



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2022-2023

FdA Contemporary Arts Practice

Contents

| | | |
|------|---|-------------------------------------|
| 1. | Welcome and Introduction to FdA Contemporary Arts Practice | 3 |
| 1.1 | Welcome statement | 3 |
| 1.2 | Programme Management | 3 |
| 1.3 | Personal Tutor..... | 3 |
| 1.4 | Tutoring at UCSD..... | 4 |
| 1.5 | Course Contact List..... | 4 |
| 1.6 | Preparing for your programme | 6 |
| 1.7 | Curriculum design principles | 7 |
| 1.8 | Assessment and feedback strategy | 10 |
| 1.9 | Student Support Hub..... | 12 |
| 1.10 | Preparation for Employment, further academic study and personal development | 13 |
| 1.11 | UCSD Enterprise and Employability Framework Mapping | 14 |
| 1.12 | Student engagement in ongoing programme development..... | 17 |
| 1.13 | Applicable Regulations, Policy and Procedures | 18 |
| 2. | Programme Specification | 19 |
| 2.1 | FdA Contemporary Arts Practice..... | Error! Bookmark not defined. |
| 2.2 | Awarding Institution: University Centre South Devon..... | Error! Bookmark not defined. |
| 2.3 | Accrediting body(ies)..... | Error! Bookmark not defined. |
| 2.4 | Distinctive Features of the Programme and the Student Experience ... | Error! Bookmark not defined. |
| 2.5 | Relevant QAA Subject Benchmark Group(s) | Error! Bookmark not defined. |
| 2.6 | Programme Structure..... | Error! Bookmark not defined. |
| 2.7 | Programme Aims | Error! Bookmark not defined. |
| 2.8 | Programme Intended Learning Outcomes (PILOs) | Error! Bookmark not defined. |
| 2.9 | Admissions Criteria, including APCL, APEL and Disability Service arrangements . | Error! Bookmark not defined. |
| 2.10 | Non Standard Regulations | Error! Bookmark not defined. |
| 3. | Module Records | 31 |

1. Welcome and Introduction to FdA Contemporary Arts Practice

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](https://www.ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The FdA Contemporary Arts Practice programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

1.2 Programme Management

| Role | Person | Email address |
|----------------------------|-----------------|--|
| Personal Tutor and HE Lead | Sam Aspden | saspden@southdevon.ac.uk |
| Programme Coordinator | Pawel Szymanski | pszymanski@southdevon.ac.uk |
| Curriculum Head | Shelly Lee | shellylee@southdevon.ac.uk |
| Assistant Principal | Maria Woodger | MariaWoodger@southdevon.ac.uk |

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.



Your personal tutor will be **Sam Aspden**.

With 18 years HE level teaching Sam is an experienced member of the teaching team, and also acts as your Personal Tutor and Programme Leader. Based in the South West, Sam is a Textiles Artist and Designer focusing on drawing, mapping, sustainability, environment and the history and landscapes of the South West. After completing an MA in Designer Maker she

continues her private practice with natural dyes, ink drawings and multi-media work, and is undertaking a PhD with Loughborough.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability and academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. Meet the team here <https://www.ucsd.ac.uk/research-and-expertise/creative-industries/>

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

| Module Leader | Modules | Contact | If part time days/hours that are worked |
|-----------------|--|--|---|
| Sam Aspden | Tutorial UCSD1042 Practice Based Toolbox UCSD1004 Developing Collaborative Practice UCSD2055 Interdisciplinary Practice UCSD2003 Professional Engagement | saspden@southdevon.ac.uk | Mon - Thurs |
| Pawel Szymanski | UCSD2004 Exploration for Inn UCSD1040 Introduction to Contemporary Arts Practice UCSD1041 Developing Contemporary Arts Practice UCSD2056 Final Major Project | pszymanski@southdevon.ac.uk | Full-time |
| ffinlo Kilner | UCSD1002 Digital Tools: Software, Systems and Applications | ffinlokilner@southdevon.ac.uk | Mon- Thur |
| Bruce Chivers | UCSD1005 Understanding Contextual Referencing UCSD2000 Negotiated Research | BCHIVERS@southdevon.ac.uk | Tues- Fri |

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

Recommended books/ebooks:

- Berger, J. (1972). *Ways of Seeing*. London: Penguin Group. 9780141035796
- Collins, H. (2015) *Creative Research: The Theory and Practice of Research for the Creative Industries*. London: Bloomsbury. 9782940411085
- Edwards, S. and Wood, P. (2013) *Art & Visual Culture 1850 - 2010: Modernity to Globalisation*. London: Tate 9781849760973
- Osborne, P. (2013). *Anywhere or Not at All: The Philosophy of Contemporary Art*. New York: Verso. 9781781680940
- Sabatini, A. (2016) *Contemporary Aesthetic Research: Theory and Practice in The Arts*. London: Routledge 9781138913776
- Schneider Adams, L. (2010) *The Methodologies of Art: an Introduction*. 2nd edition. Philadelphia, Pennsylvania: Westview Press. 9780813344508.

Other materials:

- Top 10 Contemporary Art Magazines to Follow on Instagram
- [@HYPERALLERGIC](#)
- [@CONTEMPORARYARTCURATOR](#)
- [@ARTCOLLECTORMAGAZINE](#)
- [@ARTFORUM](#)
- [@ARTNET](#)
- [@ARTnews](#)

- [@FLASHARTMAGAZINE](#)
- [@JUXTAPOZMAG](#)
- [@FRIEZE_MAGAZINE](#)
- [@CANVASMAG](#)
-
- Websites
- <https://www.widewalls.ch/>
- <https://www.designboom.com/>
- <https://www.dezeen.com/>
- <https://www.behance.net/>
- <http://www.emptykingdom.com/>

We also recommend keeping a small sketchbook over the summer and sketching from life, whilst out, on holiday or from films or music. There is no pressure to look at this and it won't be graded... it will just help you to warm up.

- If you want to discuss anything before September, please contact Sam on saspden@southdevon.ac.uk
- Attend the [Stepping up to HE](#) workshops in the summer before your course starts if you can.
- Book an appointment with the HE Study team at UCSD before you commence your course so that you can review your skills and develop some good study habits before you start.

1.7 Curriculum design principles

Programme Rationale

The FdA Contemporary Arts Practice programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

Context

FdA Contemporary Arts Practice has been developed to provide integrated learning through studio based practice, workshops, seminars, industry experience and academic and vocational theory. It has been uniquely designed to develop students own studio practice individually in a way which is reflective of industry and which provides a broad and transferable creative skill base. With a focus on developing learner led development of own studio practice, critical thinking, and facilitation of growing independence as a practitioner, the programme offers uniquely individual development in creative practice. A variety of workshop skills and processes will be engaged with which may include paint, print, textiles, 3D/sculpture, ceramics, and installation, digital and time-based methodologies. In addition students will gain an applied understanding of digital technologies which are now integral to creative practice and working in industry.

Content

The underpinning philosophy of the programme is about self-practice and understanding approaches to creativity in contemporary life. Students will engage with all traditional art disciplines; there is no attempt to narrow the options. Instead students are encouraged to explore the depth of their practice whether it is painting or printmaking, sculpture or film-making, etc. The aim is to blur the boundaries between disciplines and develop a language for an ever widening exploration.

Students will have the opportunity to interact with other subjects, which significantly enriches their experience, helps the development of research skills and offers enhanced opportunities for career development. There is also a shared lecture programme, which draws upon the wide variety of research across the University Centre South Devon as well as from prominent guest speakers. The inclusion of elective Fashion and Textiles modules, further serves to broaden students scope for broad personal creative skills and understanding.

Employability, industry experience, entrepreneurial skills and preparation for employment are also integral to the programme. Opportunities for trips, visits, visiting lecturers, work experience and live briefs will be accessible to all. The strong sector focus group relationships developed between staff at South Devon College, artists, designers, arts agencies and local businesses within South Devon will support the development of the FdA and the students' professional experience. In addition wider links, both nationally and internationally, such as Fujitsu, Pro-Direct, The Tate Modern London and University of the Arts London Colleges CCW will further strengthen students' opportunities in the wider Arts world.

