Programme Specification
BA (Hons) Art and Design

Date of Publication to Students: September 2012

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at the Faculty web site address, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**Birmingham Institute of Art and Design** **School of Art – Bournville Campus**
Interim Awards and Final Award:	**Cert HE / Dip HE / BA / BA (Hons)**
Programme Title:	**BA (Hons) Art and Design**
Main fields of Study:	**Art and Design**
Modes of Study:	**Full-time** **Part-time**
Language of Study:	**English**
UCAS Code:	**W190**
JACS Code:	**W100**

Short statement of the programme philosophy and aims.

The course, BA (Hons) Art & Design, reflects the notion of broad-based study with interdisciplinary practices a key feature of how students are able to construct their own frameworks for learning. Students are provided with opportunities to continually reflect and contextualise knowledge, skills and understanding within the field of art and design.

Personal progress files, an embedded feature within the levels, take the form of Programme documents. Students develop their own programmes of study for each level and in doing so, analyse and reflect upon their own individual learning, calculate their present positions and posit aims and objectives for the level.

During the last five years the course team has actively responded to changes in student demand and the employment market. The focus for development has been on professional practice modules that complement the existing practice-based negotiated modules.

The professional practice modules at levels 5 and 6 include an experiential element within the level 5 module. These have evolved, with the support of appropriate external agencies, into modules that, in many respects, define what the course is about. These modules prompt students into identifying future careers and researching, proposing, collating information that is filed and used for future reference.

The professional practice modules have proved to be markedly beneficial and have enhanced the capacity of the course to provide transition into professional life.

Aims of the Programme

The programme aims to provide learners with:

1. A structured framework for student-centred learning.

2. The ability to develop analytical and reflective skills.

3. The opportunities to integrate formal study and creative learning.

4. Study skills to plan and write a programme of study for each level.

5. The means to identify cultural, social and theoretical contexts.

6. The means to align research, practical and technical skills to appropriate contexts.

7. The opportunity to develop a sense of ownership towards their studies.

8. The opportunity to integrate formal study and experimental learning.

9. Focused interdisciplinary knowledge of the visual arts in preparation for employment in a wide variety of fields related to art and design.

10. Development of motivation and confidence in order to communicate ideas effectively.

11. The ability to apply practical and social skills to other situations and circumstances

12. Means to equip students with the necessary learning skills to progress to postgraduate courses

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

The programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

Knowledge and understanding of:
- Art and Design disciplines and the ability to identify their boundaries.
- The relationship and application of theory to practice.
- Ethical issues within the context of practice.
- Historical, cultural and social factors that influence how art and design is evaluated.
- A broad range of working strategies and methodologies and their speculative and appropriate deployment within practice.
- Methods of critical self-appraisal
- The basic requirements for professional practice and employability
- Relevance of the disciplines of the visual arts to a wider context.
- Issues relating to cultural, social and economic contexts.

Teaching, learning and assessment methods used:
- Knowledge and understanding are acquired through lectures, seminars, tutorials, workshops, studio practice and study visits. Learning is developed by an individual programme of study, involving critical reflection of past, present and future perspectives. Experiential learning is achieved through work placements and professional practice.
- Assessment is formative and summative. Summative assessment takes place by evaluating coursework, including practical and supportive research and contextual material, seminars and critical review. Formative assessment includes self-evaluation and peer group tasks. Assessment criteria are specified and relate to the learning outcomes of each module.

Skills and other attributes

Intellectual / cognitive skills:
- Organisational skills necessary to plan a programme of study.
- The ability to critically evaluate knowledge, concepts and ideas in practical, verbal and written forms.
- Draw conclusions based on a rigorous, analytical and critical approach.
- Demonstrate the ability to identify boundaries between disciplines.
- Synthesise and evaluate practical solutions in a wider context.
- Understanding techniques for researching, monitoring, reviewing and directing working methods.

