and range of prior learning, experience and aspiration of a rich and diverse range of students.

Learning and teaching strategies combine structured, directed teaching, one-to-one support and self-directed study to empower students to develop as autonomous thinkers by delivering the essential skills and support and, as the course progresses, permitting maximum responsibility for their own learning. Timetabled self-directed study will enable students to demonstrate their skills as autonomous learners and develop their ability to formulate targets and specific goals and manage time effectively in order to meet given deadlines. Significantly, self-directed and group study is also used to replicate professional working conditions and contexts.

Teaching and learning methods employed across the course are aligned to current pedagogic thinking, in particular to the specific advocacy of 'deep and reflective approaches' to learning. The teaching methods used are considered approaches to promoting individual creativity as well as critical reflection and the students' ability to take responsibility and find passion in their studies. These methods include small teaching groups, group and individual tutorials, seminars, lectures, critiques, presentations, pitches,

reviews, self and peer appraisal, personal development planning, reflective learning journals and self-directed learning.

MyUCA is the virtual learning environment for the University and is widely used by the course team to effectively communicate with students, delivering course and project announcements, day-to-day messages and providing a venue for accessing timetables, project briefs, lecture notes and more general University information. This is key for non-native speaking students as it allows pre-study and post reflection of briefs and learning materials. It also plays a key part in encouraging essential synergies in learning through combining blogging activities with both the Visual Learning Journal and the Course Research File.

With its focus on supporting students in order to progress to an MA level, the Graduate Diploma course has developed strong links across Faculties, Schools, Campuses and Research Clusters, such as the Centre for Sustainable Design and the Design Business Institute. This includes both timetabled and informal shared workshops, critiques, seminars and lectures across a broad range of MA Courses, introducing students to future potential Course Leaders, Lecturers and current MA students. This has ensured students feel part of the wider UCA community and research culture.

Assessment Strategy

Assessment takes place through a range of methods, including submitted Body of Work for practical projects, evidence of research and development demonstrated in Research File, Journals and Blogs, presentations and essays. All of these forms are negotiable to ensure that students can respond to briefs to suit their learning and development whilst meeting the learning outcomes.

The unit assessment is the basic component of assessment. The credit value of a unit is proportional to its study time and each unit mark contributes proportionately to a stage. Units are normally assessed within their duration. On the completion of each unit, students are given an advisory grade with written feedback in accordance with institute benchmarks. Assessment feedback is emailed to students and followed up with a feedback tutorial. It is important to note that the overall grade for the Graduate Diploma is Pass/Fail only rather than the usual grading system used for other UG courses. However, the grading system is used as an indicative system in order to support students' learning.

End of Semester assessment is the major summative assessment point, occurring at the end of each semester and allowing progression between semesters of the course. Where appropriate it may form the basis for the recommendation of an award.

Formal and informal group review points exist within units where students discuss their progress, experiences and outcomes with their peer group and staff. This type of review provides important opportunities for feedback from staff and peers. Such approaches are directly aligned to the use and application of the Visual Reflective Journal and Blog as a key evaluative tool as well as a key teaching and assessment tools for the core EAP skills Reading, Writing, Speaking and Listening.

Self and peer assessment provides the opportunity for students to reflect on and review their progress during a unit both individually and in the context of the broader group dynamic. This enables them to develop an ability to become more critically analytical about their work and the language and context of assessment. It is also a vehicle to build experience and confidence among speakers with English as a Second Language. This method is used extensively in the delivery and evidencing of language support and progression.

Presentations enable students to develop language-based skills in context and increase their confidence in describing and discussing their work. Such activities are embedded in all taught sessions and form a key part of summative and formative assessment in all stages. Students are required to present their projects to both staff and students, encouraging them to collate and effectively communicate bodies of acquired knowledge relating to their own practice.

The course actively responds to students' needs in order to embed good practice in delivery and meet the requirements of a diverse cohort with a broad range of prior learning experience. In addition to EAP support and embedded study skills practice, another key consideration is the effective management of dyslexia and other learning disabilities. This is especially important considering the variety of prior experience and differences in cultural and social backgrounds within the group. The course is project and practice-led, with a strong focus on research, workshop practice and technical, material and process-based knowledge towards defined outcomes. This will link a concept-based beginning with a context related conclusion. This practical exploration is accessible to learners with learning disabilities, allowing them to learn through 'doing'

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 Representative