Graduates of the course will be encouraged to become independent, resilient and creative individuals with an entrepreneurial spirit and broad and transferable skill base. Employment opportunities following successful completion of the course could include a wide variety of professional Art, Design, Maker and Digital industries as well as self-employment and collaborative working. Desirable graduate attributes, as described by Tony Wagner in feedback from industry leaders, includes; Critical Thinking and Problem Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurship, Effective Oral and Written Communication, Accessing and Analysing Information, and Curiosity and Imagination. These graduate attributes are embedded in the course throughout modules.

Several modules have been developed, at L4 and L5, which reflect modules within Illustration with Graphics and Animation and Creative Digital Design, to enable a joint or cross delivery model to be adopted where appropriate. This gives the learner enhanced collaborative opportunities, access to a wider academic community and greater access to diverse staff where appropriate.

Students will have access to a broad range of resources including a new Hi Tech and Digital Centre. This will include a 'maker space' which will offer students the opportunity to work with other students and staff from a range of other disciplines from Engineering and Automotive to Fashion and Computing. The College also benefits from association with Fujitsu who support with a range of new and emergent technology.

South Devon College also benefits from a broad range of vocational courses which facilitates collaboration with many other disciplines. Contemporary Arts Practice students who may have an interest in theatre, construction or the environment would have access to experts in such areas to test their ideas and creative visualisation skills.

Staff involved with the programme possess a high level of skill and knowledge, to Masters and PhD level and also extensive industrial experience which will ensure up to date dissemination from higher academic studies, research, practice and industry.

Teaching and Learning Strategy

The FdA Contemporary Arts Practice programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronistic learning opportunities and resources on our online learning platforms, guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. The teaching and learning strategy builds on the [UCSD Teaching, Learning and Scholarship Policy](#) and South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confidence and employable learner.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated [HE Study team](#) at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan and apply strategies for their learning to promote motivation and persistence in their studies.

Your sessions will consist of a blend of practical workshop sessions, creative tutorials, critiques and group discussions and presentations, and supervised individual studio practice time. You will also have group seminars and lectures for some modules.

Seminar teaching resources are available to students on Moodle at least 48 hours in advance of lessons. UCSD uses MS Teams as our online collaboration tool, with students able to interact with their peers and module leader on the chat function, with some scheduled learning activities recorded and transcribed within the module channels, and module leaders able to give summaries, notices and remind students in an asynchronistic manner. In addition to scheduled learning activities, students are expected to undertake considerable self-directed learning to prepare for classroom seminars and in preparation for assessments.

Resources

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.

- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or ebooks. If you wish to purchase any of the textbooks recommended, you can often get earlier editions of the books cheaper from online shops.

1.8 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

Assessment within the FdA Contemporary Arts Practice

Assessments are designed to enable students to meet the learning outcomes of modules. Assessment of learning outcomes is guided by the [UCSD assessment policies](#) and affords students the opportunity to undertake a range of different summative tasks including policy reviews, case studies, problem solving activities, articles, literature reviews and practical assessments including presentations and debates throughout their programme of study. All modules require an overall pass mark of 40%. Assessment briefs are published as part of the module guides ahead of the commencement of module teaching. Each assessment brief outlines how student can meet the learning outcomes through the assessment task, including a breakdown of what is expected, the marking criteria for the assessment task and the generic grading criteria for Level 4 or 5.

There is a diverse mix of assessment methods which ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is.

A range of formative learning activities are included throughout the module teaching to enable students to assess their progress, areas of strength and further development needs. Students typically receive written feedback on their draft submission, verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

Summative coursework submissions are via Turnitin for some written assignments and also via hardcopy sketchbooks and practical work in the studio. Turnitin allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission.

All assessment briefs are internally moderated and available to External Examiners before they are distributed to students, and assessment marking is internally moderated in line with the UCSD policy before summative feedback is released to students. The annual programme monitoring alongside early/end of module reviews allow staff to monitor the success of assessment type against learning outcomes. Student involvement in programme and assessment reviews helps monitor inclusive practice. Assessment audits enable the team to carry out and share good practice. All assessments will be subject to a rigorous moderation process. Assessments will be reviewed annually through Programme Monitoring with input from students via module reviews and programme level student data.

Feedback

Students will be given information in tutorial and each module about what types of formative, draft and summative feedback they will receive. Students are provided with verbal formative feedback throughout the teaching and learning experience, and written and verbal feedback on a draft submission. Draft feedback highlights how students can develop their work to meet the learning outcomes and improve their assessments. Summative feedback is digital, either through Turnitin or by email.

The feedback process is clearly communicated to students as part of their induction and tutorial programme. It is explained that summative feedback is released 20-working days after summative submission date, with dates published in the Module Guides and on Turnitin. Occasionally, summative feedback is released early if it has been marked and moderated, and early release would support subsequent assessment. The teaching team will inform students of their processes and policies relating to feedback, and publicise the principles of feedback in the module guides. In exceptional circumstances, when summative feedback release is delayed, students will be told why and given a new due date.

Feedback quality is maintained through benchmarking and moderation processes within the section to ensure it is fit for purpose and appropriate. Staff awareness is raised through CPD, ensuring that levels of feedback are sustainable for staff to deliver and staff are actively sharing existing good practice. The teaching team will check that feedback is fit for purpose and that it enhances learning at module, programme and section level, as part of on-going annual review processes. This is specifically to ensure that feedback genuinely supports student learning. Monitoring of feedback will also take place to ascertain consistency of quality and appropriateness of type of feedback offered and mode of delivery.

1.9 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website <https://www.ucsd.ac.uk/student-life/support/disability-support/> or visit the Government's website about Disabled Students' Allowance <https://www.gov.uk/disabled-students-allowance-dsa> If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact HEdisability@southdevon.ac.uk

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.10 Preparation for Employment, further academic study and personal development

Preparation for employment and personal development are embedded into the programme. Throughout the studio modules, industry experienced tutors will continuously inform students of industry norms and best practice. Opportunities to exhibit work yearly will further help to prepare for industry.

At level 4 (Collaborative Practice) and 5 (Professional Engagement), modules are designed specifically to foster and develop industry knowledge, experience and confidence of working in real-world scenarios with internal or external clients and organisations. Live Projects, where students are able to work on creative briefs from the industry, provide exciting and supportive introductions to further employment.

Personal development is consistently developed throughout these modules, and through tutorial and individual support.

Preparation for continuing to further study is also embedded into these modules to prepare students for their chosen creative path.

1.11 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

| FHEQ level: 6 | | | | | | |
|--|--|---------------------------------|--|---|---|---|
| Employability Criteria | Definition | Programme Aims and Intended LOs | Module Aims and LOs | Assessment | Extra activity | Other UCSD areas of activity |
| Job-specific skills | Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally. | PA 1/ 5 | UCSD1036 UCSD1038 UCSD1002 UCSD1037 UCSD1004 | UCSD1036 coursework UCSD1038 coursework UCSD1002 coursework UCSD1037 coursework UCSD1004 coursework | UCSD1004 Developing Collaborative Practice – pitch to a client | Trips to client sites |
| General skills (aka. Transferable skills, 'soft' skills) | Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace. | PA 2/3/4 | Tutorial UCSD1004 UCSD1005 UCSD2003 UCSD2000 | UCSD1004 Presentation UCSD1005 evaluation UCSD2003 presentation UCSD2000 evaluation | UCSD2000: Present at Research Showcase | Students can access study skills and employability support via the UCSD Student Support Hub |
| Digital skills | Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers. | PA 5 | UCSD1002 UCSD1005 UCSD2003 UCSD2000 UCSD1004 | UCSD1002 blog UCSD1005 essay UCSD2003 presentation UCSD2000 essay UCSD1004 presentation | UCSD2000: Present at Research Showcase | Students can access study and digital skills support via the UCSD Student Support Hub |
| Practice and Experience | Students apply their knowledge and skills to specific career-relevant | PA 1/4/5 | UCSD1040 UCSD1041 | UCSD1040 coursework UCSD1041 coursework UCSD1042 coursework | UCSD2000: Present at | |

| | | | | | | |
|-------------------------|---|--------------|--|--|--|--|
| | situations, and within career-relevant contexts. | | UCSD1042 UCSD1004 UCSD2055 UCSD2004 UCSD2056 | UCSD1004 coursework UCSD2055 coursework UCSD2004 coursework UCSD2056 coursework | Research Showcase | |
| Careers Guidance | Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas. | PA 4/5 | UCSD1004 UCSD2003 Tutorial | UCSD1004 coursework UCSD2003 coursework | Group and individual tutorial discussions about career and course opportunities | Students can access employability support via the UCSD Student Support Hub |
| Enterprise | Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation. | PA 5 | UCSD1004 UCSD2003 | UCSD1004 UCSD2003 Live projects and work experience | Live projects and work experience | |
| Personal Development | Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment. | PA 2/3/4/5 | Tutorial SOUD3097: LO3 SOUD3089: LO1/3/4 SOUD3088: LO4 SOUD3090: LO3/4 | SOUD3097: A2 Patchwork SOUD3088: A2 Case study report SOUD3089: A2 Reflection | UCSD1004 Developing Collaborative Practice – pitch to a client | |
| Professional Behaviours | Students display the professional behaviours required of best practice and suitable for general employment. | PA 1/2/3/4/5 | UCSD1004 UCSD2003 Tutorial | UCSD1004 coursework UCSD2003 coursework | Group and individual tutorial discussions about professional behaviours and values | Trips, Live Projects, Collaborations |
| Networking | Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities. | PA 4/5 | UCSD1004 UCSD2003 | UCSD1004 UCSD2003 Live projects and work experience | UCSD2000: Present at Research Showcase | Trips, Live Projects, Collaborations |
| Further information: | | | | | | Extra employability- |