Teaching, learning and assessment methods used:
- Cognitive skills are developed through the writing of a Programmes of Study for each level. Seminars aim to promote discussion, debate and analysis so that individual programmes can meet the criteria set for each module. Workshops are organised to facilitate practical demonstrations and tutorials enhance independent and peer group learning. Lectures are delivered to communicate ideas and information.
- Assessment is derived from a combination of study skills projects and the written programme containing both core modules and negotiated modules. Practical coursework is assessed in terms of the context, practice and the students learning management. Seminars measure the students' abilities to research, analyse and communicate. Self-evaluation is a key part of the assessment process. Forms of assessment evolve at each level with the emphasis changing accordingly. Students' develop independent thought, research and collaborative skills.

Practical, research and independent learning skills:
- The integration and evaluation of an individual programme.
- The ability to critically reflect on personal practice and modify accordingly.
- The ability to integrate and differentiate a variety of traditions and bodies of knowledge.
- The development of intellectual, practical, technical and communication skills appropriate to an informed approach to individual practice.
- An engagement with cultural, social and theoretical issues and an understanding of their influence upon the visual arts.
- Analyse, synthesise, resolve and apply creatively what has been learned.
- Show independence of judgement and the ability to draw upon research literature in the field.
- Organise, test, and justify ideas and critical positions through visual, written and verbal presentation.
- Integrate material and handle and process information. Information.

Teaching, learning and assessment methods used:
- Independent learning is determined by the aims and objectives of the student's programme of study. Self-directed study is achieved via experiential activity: study visits; student self-evaluation and public presentations and displays.
- Assessment takes place through self-evaluation and displays of work with supportive research, seminar and written presentations. Assessment criteria for each module are specified and dependent upon level aims and learning outcomes. Grades are awarded for contextual knowledge, understanding of practice and learning management in accordance with module, level and course assessment criteria.

Transferable / key skills:
- The skills to elicit the co-operation of others and work collaboratively.
- Use a variety of forms of communication and expression and employ them effectively according to the needs of a situation through practical, written and verbal form.
- Competency in the use of information technologies
- Research and presentation skills.
- Self-motivation, organisational skills and effective planning and management.

Teaching, learning and assessment methods used:
- Workshops /demonstrations are tailored according to cohort needs and experience. Lecture and seminar preparation aids the focus of the contextual studies seminar modules. Peer group learning and collaborative activity enhance communication skills.
- At Level 4 teaching focuses on the acquisition of research and practical skills. This includes workshop induction, a broad range of projects and the completion of an individual programme of study.

- At Level 5 the application of professional practice/experiential modules and electives promote breadth and potential career research.
- At Level 6 the synthesis of skills in a broad variety of media, applied to real and public contexts.
- Key skills are attained via core or negotiated modules aimed at facilitating independent learning, debate and discussion and analysing the appropriate means of developing a visual language.
- Inductions into basic and advanced IT skills support student learning.
- Assessment methods include the evaluation of practical, written and verbal skills. These include submission of contextual material, displays of work including supportive research.
- Level emphases inform criteria and self-evaluation used to track progress. Assessment criteria are indicated as key skills and are measured against learning outcomes.

The programme was reapproved in September 2005 under a new title, BA Visual Arts by Negotiated Study. At that point the generic learning outcomes were mapped against the existing benchmark statements. This was further revised during the RoLEx process in 2009.

Level 4 Learning Outcomes, by level, mapped against proposed new modules	I4106/7 ntroduction to Art & Design Practice	4102 Contemporary and Historical Contexts	4107 Negotiated	4108 Negotiated		