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

related activity will be recorded on the Employability Activity Form.

1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students undertaking the old BA (Hons) Child Development and Education programme and how we have developed the new BA (Hons) Childhood and Youth Studies programme in response to that feedback.

| You said: | We did: |
|--|--|
| I think the module briefs could be simplified and have more clear outlines of what is required. | <p>We looked at the module briefs including the breakdown marking criteria and added bullet points on some modules to clarify exact requirements.</p> <p>Module briefs will be reviewed again for the next semester.</p> |
| It may be helpful to have a seminar or presentation from a former student of each course to give a student experience of the course/module in terms of interpretation, focus and pace to help new students avoid common pitfalls and better succeed. | <p>We have organised for three graduate students to come in and discuss their time on the course, with a particular emphasis on different modules throughout the academic year.</p> <p>We have also been gifted past sketchbooks and examples of practical work to show to students.</p> |

1.13 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](#)

| Policy/Procedure/Regulation | Provision | Comments |
|--|----------------------|-----------------|
| Regulations | | |
| Terms and Conditions | UCSD | |
| Fee Policy | UCSD | |
| Admission Policy | UCSD | |
| Academic Complaints Policy | UCSD | |
| Service Complaints Policy | UCSD | |
| Code of Conduct and Disciplinary Policy | UCSD | |
| Fitness to Study/Study and Wellbeing Review Policy | UCSD | |
| Academic Offences Policy | | |
| Extenuating Circumstances Policy | UCSD | |
| Academic Appeals | | |
| Assessment Policy | UCSD | |
| Other – please stipulate | | |

2. Programme Specification

2.1 Programme Details

| | |
|------------------------------------|----------------------------------|
| Awarding Institution: | South Devon College |
| Teaching Institution: | South Devon College |
| Accrediting Body: | South Devon College |
| Language of Study: | English ¹ |
| Mode of Study: | Full Time/Part Time ² |
| Final Award: | FdA |
| Intermediate Award: | N/A |
| Programme Title: | Contemporary Arts Practice |
| UCAS Code: | W101 |
| Benchmarks: | Art and Design 2017 |
| Date of Programme Approval: | July 2019 |

2.2 Brief Description of the Programme

FdA Contemporary Arts Practice has been developed to provide integrated learning through studio based practice, workshops, seminars, industry experience and academic and vocational theory. It has been uniquely designed to develop students own studio practice individually in a way which is reflective of industry and which provides a broad and transferable creative skill base. With a focus on developing learner led development of own studio practice, critical thinking, and facilitation of growing independence as a practitioner, the programme offers uniquely individual development in creative practice. A variety of workshop skills and processes will be engaged with which may include paint, print, textiles, 3D/sculpture, ceramics, and installation, digital and time-based methodologies. In addition students will gain an applied understanding of digital technologies which are now integral to creative practice and working in industry.

The underpinning philosophy of the programme is about self-practice and understanding approaches to creativity in contemporary life. Students will engage with all traditional art disciplines; there is no attempt to narrow the options. Instead students are encouraged to explore the depth of their practice whether it is painting or printmaking, sculpture or film-making, etc. The

aim is to blur the boundaries between disciplines and develop a language for an ever widening exploration.

Students will have the opportunity to interact with other subjects, which significantly enriches their experience, helps the development of research skills and offers enhanced opportunities for career development. There is also a shared lecture programme, which draws upon the wide variety of research across the University Centre South Devon as well as from prominent guest speakers. The inclusion of elective Fashion and Textiles modules, further serves to broaden students scope for broad personal creative skills and understanding.

Employability, industry experience, entrepreneurial skills and preparation for employment are also integral to the programme. Opportunities for trips, visits, visiting lecturers, work experience and live briefs will be accessible to all. The strong sector focus group relationships developed between staff at South Devon College, artists, designers, arts agencies and local businesses within South Devon will support the development of the FdA and the students' professional experience. In addition wider links, both nationally and internationally, such as Fujitsu, Pro-Direct, The Tate Modern London and University of the Arts London Colleges CCW will further strengthen students' opportunities in the wider Arts world.

Graduates of the course will be encouraged to become independent, resilient and creative individuals with an entrepreneurial spirit and broad and transferable skill base. Employment opportunities following successful completion of the course could include a wide variety of professional Art, Design, Maker and Digital industries as well as self-employment and collaborative working. Desirable graduate attributes, as described by Tony Wagner in feedback from industry leaders, includes; Critical Thinking and Problem Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Initiative and Entrepreneurship, Effective Oral and Written Communication, Accessing and Analysing Information, and Curiosity and Imagination. These graduate attributes are embedded in the course throughout modules.

Several modules have been developed, at L4 and L5, which reflect modules within Illustration with Graphics and Animation and Creative Digital Design, to enable a joint or cross delivery model to be adopted where appropriate. This gives the learner enhanced collaborative opportunities, access to a wider academic community and greater access to diverse staff where appropriate.

Students will have access to a broad range of resources including a new Hi Tech and Digital Centre. This will include a 'maker space' which will offer students the opportunity to work with other students and staff from a range of other disciplines from Engineering and Automotive to Fashion and Computing. The College also benefits from association with Fujitsu who support with a range of new and emergent technology.

South Devon College also benefits from a broad range of vocational courses which facilitates collaboration with many other disciplines. Contemporary Arts Practice students who may have an interest in theatre, construction or the environment would have access to experts in such areas to test their ideas and creative visualisation skills.

Staff involved with the programme possess a high level of skill and knowledge, to Masters and PhD level and also extensive industrial experience which will ensure up to date dissemination from higher academic studies, research, practice and industry.

2.3 Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

2.4 Exceptions to Regulations

N/A

2.5 Programme Aims

The programme is intended:

- 1) To facilitate the acquisition of knowledge and understanding of interdisciplinary, collaborative and experimental approaches to contemporary arts practice.
- 2) To develop an informed awareness of the cultural, social, technological, historical and contemporary contexts of creative practice, that encourages critical reflection of contemporary arts practice.
- 3) To provide students with an opportunity to become autonomous, self-reflective learners able to develop critical, analytical, ethical, sustainable, ambitious and independent approaches to different contexts and within their own art practice.
- 4) To equip students to tackle innovative employment models through personal and professional development, collaboration, transferable and entrepreneurship skills, understanding of intellectual property, gift economy's and industry experience, which prepares for further study and employment.
- 5) To develop a range of practical processes, media, technical and digital skills with which students can identify individual creative directions, produce imaginative work, question traditional and contemporary methodologies and foster a dialogue between theory and practice.

2.6 Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion graduates should have developed:

- 1) an understanding of essential concepts, principles and practices of the subject in the context of interdisciplinary, collaborative and experimental approaches, showing judgement in the selection and application of methodologies.
- 2) an awareness of the economic forces that influence and frame the cultural and creative industries, also the role of such industries in contemporary political and cultural life.
- 3) knowledge and understanding of essential facts, concepts, principles and theories relating to the Creative Industries.
- 4) an awareness of roles of communication systems, modes of representation and systems of meaning.

Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) Creativity, inventiveness, problem solving and practical intelligence.
- 2) The capacity to observe and visualise, identify and solve problems, and make informed judgements.
- 3) an awareness of professional considerations: recognise the cultural, economic, social, environmental, moral and ethical issues involved in the sustainable exploitation of processes and technologies and be guided by the adoption of appropriate professional, ethical and legal practices.
- 4) Concepts regarding creative and digital language and its relationship to historical and contemporary contexts, and emerging technologies.

Key and transferable skills

On successful completion graduates should have developed:

- 1) the ability to employ a wide range of creative, sustainable and digital skills to ensure they become autonomous and effective in the workplace, to the benefit of themselves, their employer and the wider economy.
- 2) the ability to be able to construct self-reflective, well-argued and grammatically correct documents; locate and retrieve relevant ideas ensuring these are correctly and accurately referenced and attributed.
- 3) the ability to exercise independent and self-management skills in managing workloads and meeting deadlines.
- 4) the ability to apply, consolidate and extend learning, critically, ethically and analytically, in different contexts and situations, both within and beyond the Creative Industries.

2.7 Distinctive Features

FdA Contemporary Arts Practice has been developed to provide integrated learning through studio based practice, workshops, seminars, industry experience and academic and vocational theory. It has been uniquely designed to develop students own studio practice individually in a way which is reflective of industry and which provides a broad and transferable creative skill base. With a focus on developing learner led development of own studio practice, critical thinking, and facilitation of growing independence as a practitioner, the programme offers uniquely individual development in creative practice. A variety of workshop skills and processes will be engaged with which may include paint, print, textiles, 3D/sculpture, ceramics, and installation, digital and time-based methodologies. In addition students will gain an applied understanding of digital technologies which are now integral to creative practice and working in industry.

2.8 Progression Route(s)

Progression to University of Plymouth may be suitable for candidates graduating UCSD and the following Plymouth awards are suggested;

BA (Hons) Fine Art

BA (Hons) 3D Design

Admission would be based on successful application through UCAS and submission of a successful portfolio and/or interview.

2.9 Admissions Criteria

All applicants will undertake a portfolio interview prior to admission onto the programme.

All applicants must have GCSE (or equivalent) English at Grade 4 or above (C or above).

| Entry Requirements for FdA Contemporary Arts Practice | |
|--|---|
| A-level/AS-level | Normal minimum entry requirements are 48 UCAS points at A-level |
| A recognised National Diploma | Edexcel BTEC National Certificate/Diploma or Higher Diploma Normal minimum entry requirements are 48 UCAS points |
| Access to Higher Education at level 3 | Normal minimum entry requirements are 48 UCAS points |
| Welsh Baccalaureate | Normal minimum entry requirements are 48 UCAS points |
| Scottish Qualifications Authority | Normal minimum entry requirements are 48 UCAS points |
| Irish Leaving Certificate | 48 UCAS Tariff points from Higher Level, plus Ordinary Level Grade C Maths and English |
| International Baccalaureate | H6 overall If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements. |
| Other equivalent qualifications or professional experience | Adult learners – equivalent qualifications or professional experience will be considered. All applicants will undertake a portfolio interview prior to admission onto the programme. |

2.10 Programme Structure

| F/T Level 4 | | | | | |
|-------------|---|---------|-------------------|---------------------------|---------------|
| Module Code | Module Title | Credits | Year of Delivery* | Semester/Term of Delivery | Core/Optional |
| UCSD1040 | Introduction to Contemporary Arts Practice | 20 | 2022/23 | 1 | Core |
| UCSD1041 | Developing Contemporary Arts Practice | 20 | 2022/23 | 2 | Optional |
| UCSD1002* | Digital Tools: Software, Systems and Applications | 20 | 2022/23 | 1 & 2 | Core |
| UCSD1042 | Practice Based Toolbox | 20 | 2022/23 | 1 | Core |
| UCSD1004* | Developing Collaborative Practice | 20 | 2022/23 | 2 | Core |
| UCSD1005* | Understanding Contextual Referencing | 20 | 2022/23 | 1 & 2 | Core |
| UCSD1043 | Creative Development | 20 | 2022/23 | 2 | Optional |

*Shared Modules

| F/T Level 5 | | | | | |
|-------------|---|---------|-------------------|---------------------------|---------------|
| Module Code | Module Title | Credits | Year of Delivery* | Semester/Term of Delivery | Core/Optional |
| UCSD2055 | Interdisciplinary Practice | 20 | 2023/24 | 1 | Optional |
| UCSD2004* | Exploration for Innovation | 20 | 2023/24 | 1 | Core |
| UCSD2003* | Professional Engagement | 20 | 2023/24 | 1 & 2 | Core |
| UCSD2000* | Negotiated Research | 20 | 2023/24 | 1 & 2 | Core |
| UCSD2056 | Final Major Project | 40 | 2023/24 | 2 | Core |
| UCSD2057 | Fashion and Textiles Concept to Realisation | 20 | 2023/24 | 1 | Optional |

*Shared Modules

| P/T Level 4 | | | | | |
|-------------|---|---------|-------------------|---------------------------|---------------|
| Module Code | Module Title | Credits | Year of Delivery* | Semester/Term of Delivery | Core/Optional |
| UCSD1040 | Introduction to Contemporary Arts Practice | 20 | Yr1 2022/23 | 2 | Core |
| UCSD1002* | Digital Tools: Software, Systems and Applications | 20 | Yr1 2022/23 | 1 & 2 | Core |
| UCSD1005* | Understanding Contextual Referencing | 20 | Yr1 2022/23 | 1 & 2 | Core |
| UCSD1042 | Practice Based Toolbox | 20 | Yr1 2022/23 | 1 | Core |
| UCSD1004* | Developing Collaborative Practice | 20 | Yr2 2023/24 | 2 | Core |
| UCSD1043 | Creative Development | 20 | Yr2 2023/24 | 2 | Optional |
| UCSD1041 | Developing Contemporary Arts Practice | 20 | Yr2 2023/24 | 2 | Optional |
| P/T Level 5 | | | | | |
| UCSD2055 | Interdisciplinary Practice | 20 | Yr2 2023/24 | 1 | Optional |
| UCSD2057 | Fashion and Textiles Concept to Realisation | 20 | Yr2 2023/24 | 1 | Optional |
| UCSD2004* | Exploration for Innovation | 20 | Yr2 2023/24 | 1 | Core |

***Shared Modules**

| P/T Level 5 | | | | | |
|-------------|-------------------------|---------|-------------------|---------------------------|---------------|
| Module Code | Module Title | Credits | Year of Delivery* | Semester/Term of Delivery | Core/Optional |
| UCSD2000* | Negotiated Research | 20 | Yr3 2024/25 | 1 | Core |
| UCSD2003* | Professional Engagement | 20 | Yr3 2024/25 | 1 & 2 | Core |
| UCSD2056 | Final Major Project | 40 | Yr3 2024/25 | 2 | Core |

***Shared Modules**

2.11 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

| Core Modules | | | | | | | | | | | | | | | | | Compensation Y/N | Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical |
|--------------|--|------------------------------|---|---|--|---|---|---------------------------------|---|---|------------------------------|---|---|---------------------|---|---|---------------------|--|
| | | Knowledge & understanding | | | Cognitive & intellectual skills | | | Key & transferable skills | | | Employment related skills | | | Practical skills | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| | UCSD1005 Contextual Studies | / | / | / | / | / | | | / | / | | | | | | | Y | C1 100% |

| | | | | | | | | | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|----------------|
| | | | | | | | | | | | | | | | | | | |
| | UCSD1002 Digital Tools | | / | | / | | / | | / | / | | | | / | / | / | Y | C1 100% |
| Level 4 | UCSD1036 Visual Explorer | | | | / | / | / | | / | / | | | | / | / | | Y | C1 100% |
| | UCSD1037 Sequence & Narrative | | / | | / | | / | | / | / | | | | / | / | / | Y | C1 100% |
| | UCSD1038 Image & Expression | / | / | / | / | / | / | | / | / | | | / | / | / | / | Y | C1 100% |
| | UCSD1004 Developing Collaborative Practice | / | / | / | / | | / | / | / | / | / | | / | / | / | / | Y | C1 100% |
| Level 4 LOs | | | | | | | | | | | | | | | | | | |

| Core Modules | | | | | | | | | | | | | | | | | Compensation Y/N | Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical |
|--------------|------------------------|------------------------------|---|---|--|---|---|---------------------------------|---|---|---------------------------------|---|---|---------------------|---|---|---------------------|--|
| | | Knowledge & understanding | | | Cognitive & intellectual skills | | | Key & transferable skills | | | Employment related skills | | | Practical skills | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| Level 5 | UCSD2000 | / | / | / | / | / | | | / | / | | | | | | | Y | C1 100% |
| | Negotiated Research | | | | | | | | | | | | | | | | | |
| | UCSD2003 | / | / | / | / | | / | / | / | / | / | / | / | | / | / | Y | C1 100% |

| | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|--|----------------|
| Professional Engagement | | | | | | | | | | | | | | | | | | |
| UCSD2051 Meeting the Brief | | / | / | / | | / | | / | / | / | | / | / | / | / | Y | | C1 100% |
| UCSD2004 Exploration for Innovation | | / | / | / | / | / | | / | / | | | / | / | / | / | Y | | C1 100% |
| UCSD2053 Planning for Success | / | / | / | / | / | / | | / | / | / | | / | / | / | / | Y | | C1 100% |
| UCSD2054 Making it Happen | / | / | / | / | / | | / | / | / | / | | / | | / | / | Y | | C1 100% |
| Level 5 LOs | | | | | | | | | | | | | | | | | | |