		I4106/7	4102	4107	4108		
Knowledge and Understanding of:	Art and Design disciplines and the ability to identify their boundaries.	x	xA	x	x		
	The relationship and application of theory to practice.	x	x	xA	xA		
	Ethical issues within the context of practice.	x	x	x	x		
	Historical, cultural and social factors that influence how art and design is evaluated.		x	x	x		
	A broad range of working strategies and methodologies and their speculative and appropriate deployment within practice	xA	x	xA	xA		
	Methods of critical self-appraisal	x	x	x	x		
	The basic requirements for professional practice and employability						
	Relevance of the disciplines of the visual arts to a wider context.		x	x	x		
	Issues relating to cultural, social and economic contexts.	x	xA	x	x		
Intellectual and Cognitive Skills:	Organisational skills necessary to plan a programme of study	xA					
	The ability to critically evaluate knowledge, concepts and ideas in practical, verbal and written forms.	xA	xA	x	x	x	
	Draw conclusions based on a rigorous, analytical and critical approach	x	x	x	x	x	

Demonstrate the ability to identify boundaries between disciplines	xA	x	xA	xA	xA	
Synthesise and evaluate practical solutions in a wider context	xA	x	x	x	x	
Understanding techniques for researching, monitoring, reviewing and directing working methods.	x	xA	x	x	x	

Practical Research and Independent Learning Skills:	The integration and evaluation of an individual Programme.	x		xA	xA	xA	
	The ability to critically reflect on personal practice and Modify accordingly.	x		xA	xA	xA	
	The ability to integrate and differentiate a variety of traditions and bodies of knowledge.		x	x	x	x	
	The development of intellectual, practical, technical and communication skills appropriate to an informed approach to individual practice.		x	xA	xA	xA	
	An engagement with cultural, social and theoretical issues and an understanding of their influence upon the visual arts.		xA	x	x	x	
	Analyse, synthesise, resolve and apply creatively what has been learned			xA	xA	xA	
	Independence of judgement and the ability to draw upon research literature in the field.		x	x	x	x	
	Organising, testing, and justifying ideas and critical positions through visual, written and verbal presentation. Integrating material and information handling and processing.		x	x	x	x	
	Integrate material and information handling and process information	xA	x	xA	xA	xA	

Transferable Skills;	The skills to elicit the co-operation of others and work collaboratively.	xA					
	Use a variety of forms of communication and expression and employ them effectively according to the needs of a situation through practical, written and verbal form.	x	x	x	x	x	
	Competency in the use of information technologies	x	xA	x	x	x	
	Research and presentation skills.		xA	x	x	x	
	Self-motivation, organisational skills and effective planning and management.	xA	x	xA	xA	xA	

Level 5 — Learning Outcomes, by level, mapped against proposed new modules	5101 Professional Practice	5102 Contemporary and Historical Contexts	5107 Collaborative Practice	5104 Negotiated	5105 Negotiated
Knowledge and Understanding of:					
Art and Design disciplines and the ability to identify their boundaries.	x	xA	x	xA	xA
The relationship and application of theory to practice.		xA	x	x	x
Ethical issues within the context of practice.	xA	x	x	x	x
Historical, cultural and social factors that influence how art and design is evaluated.		xA	x	x	x
A broad range of working strategies and methodologies and their speculative and appropriate deployment within practice		x	x	xA	xA
Methods of critical self-appraisal		x	x	x	x
The basic requirements for professional practice and employability	xA				
Relevance of the disciplines of the visual arts to a wider context.	x	xA	x	x	x
Issues relating to cultural, social and economic contexts.	xA	x	x	x	x
Intellectual and Cognitive Skills:					
The ability to critically evaluate knowledge, concepts and ideas in practical, verbal and written forms.		xA	x	x	x
Draw conclusions based on a rigorous, analytical and critical approach	x	xA	x	xA	xA
Demonstrate the ability to identify boundaries between disciplines	x	x	x	xA	xA
Synthesise and evaluate practical solutions in a wider context			x	x	x
Understanding techniques for researching, monitoring, reviewing and directing working methods.	xA	xA	x	x	x
Practical Research and Independent Learning Skills:					
The integration and evaluation of an individual Programme.	x	x	x	xA	xA
The ability to critically reflect on personal practice and Modify accordingly.	x	x	x	xA	xA
The ability to integrate and differentiate a variety of traditions and bodies of knowledge.		xA		xA	xA
The development of intellectual, practical, technical and communication skills appropriate to an informed approach to individual practice.		x	x	xA	xA
An engagement with cultural, social and theoretical issues and an understanding of their influence upon the visual arts.	x	xA	x	x	x
Analyse, synthesise, resolve and apply creatively what has been learned		x	x	xA	xA