3. Module Records

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1040

CREDITS: 20

PRE-REQUISITES: None

MODULE TITLE: Introduction to Contemporary Arts Practice

FHEQ LEVEL: 4

CO-REQUISITES: None

HECOS CODE:

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

You will explore, experiment and research to develop and affirm your creative area via an ongoing proposal document. The module will introduce students to pathway specific issues and topics, research methodologies and techniques. It aims to orientate you and your practice in a wider social and ethical context. You will also develop your contextual, critical and research skills at the onset of your FdA learning.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop and establish a creative direction for their own practice
- To enable creative interpretations
- To acquire a range of experimental skills in producing artefacts
- To recognise the complex nature of creative practice.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|---|
| LO1 Establish a creative direction through a project proposal. | Knowledge and understanding 1 & 4 Key and transferable skills 2 & 4 Cognitive and intellectual skills 1, 2 & 3 Employment related skills 1 Practical skills 1, 2, 3 & 4 |
| LO2 Reflect and evaluate own creative practice through action research | |
| LO3 Employ a range of experimental approaches to own practice in a variety of contexts and media. | |

| | |
|---|--|
| LO4 Evidence the progress of own creative practice through analysis and the production of work. | |
|---|--|

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: | SEMESTER: Semester 1 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------------|---------------------------------------|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: |
| MODULE LEADER: Pav Szymanski | OTHER MODULE STAFF: Sam Aspden |

Summary of Module Content

You will be introduced to a range of creative skills including;

- exploring and developing ideas, techniques and experiments
- producing a range of creative outcomes
- a mid-point review
- an opportunity to present your work
- evaluating progress
- plans to develop work further

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 30 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 30 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|------------------------------|
| Coursework | Project proposal LO1 Project output LO2, 3 and 4 | 25% 75% Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Coursework | Project proposal and output LO 1, 2, 3 and 4 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|--|--|
| Updated by: Pawel Szymanski 13/06/2019 | Approved by: Sam Aspden 13/06/2019 |
|--|--|

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

| | | |
|------------------------------|---|-------------------------|
| MODULE CODE: UCSD1042 | MODULE TITLE: Practice Based Toolbox | |
| CREDITS: 20 | FHEQ LEVEL: 4 | HECOS CODE: |
| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module aims to develop an awareness and understanding of the materials, processes, concepts and skills which underpin the production and development of creative ideas. You will be introduced to a broad materials base, used to develop ideas that integrate traditional and contemporary methods and materials. This module is a practical introduction to workshops and students will develop an individual toolbox.

| | |
|---|------|
| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | |
| C1 (Coursework) | 100% |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To introduce a variety of approaches to generating ideas, recording visual information and working through practical experimentation.
- To introduce health and safety in the workshops.
- To demonstrate the ability to generate and develop creative concepts in a variety of media.
- To develop in students an awareness and understanding of the materials, processes, skills and methodologies which underpin the development of critical and creative ideas.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|--|
| LO1 - Employ various approaches to the recording of visual information and idea generation. LO2 - Apply various ways of working through a range of practical experimentation, complying with workshop health and safety procedures. LO3 - Generate and develop creative concepts in a range of media. LO4 - Demonstrate an awareness and understanding of the materials, processes, skills and methodologies, which underpin the development of critical and creative ideas. | Practical skills 1, 2, 3 & 4 Key and transferable skills 1 & 4 Cognitive and intellectual skills 2 & 4 Knowledge and understanding 2 Employment related skills 3 |
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: XX/XX/XXXX | SEMESTER: Semester 1 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2022/23
MODULE LEADER: Sam Aspden

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Bruce Chivers

Summary of Module Content

Through workshops, demonstrations, seminars, critiques and self-directed research students will build an understanding of:

- a variety of approaches to generating ideas
- recording visual information
- working through practical experimentation
- health and safety in the workshops
- a variety of media, processes, materials and techniques
- an awareness of materials, processes, skills and methodologies
- the development of creative and critical thinking

| SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions] | | |
|--|--------------|--|
| Scheduled Activities | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 30 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 30 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|------------------------|
| Coursework | Sketchbook demonstrating various approaches to recording visual information. LO1 | 25% |
| | Coursework portfolio including journals, notebooks and experimental practical work. LO2, LO3 & LO4 | 75% Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|---|---|--|
| Coursework | Coursework portfolio including sketchbooks, journals, notebooks and experimental practical work. LO1, LO2, LO3 & LO4 | 100% |
| To be completed when presented for Minor Change approval and/or annually updated | | |
| Updated by: Sam Aspden Date: 13/06/2019 | | Approved by: Gareth Day Date: 13/06/2019 |

SOUTH DEVON COLLEGE MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. .

MODULE CODE: UCSD1005

MODULE TITLE: Understanding Contextual Referencing

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

Students will be given the opportunity to examine the underlying theoretical concerns of their practice, to understand the historical and contemporary contexts for creative practice, and develop a range of research and communications skills which can be used to inform sustained critical reflection and personal creative development.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an understanding of historical and contemporary influences in art and design
- To develop an understanding of how meaning is made within creative practice
- Understand the relationship between audience and creative practice
- To apply knowledge and understanding in interpreting creative practice

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Explore and evidence a range of academic sources. LO2 Recognise the influence and impact of technologies, and art and design processes in making meaning. LO3 Articulate an understanding of the relationship between audience and creative practice. LO4 Analyse the influence of emerging technology on processes and audience perception | Knowledge and understanding 1, 2, 3 & 4 Cognitive and intellectual skills 3 & 4 Key and transferable skills 1, 2 & 3 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: 16/09/19 | SEMESTER: Semester 1 & 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------------|----------------------------------|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: 143 |
| MODULE LEADER: Bruce Chivers | OTHER MODULE STAFF: |

Summary of Module Content

Through lectures, seminars and self-directed research students will build an understanding of:

- key concepts in relation to creative design, contemporary and historical influences
- develop analytical skills
- selecting, analysing and citing information
- developing responses to a range of creative outcomes
- communication theories in the construction of meaning and audience perception
- ethical issues in relation to creativity.

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|---|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities | 40 | Taught sessions will consist of delivery and a formative assessment will give feedback midway through. |
| Tutorials | 20 | Tutorials, one to one and group. |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently. |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|---|----------------------------|
| Coursework | Research Journal Independent research from a range of sources, critical evaluation, referencing LO1, LO4 | 50% |
| | Critical Report Illustrated critical report, accurate referencing, structured research notes LO2, LO3 | 50% |
| | | Total:100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|---|---------------------------------------|--|
| Coursework | Illustrated critical report LO1,2,3,4 | 100% |
| To be completed when presented for Minor Change approval and/or annually updated | | |
| Updated by: Glyn Newman Date: 04/06/2019 | | Approved by: Sam Aspden Date: 05/06/2019 |

SOUTH DEVON COLLEGE MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD1002

MODULE TITLE: Digital Tools: Software, Systems and Applications

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

Introduction to industry standard digital tools including sculpting, sketching, 2D and 3D graphics and also emerging technology. Students will gain practical knowledge to understand and apply fundamental principles in the use of digital technologies and their application in a wider context. The workshop skills of this module will be applied in the practical assignments.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To be aware of digital skills areas and recognise their industry applications.
- To be aware of the range of software available and it's potential in a wider context.
- To develop skills in digital literacy

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|--|
| LO1 Evidence skills in digital manipulation LO2 Demonstrate application of creative process LO3 Apply digital skills effectively in the context of creative practice LO4 Reflect on the acquisition of digital skills. | Knowledge and understanding 1 Cognitive and intellectual skills 2 Key and transferable skills 4 Employment related skills 4 Practical skills 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: 16/09/19 | SEMESTER: Semester 1 & 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|------------------------------------|--|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: 143 |
| MODULE LEADER: Ekow Essiful | OTHER MODULE STAFF: Jordan Gardener |

Summary of Module Content

Through lectures, workshops and seminars students will:

- be introduced to a range of digital skills, software and hardware
- develop basic levels of competence in creative visualisation incorporating a range of emerging technologies.
- Experiment and create digital assets
- Develop an understanding of utilising digital tools for a range of scenarios and outcomes

| SUMMARY OF TEACHING AND LEARNING | | |
|--|------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 30 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 30 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|---------------------|
| Coursework | Digital Portfolio LO1, LO3. | 50% |
| | 2000 word reflective blog including creative process LO2, LO4 | 50% |
| | | Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|---|---------------------|
| Coursework | Digital Portfolio including 2000 word reflective blog including creative process LO2, LO4, LO1, LO3 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|---|--|
| Updated by: Ekow Essiful Date: 30/04/2018 | Updated by: Lynne Andrews Date: 30/04/2018 |
|---|--|

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD1041

MODULE TITLE: Developing Contemporary Arts Practice

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will negotiate their intended responses to a given brief, demonstrating their developing individual contemporary arts practice. The module will develop further students broad and pathway specific understanding, practice based skills and research methodologies. A studio based project, students will continue to develop and investigate their own studio practice.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop students ability to articulate intended responses to a brief
- To develop opportunities to further investigate students own creative directions
- To facilitate production of students practical work and research methodologies, critically evaluating and reflecting
- To provide students access to develop a range of practical and experimental skills

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Establish a project proposal demonstrating personal intentions in a variety of disciplines LO2 Demonstrate engagement with a variety of creative approaches to confirm own areas of interest LO3 Produce a body of experimental work demonstrating responses to contexts, research and traditional and contemporary technologies LO4 Evidence the progress of own creative practice through ongoing critical analysis, evaluation and reflection. | Knowledge and understanding 2, 3 & 4 Key and transferable skills 2 & 4 Cognitive and intellectual skills 1, 2 & 3 Employment related skills 4 Practical skills 1, 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: | SEMESTER: Semester 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|---------------------------------------|---------------------------------------|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: |
| MODULE LEADER: Pawel Szymanski | OTHER MODULE STAFF: Sam Aspden |

Summary of Module Content

Through workshops, lectures and practical supervision students will investigate;

- practical studio based practice
- seminars, critiques and discussions in order to negotiate their intended responses to a given brief.
- the development of their individual pathways
- development of practice based skills and research methodologies.

| SUMMARY OF TEACHING AND LEARNING | | |
|--|------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 30 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 30 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|-----------------------------|---------------------|
| Coursework | Project Proposal LO1 | 25% |
| | Project output LO2, 3 and 4 | 75% |
| | | Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|---------------------------------|---------------------|
| Coursework | Project output LO 1, 2, 3 and 4 | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|--|--|
| Updated by: Sam Aspden Date: 13/06/2019 | Approved by: Gareth Day Date: 13/06/2019 |

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

| | | |
|------------------------------|--|---------------------------|
| MODULE CODE: UCSD1004 | MODULE TITLE: Developing Collaborative Practice | HECOS CODE: 101361 |
| CREDITS: 20 | FHEQ LEVEL: 4 | COMPENSATABLE: Y |
| PRE-REQUISITES: None | CO-REQUISITES: None | |

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides the opportunity to pitch and produce creative content by identifying external contexts, live or simulated, and work to a given brief. Students will record the development, communications and process in a portfolio. Throughout this process a greater awareness of the realities of working, including intellectual property, will be gained through project management, negotiation and interaction with others.

| ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment | | | |
|--|--|--------------------------------|-----|
| E1 (Examination) | | C1 (Coursework) | 50% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | 50% |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to experience the working practices of the creative sector and gain greater awareness of various business practices, including intellectual property, through personal engagement.
- To encourage the development of transferable skills that can be applied to various professional and academic contexts.
- To manage time and resources effectively by developing planning, organisational and project management skills.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|---|
| LO1 Articulate ideas and present these in visual, oral and written forms in a professional context LO2 Employ professional approaches, communicating and collaborating with others when working to a brief. LO3 Coordinate and manage a project LO4 Record and evaluate own practice | Cognitive and intellectual skills 3 Key and transferable skills 1 & 3 Employment related skills 1, 2, 3 & 4 Practical skills 2 & 3 |

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: 20/01/2020 | SEMESTER: Semester 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|----------------------------------|--|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: 143 |
| MODULE LEADER: Sam Aspden | OTHER MODULE STAFF: Bruce Chivers |

Summary of Module Content

Through a series of lectures, seminars and client briefings students will:

- be expected to pitch, manage and produce design content to meet the needs of a simulated or live client brief.
- Look at legalities and working practices in industry including intellectual property.
- be expected to manage all aspects of the production, recording and evidencing their ability to do so
- record all stages of the project process.
- deliver final design content to the client using appropriate and relevant methods.
- reflect on working process and outcome including feedback from the client

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|---|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities | 30 | Taught sessions will consist of delivery and a formative assessment will give feedback midway through. |
| Tutorials | 20 | Tutorials, one to one and group. |
| External Visits, Industry visits | 10 | Including visits to industry, exhibitions and professional and visiting artists here at UCSD. |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently. |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|--|----------------------------|
| Practical | Pitch to client LO1 | 50% |
| | Presentation of outcomes LO2 | 50% |
| | | Total: 100% |
| Coursework | Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4 | 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Practical | Presentation of pitch and outcomes LO1 LO2 | 100% |
| Coursework | Body of work including project outcome; experimentation; subject research, sketchbooks and reflection LO3, LO4 | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|--|--|
| Updated by: Lynne Andrews Date: 30/04/2018 | Approved by: Gareth Day Date: 30/04/2018 |

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD1043

MODULE TITLE: Creative Development

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will enable students to progress their design development and realisation skills. Student's will explore and research a variety of standard and diverse design methods and techniques used within the fashion and textile industry. Students will create a body of written market research. From this students will produce a toile and textiles samples that demonstrate an understanding of specific consumer market levels.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

| | | | |
|-------------------------|--|------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
|-------------------------|--|------------------------|------|

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice
Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide an introduction on how market research impacts on design and production.
- Encourage professional experimentation and exploration in the utilisation of relevant production techniques and processes employed by industry.
- Enable the ability to evaluate, interpret and demonstrate appropriate understanding of production processes including material costing's, selection and sector suitability.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Apply understanding of market analysis to develop designs. LO2 Produce professional samples for a specific market. LO3 Develop researched fashion or textile concepts into a prototype toile. LO4 Identify and utilise appropriate production methods through supporting documentation both written and visual. | Knowledge and understanding 1 & 3 Cognitive and intellectual skills 1, 2 & 3 Key and transferable skills 3 & 4 Employment related skills 1, 3 & 4 Practical skills 1, 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: | SEMESTER: Semester 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|----------------------------------|------------------------------|
| ACADEMIC YEAR: 2022/23 | NATIONAL COST CENTRE: |
| MODULE LEADER: Sam Aspden | OTHER MODULE STAFF: |

Summary of Module Content

Through practical studio and theory based sessions students will gain;

- an understanding of design development
- production skills in relation to the fashion and textile market
- traditional and contemporary design and production processes used within industry
- the production of prototype samples and a toile for a given market.

| SUMMARY OF TEACHING AND LEARNING | | |
|--|------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 20 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 40 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|---------------------|
| Coursework | Portfolio/ sketchbook of research, designs, production methods and supporting documentation LO1 & 4 | 50% |
| | Samples, experiments and toiles LO2 & 3 | 50% |
| | | Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Coursework | Portfolio/ sketchbook of research, samples and experiments with Toile/s and supporting documentation LO1, LO2, LO3 & LO4 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|---|--|
| Updated by: Sam Aspden Date: 13/06/2019 | Approved by: Gareth Day Date: 13/06/2019 |
|---|--|

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

| | | |
|------------------------------|---|-------------------------|
| MODULE CODE: UCSD2055 | MODULE TITLE: Interdisciplinary Practice | |
| CREDITS: 20 | FHEQ LEVEL: 5 | HECOS CODE: |
| PRE-REQUISITES: none | CO-REQUISITES: none | COMPENSATABLE: Y |

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will explore relationships between creative disciplines, processes and methodologies delivered within the course and other creative or academic disciplines, in order to develop the interdisciplinary approaches required within industry. Students will negotiate an individual practical body of research which demonstrates understanding of interdisciplinary approaches and a growing independence.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

| | |
|------------------------|------|
| C1 (Coursework) | 100% |
|------------------------|------|

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to explore the relationships between creative or other disciplines.
- To enable students to effectively manage time to a specific deadline
- To provide an opportunity for students to further evolve and develop an individual approach to their practice.
- To encourage independent critical evaluation and reflection at key points in the process.