Independence of judgement and the ability to draw upon research literature in the field.		xA			
Organising, testing, and justifying ideas and critical positions through visual, written and verbal presentation.		x	x		
Integrating material and information handling and processing.	x			x	x

Transferable Skills;						
	The skills to elicit the co-operation of others and work collaboratively.	x				
	Use a variety of forms of communication and expression and employ them effectively according to the needs of a situation through practical, written and verbal form.	x	x	x	x	x
	Organisational skills necessary to plan a programme of Study.	xA	x		xA	xA
	Competency in the use of information technologies	x	x		x	x
	Research and presentation skills.	xA	x			
	Self-motivation, organisational skills and effective planning and management.	xA	x	x	x	x

Level 6

Learning Outcomes, by level, mapped against proposed new modules

		6.1 Professional Practice	6.2 Contemporary and Historical Contexts	6.3 Negotiated	6.4 Negotiated
Knowledge and Understanding of:	Art and Design disciplines and the ability to identify their boundaries.	x	x	xA	xA
	The relationship and application of theory to practice.		xA	xA	xA
	Ethical issues within the context of practice.	xA	x	xA	xA
	Historical, cultural and social factors that influence how art and design is evaluated.		xA	x	x
	A broad range of working strategies and methodologies and their speculative and appropriate deployment within practice		x	xA	xA
	Methods of critical self-appraisal	x	x	xA	xA
	The basic requirements for professional practice and employability	xA			
	Relevance of the disciplines of the visual arts to a wider context.	xA	xA	x	x
	Issues relating to cultural, social and economic contexts.	xA	xA	x	x

Intellectual and Cognitive Skills:					
	The ability to critically evaluate knowledge, concepts and ideas in practical, verbal and written forms.		xA	x	x
	Draw conclusions based on a rigorous, analytical and critical approach	x	xA	xA	xA
	Demonstrate the ability to identify boundaries between disciplines	x	x	x	x
	Synthesise and evaluate practical solutions in a wider context			xA	xA
	Understanding techniques for researching, monitoring, reviewing and directing working methods.	xA	x	x	x

Practical Research and Independent Learning Skills:					
	The integration and evaluation of an individual Programme.	x	x	x	x
	The ability to critically reflect on personal practice and Modify accordingly.	x	x	xA	xA
	The ability to integrate and differentiate a variety of traditions and bodies of knowledge.		xA	x	x
	The development of intellectual, practical, technical and communication skills appropriate to an informed approach to individual practice.		x	xA	xA
	An engagement with cultural, social and theoretical issues and an understanding of their influence upon the visual arts.	xA	xA	x	x
	Analyse, synthesise, resolve and apply creatively what has been learned			xA	xA
	Independence of judgement and the ability to draw upon research literature in the field.		xA	x	x
	Organising, testing, and justifying ideas and critical positions through visual, written and verbal presentation.		xA	xA	xA
	Integrating material and information handling and processing.	x	x	x	x

Transferable Skills;					
	The skills to elicit the co-operation of others and work collaboratively.	x			
	Use a variety of forms of communication and expression and employ them effectively according to the needs of a situation through practical, written and verbal form.	x	x	x	x
	Organisational skills necessary to plan a programme of study.	x			

LEVEL FOUR: Certificate of Higher Education Art and Design

Level 4 Full-time mode

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ART4106 *Introduction to Art & Design Practice 1: Workshop Skills* 15 credits	**ART4107** *Introduction to Art & Design Practice 2* 30 credits	**ART4103** *Negotiated Practice* 15 credits		**ART 4102** *CHC* 30 credits	
			ART4108 *Negotiated Practice* 30 credits		