ASSESSED LEARNING OUTCOMES:

At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|--|
| LO1 - Demonstrate an informed understanding of the relationship between creative or other disciplines. LO2 – Provide evidence of considered and effective time management throughout the module. LO3 - Realise intentions of a negotiated research proposal through the articulation of ideas using appropriate creative and other methodologies. LO4 - Evaluate own abilities, achievement and understanding at key points throughout studio research and practice. | Knowledge and understanding 2 & 4 Cognitive and intellectual skills 1 & 2 Key and transferable skills 1 & 3 Employment related skills 2 & 3 Practical skills 1 & 3 |

| | |
|---|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: XX/XX/XXXX | SEMESTER: Semester 1 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/24
MODULE LEADER: Sam Aspden

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Bruce Chivers

Summary of Module Content

Delivery of the module will take the form of a series of;

- lectures,
- seminars
- discussions
- Students will have the opportunity to;
- discuss interdisciplinary creative approaches
- undertake an individually negotiated practice-based research project
- produce a body of work in their own preferred discipline, informed by other creative or academic disciplines, to a given, live or self-developed brief.
- Understanding of how legalities of the industry, including intellectual property, are effected when working with others
- demonstrate a greater awareness of interdisciplinary approaches and time management and understanding of the constraints of creative processes.
- Develop ongoing critical evaluation of own practice at key points is essential.
- Students may work individually or in collaboration with peers, industry or students from other disciplines.

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 20 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 25 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 155 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|---------------------|
| Coursework | A practice based portfolio including a schedule, notes, research, sketchbook work and practical studio work. | 75% |
| | Evidence of ongoing written evaluation throughout portfolio and sketchbook including a final word-processed evaluation. | 25% Total:100% |

REFERRAL ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Coursework | A practice based portfolio including a schedule, notes, research, sketchbook work and practical studio work, including ongoing and final evaluation. LO1,2,3,4 | Total: 100% |

| | |
|---|--|
| To be completed when presented for Minor Change approval and/or annually updated | |
| Updated by: Sam Aspden Date: 13/06/2019 | Approved by: Gareth Day Date: 13/06/2019 |

SOUTH DEVON COLLEGE MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: UCSD2004

MODULE TITLE: Exploration for Innovation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will negotiate a project that will demonstrate their chosen direction and a growing independence in terms of concept, process, time management and awareness of constraints. Discussion of ideas and progress through regular peer group seminars and guidance tutorials will aid evaluative and decision making processes and will be an important part of this module.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice
Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide an opportunity for students to evolve and refine a personal and individual approach to their practice.
- To encourage independent critical analysis, evaluation and reflection at key points in the process.
- To increase vocational skills levels and an awareness of the knowledge and expertise required in achieving high standards of execution.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|---|
| LO1 - Employ a range of practical skills, processes and equipment in an effective and creative manner, in accordance with good professional practice. LO2 - Realise their own intentions through the articulation of ideas using appropriate visual forms. LO3 - Employ appropriate strategies for integrating research ideas and processes towards effective creative outcomes LO4 - Evaluate their own abilities, understanding and reflection on their own learning. | Knowledge and understanding 1 & 4 Cognitive and intellectual skills 4 Key and transferable skills 1, 2, 3 & 4 Employment related skills 4 Practical skills 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: XX/XX/XXXX | SEMESTER: Semester 1 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

| | |
|---------------------------------------|---------------------------------------|
| ACADEMIC YEAR: 2023/24 | NATIONAL COST CENTRE: |
| MODULE LEADER: Pawel Szymanski | OTHER MODULE STAFF: Sam Aspden |

Summary of Module Content

Students will;

- produce a personal design project which will be guided by and negotiated with the staff team
- outline sources, content, materials, processes and outcomes
- work through a brief to demonstrate a greater awareness of scheduling and time management and an understanding of the constraints of production processes.
- Discuss ideas and progress through regular peer group seminars with the addition of feedback tutorials will put evaluation and decision making at the centre of this module.
- Produce an 800 word report.

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 20 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 25 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 155 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|---------------------------------|----------------------------|
| Coursework | Evaluative Report LO4 | 25% |
| | Coursework portfolio LO1, 2 & 3 | 75% |
| | | Total: 100% |

REFERRAL ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|---|---------------------|
| Coursework | Coursework Portfolio with evaluation. LO1,2,3 & 4 | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|---|--|
| Updated by: Tony Weaver Date: 13/06/2019 | Approved by: Sam Aspden 13/06/2019 |

SOUTH DEVON COLLEGE MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2000

MODULE TITLE: Negotiated Research

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module will explore the cultural context of creative work and will examine issues that may impact on current and future practice. The content will support the development and production of an individually researched and produced essay and wherever possible this may inform and underpin subsequent practical assignments.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

| | | | |
|----------------------------------|--|--------------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To allow students to engage critically and analytically with issues that affect current practice and future design possibilities.
- To enable students to utilise research to inform their own evidence based practice.
- To encourage the integration of theoretical frameworks and ethical perspectives.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Show understanding of essential concepts, values, issues and debates that inform and influence creative practice. LO2 Synthesise, interpret and evaluate information from a number of sources. LO3 Evidence an understanding of the relationship between theory and practice LO4 Articulate a critical, ethical and sustainable approach to their work as a creative practitioner | Knowledge and understanding 1 & 3 Cognitive and intellectual skills 3 & 4 Key and transferable skills 2 & 4 Employment related skills 1, 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: 21/09/2020 | SEMESTER: Semester 1 & 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

Additional notes (for office use only):

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------------|----------------------------------|
| ACADEMIC YEAR: 2023/34 | NATIONAL COST CENTRE: 143 |
| MODULE LEADER: Bruce Chivers | OTHER MODULE STAFF: |

Summary of Module Content

A series of Tutor and Student led seminars and workshops will:

- examine issues introduced at Level 4 such as Visual Culture; Gender, identity and Representation; Ethnicity and Globalisation; Technological History; Ecology and Sustainability; Pluralism and Post Modernism; Ethics and Morality, The Post Digital Age.
- inform and contextualise the students chosen areas for an individually researched and produced document.
- support students in their writing to underpin their practical work.

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|---|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities | 25 | Taught sessions will consist of delivery and a formative assessment will give feedback midway through. |
| Tutorials | 20 | Tutorials, one to one and group. |
| Independent | 155 | The tasks set during the taught sessions will be started with tutor supervision and finished independently. |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|-----------------------------|----------------------------|
| Coursework | Research Portfolio LO1, LO3 | 50% |
| | 2000 word essay LO2, LO4 | 50% |
| | | Total:100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|-------------------------|--|----------------------------|
| Coursework | 2000 word essay with accompanying research portfolio LO1, LO2, LO3 & LO4 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|--|---|
| Updated by: Tony Weaver Date: 30/04/2018 | Approved by: Lynne Andrews Date: 30/04/2018 |
|--|---|

SOUTH DEVON COLLEGE MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2003

MODULE TITLE: Professional Engagement

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will work in a manner that reflects industry practice in their chosen area developing skills of collaboration and negotiation. The ability to interact with outside agencies to reach solutions and meet deadlines is central to this module. A multi-disciplinary approach to development and creative production will be encouraged, underpinned by recognised professional practice.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|--------------------------------|-----|
| E1 (Examination) | | C1 (Coursework) | 50% |
| E2 (Clinical Examination) | | A1 (Generic assessment) | |
| T1 (Test) | | P1 (Practical) | 50% |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop an understanding of the processes linking production, distribution and consumption
- To develop an understanding of the relationship between the audience, practitioner, creative and business community.
- Manage time and resources effectively by drawing on planning, organisational, project management and production skills
- To develop an awareness of marketing and presentation as tools for success.
- To equip students with the necessary skills to function effectively within the business & creative community as per their chosen specialism, including an understanding of intellectual property.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|---|
| LO1 Identify the positions and roles of creative practitioners in society and how intellectual property works in industry. LO2 Work professionally and collaboratively with clients or external agencies. LO3 Succinctly present rational and reasoned arguments in response to a client brief. LO4 Collate and develop self-promotion materials. | Knowledge and understanding 2 & 3 Cognitive and intellectual skills 2 & 3 Key and transferable skills 1, 3 & 4 Employment related skills 1, 2, 3 & 4 Practical skills 2 & 3 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: 18/01/2021 | SEMESTER: Semester 1 & 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|----------------------------------|----------------------------------|
| ACADEMIC YEAR: 2023/24 | NATIONAL COST CENTRE: 143 |
| MODULE LEADER: Sam Aspden | OTHER MODULE STAFF: |

Summary of Module Content

Through a series of workshops and seminars students will:

- explore working in a professional environment.
- identify an external agency or client to produce a creative outcome for.
- under supervision, organise and manage their time to reach a fixed deadline.
- develop a personal response to professional engagement with external agencies
- use appropriate creative methods to reach a finalised end product
- evidence the design process from concept, initiating ideas and development, through refinement of creative skills, to the final solution
- develop their own promotional materials and digital portfolio to support their progression.

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|---|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities | 14 | Taught sessions will consist of delivery and a formative assessment will give feedback midway through. |
| Tutorials | 25 | Tutorials, one to one and group. |
| External Visits, Industry visits | 6 | Including visits to industry, exhibitions and professional and visiting artists here at UCSD. |
| Independent | 125 | The tasks set during the taught sessions will be started with tutor supervision and finished independently. |
| | 30 | Independent Work Experience or 'field work'. |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|------------------------------|----------------------------|
| Coursework | Portfolio LO1, LO4 | Total:100% |
| Practical | Pitch LO2 | 50% |
| | Presentation of outcomes LO3 | 50% |
| | | Total:100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|-------------------------|---|----------------------------|
| Coursework | Portfolio LO1, LO4 | 100% |
| Practical | Presentation of pitch and outcomes LO2, LO3 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Lynne Andrews
Date: 30/04/2018

Approved by: Gareth Day
Date: 30/04/2018

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2056

MODULE TITLE: Final Major Project

CREDITS: 40

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Final Major Project provides a vehicle to demonstrate the accumulated skills and greater independence of students at the end of the programme and will act to confirm students' future directions. After approval, students will be expected to manage a project, from initiation through to creative outcome. The presentation and display of work produced is an assessable part of this module.

| ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment | | | |
|---|--|------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
| E2 (Clinical Examination) | | | |
| T1 (Test) | | P1 (Practical) | |

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide a vehicle for the accumulated skills of the programme whereby students are able to demonstrate independent and individual approaches toward creative outcomes.
- To further encourage the integration of relevant processes, reflection and analysis.
- To demonstrate the refinement of skills.
- To consider the professional presentation of all aspects of the project.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Direct and manage an independent project. LO2 Integrate appropriate processes to produce creative outcomes. LO3 Produce a refined outcome that takes account of professional standards. LO4 Exhibit finished work on an appropriate platform. | Knowledge and understanding 1 & 3 Cognitive and intellectual skills 1, 2 & 3 Key and transferable skills 3 & 4 Employment related skills 1, 3 & 4 Practical skills 1, 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: | SEMESTER: Semester 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------------|---------------------------------------|
| ACADEMIC YEAR: 2023/24 | NATIONAL COST CENTRE: |
| MODULE LEADER: Pav Szymanski | OTHER MODULE STAFF: Sam Aspden |

Summary of Module Content

Students will be supported through Tutor led sessions to:

- determine a creative outcome utilising accumulated skills acquired throughout the programme
- integrate, extend and refine skills to a professional outcome.
- identify a range of external opportunities for their work
- reflect and analyse through peer review, presentation and exhibition.

| SUMMARY OF TEACHING AND LEARNING | | |
|--|------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 50 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 40 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 310 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 400 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Coursework | Portfolio including test samples; project management file; subject research and sketchbooks LO1, LO2 | 50% |
| | Project Output LO3, LO4 | 50% |
| | | Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|------------------|--|---------------------|
| Coursework | Portfolio including test samples; project management file; subject research and sketchbooks, including project output LO1, LO2, LO3, LO4 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|--------------------|--|
| Updated by: | Approved by: Sam Aspden 13/06/2019 |
|--------------------|--|

UNIVERSITY CENTRE SOUTH DEVON MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD *Proposed changes must be submitted via the HE Quality Office for approval and issue of new module code.*

MODULE CODE: UCSD2057

MODULE TITLE: Fashion with Textiles: Concept to Realisation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module allows students to engage with all aspects of the creative process from concept to finished sample. The student's identification of and applying with, professional and industry led procedures, are central and fundamental in order for the student to successfully deliver a product to a given brief. Students will demonstrate production towards outcomes to a professional standard.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

| | | | |
|-------------------------|--|------------------------|------|
| E1 (Examination) | | C1 (Coursework) | 100% |
|-------------------------|--|------------------------|------|

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Contemporary Arts Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop student's ability to analyse and comply with an industry standard brief.
- Enable student's to identify production procedures used with in industry.
- To encourage students to produce product designed for a specific market.
- To enable students to complete brief to a professional stand with a given time.

ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|--|--|
| LO1 Develop and apply analytical skills in the interpretation of an industry standard brief. LO2 Identify appropriate methodologies and production processes in the production of a product. LO3 Apply appropriate methodologies to produce a product suitable for a specific market. LO4 Evidence through documentation the production of a project from concept to realisation within a set time. | Knowledge and understanding 1 & 3 Cognitive and intellectual skills 1, 2 & 3 Key and transferable skills 3 & 4 Employment related skills 1, 3 & 4 Practical skills 1, 2, 3 & 4 |

| | |
|--|---|
| DATE OF APPROVAL: XX/XX/XXXX | AWARDING BODY: South Devon College |
| DATE OF IMPLEMENTATION: | SEMESTER: Semester 2 |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|----------------------------------|------------------------------|
| ACADEMIC YEAR: 2023/24 | NATIONAL COST CENTRE: |
| MODULE LEADER: Sam Aspden | OTHER MODULE STAFF: |

Summary of Module Content

Through practical studio and theory based sessions students will gain;

- an understanding of design development
- how to respond to and analyse an industry standard brief
- production skills in relation to the fashion and textile market
- traditional and contemporary design and production processes used within industry
- the production of prototype samples and a toile for a specific market.
- The documentation of production processes

| SUMMARY OF TEACHING AND LEARNING | | |
|---|--------------|--|
| Scheduled Activities <i>[KIS definitions]</i> | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Scheduled activities & Tutorials | 20 | Taught sessions will consist of delivery and tutorials and a formative assessment will give feedback midway through. |
| Practical Classes & Workshops | 40 | Workshops will include demonstrations and supervised time in studio/workshop |
| Independent | 140 | The tasks set during the taught sessions will be started with tutor supervision and finished independently |
| Total | 200 | (NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.) |

SUMMATIVE ASSESSMENT

| Element Category | Component Name | Component Weighting |
|-------------------------|---|----------------------------|
| Coursework | Portfolio/ sketchbook of research, documentation and analysis LO1 & 4 | 50% |
| | Toile/s, samples and a product including supporting production documentation LO2 & 3 | 50% Total: 100% |

REFERRAL ASSESSMENT (new piece of work)

| Element Category | Component Name | Component Weighting |
|-------------------------|--|----------------------------|
| Coursework | Portfolio/ sketchbook of research, documentation and analysis including Toile/s, samples and a product with supporting production documentation LO1, LO2, LO3 & LO4 | 100% |

To be completed when presented for Minor Change approval and/or annually updated

| | |
|---|--|
| Updated by: Sam Aspden 13/06/2019 | Approved by: Gareth Day 13/06/2019 |
|---|--|