Level 4 Part-time mode

Term 1		Term 2	Term 3
ART4106 *Introduction to Art & Design Practice 1: Workshop Skills* 15 credits	**ART4107** *Introduction to Art & Design Practice 2* 30 credits	**ART 4102** *CHC* 30 credits **ART4103** *Negotiated Practice* 15 credits	**ART4108** *Negotiated Practice* 30 credits

LEVEL FIVE: Diploma of Higher Education Art & Design

Full-time mode

Term 1		Term 2	Term 3
ART5104 *Negotiated Practice* 30 credits			**ART5105** *Negotiated Practice* 30 credits
ART5107 Collaborative Practice 15 credits	**ART5102** *CHC* 15 credits		
ART5101 *Professional Practice* 30 credits			

Level 5 Part-time mode

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ART5104 *Negotiated Practice* 30 credits			**ART5105** *Negotiated Practice* 30 credits		
ART5107 Collaborative Practice 15 credits	**ART5102** *CHC* 15 credits		**ART5101** *Professional Practice* 30 credits		

LEVEL SIX: BA (Hons) Art and Design

Level 6 Full-time mode

Term 1	Term 2	Term 3
ART6103 *Negotiated Practice* 30 credits	**ART6104** Negotiated *Practice* 45 credits	
ART6102 *CHC* 30 credits	**ART6101** *Professional practice* 15 credits	

Level 6 Part-time mode

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ART6103 *Negotiated Practice* 30 credits			**ART6104** Negotiated *Practice* 45 credits		
ART6102 *CHC* 30 credits				**ART6101** *Professional practice* 15 credits	

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered support as appropriate to meet those needs.

Personal Development Planning is an intrinsic part of the course and is imbedded within all modules, but particularly emphasis is placed on PDP within the Negotiated practice programme.

Students clearly value the course for the degree of independence and ownership it affords. However, this would count for little if it was not backed by good teaching contact and tutorial support, an excellent resource base including workshops with technical support, studio bases for each level and strong student support systems.

Learning and Teaching Methods

Methods of Delivery: Teaching and learning in Visual Arts is a mixed economy. The pattern is essentially a spectrum of methods with largely non-interactive forms at one end and highly inter-active forms at the other with most Modules somewhere in between.

Methods can be summarised as:
- seminars and tutorials, both with groups and one-to-one
- standard art/design individual and team studio and workshop teaching
- formal lectures with follow-up self-directed study
- live projects and placements
- residential courses and group visits
- independent learning, with briefing and review
- team teaching – group crits
- E learning/Moodle

Tutorial System

Pastoral and academic, individual and group tutorials, are important teaching and learning methods and enable students to:

- discuss their progress on a one-to-one basis
- review their overall development and where it is leading
- develop ideas and perceptions through seminars or group tutorials
- structure individual study undertaken outside taught hours
- access specialist sources of advice or mentoring
- gain experience in communicating and discussion about themselves and their work

The School has many years of this type of tutorial work and has pioneered mentoring in the faculty to provide an appropriate blend of sympathetic support, critical guidance and knowledge.

Level Coordinator/Personal Tutor

At each level there is a coordinator for all students. In view of the learning responsibility undertaken by students, the need for continuity is emphasised and students are encouraged to build a working tutorial relationship with staff at each Level.

Individual tutorials are arranged as and when needed, but all students are expected to have at least one level tutorial per semester. Experience has shown that this organic structuring naturally adjusts to the needs of individual students, since at each tutorial the date and theme is set for the next.

Pastoral tutorials are undertaken by the course mentors who complement the work of level coordinators and module tutors.

Module Tutors

Module tutors have a key role to play in the achievement of learning outcomes. The negotiated modules are conceived and written in consultation with a module tutor who advises on feasibility and suitability in relation to the Programme as a whole. During the module, tutor and student discuss progress in relation to stated learning outcomes. On completion, tutors make an assessment after discussion prompted by the student's self-evaluation. Students and module tutors will make an evaluation and assessment using two inter-related pro-formas, Student Self Evaluation form and Module Assessment form. This involves a careful check of assessment criteria in relation to the particular products under discussion. The completed pro-forma is filed for future reference. Module Tutors are directly responsible for the delivery of the negotiated and core modules and work with the level co-ordinators to ensure parity.

Visiting Tutors

Practising artists, designers, writers, curators and other professionals ensure a contemporary standpoint is presented and that their contribution supports the essential team input. Their teaching is presented in the form of slide talks, seminars, lectures, critiques and one-to-one tutorials. These talks, while subject to financial constraints, are presented as a component of the Professional Practice at Levels 5 and 6 respectively.

Experiential component

Each student on the course has to undertake work with an external agency as part of their study at level 5 Module. Students often also take part in work outside of the University for part of their Professional Practice modules at level 6. The range of this work is as broad as the individual interests of students and can be collaborative, with practitioners across art and design, work in galleries, museums, art centres, retail outlets, other industrial links and educational institutions. In this work students gain insight into professional worlds and further develop personal networks, practical and creative skills as well as the ability to contextualise their own practice.

Field Study Visits

These can include visits to regional and national museums and art galleries and International Study Visits. These have included extended visits to; New York, Berlin, Barcelona, Paris and Amsterdam. They are seen as an opportunity for peer group learning and can broaden knowledge and experience.

Overseas Exchange Schemes [Erasmus]

The faculty has developed Erasmus exchange partnerships with 20 European art and design institutions in several countries including, Cyprus, Norway, Holland, Finland, Germany, Italy, Portugal and France. Erasmus exchange is available for level two students to further extend experience and contextual understanding. Staff are also able to benefit from the Erasmus scheme.

Studio and Workshop Provision

The studios provided are intended as student work bases as well as providing space for meetings, seminars, assessment displays and final exhibitions. They are not intended as individual workstations, but as multi-functional areas.

Often students work away from Bournville on field research, in workshops, libraries, work placements and electives so spaces are used flexibly

Workshops

Workshops are co-ordinated by experienced technical support staff. All workshops, including the computer and video editing room, have a scheduled timetable for access. To use equipment and facilities students have to demonstrate competency through induction workshops in the study skills programme at level four.

Health and Safety requirements mean that certain equipment can only be used under supervision. If students need to use such equipment they can check availability in advance with the technical support staff. Demands on time mean that such support is not 'instantly' available and may need to be scheduled in advance using a booking system.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

All courses are monitored to ensure quality and standards. Students contribute to the monitoring process and potentially affect the design and delivery of the course by becoming a Student Academic Representative. The views of staff and external examiners are also noted.

Board of Studies

The course has a course Board of Studies. The membership of the Board of Studies includes the Course Director, members of the course team and student representatives. The Board of Studies is responsible for the general monitoring of the course. This includes:

- maintaining the quality of the course;
- reviewing examination results;
- considering external examiner reports and student feedback;
- monitoring and evaluating the course;
- developing the curriculum.

The Board of Studies meets at least twice per year. During meetings of the Board, student representatives are given the opportunity to raise issues in relation to their course.

The Board of Studies reports to the School's Academic Monitoring Committee.

Module Evaluation

Students are asked to provide feedback about the content and delivery of modules. The results of students' evaluation of each module are considered by the Course Team as part of the monitoring process.

Other Mechanisms for Evaluation and Enhancement of quality and Standards

- Academic Boards of Study
- Interim Examination Boars
- Final Examination Boards
- School Academic Monitoring Committees
- Annual Course Monitoring
- Review and Re-approval
- Faculty Forums
- Faculty Senior Management
- Faculty Academic Standards Quality and Enhancement Committee
- Faculty Student Experience Committee
- Institute Board
- Senate