



# **FdA Contemporary Arts Practice**

## **PROGRAMME QUALITY HANDBOOK 2023-24**

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## 1. Welcome and Introduction to FdA Contemporary Arts Practice

### 1.1 Welcome

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 <https://www.ucsd.ac.uk/student-life/student-handbook>. It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

### 1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE lead	Sam Doyle	<a href="mailto:samdoyle@southdevon.ac.uk">samdoyle@southdevon.ac.uk</a>
Programme Coordinator	Pawel Szymanski	<a href="mailto:pszymanski@southdevon.ac.uk">pszymanski@southdevon.ac.uk</a>
Higher Education Coordinator	Sarah Venn-Dunn	<a href="mailto:sarahvenndunn@southdevon.ac.uk">sarahvenndunn@southdevon.ac.uk</a>
Curriculum Head	Shelly Lee	<a href="mailto:shellylee@southdevon.ac.uk">shellylee@southdevon.ac.uk</a>
Assistant Principal	Maria Woodger	<a href="mailto:MariaWoodger@southdevon.ac.uk">MariaWoodger@southdevon.ac.uk</a>

### 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.



Sam Doyle is your HE Lead and programme tutor. Sam is an experienced tutor and lecturer of 20 years teaching experience in HE. Currently working on her PhD doctorate in Textiles, Sam is an active industry and research based artist working in the areas of Textiles, Fine Art, Landscape, Community and Installation. With extensive experience in supporting students from all walks of life, Sam offers dedicated support for you throughout your studies.

#### **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, 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 can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

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.

The tutorial and personal development curriculum 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.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

## 1.5 Course Contact List

Details of your modules leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via <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](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
Sam Aspden	Tutorial UCSD1042 Practice Based Toolbox	<a href="mailto:samdoyle@southdevon.ac.uk">samdoyle@southdevon.ac.uk</a>	Mon - Thurs

	UCSD1004 Developing Collaborative Practice  UCSD2055 Interdisciplinary Practice  UCSD2003 Professional Engagement		
Pawel Szymanski	UCSD2004 Exploration for Inn  UCSD1040 Introduction to Contemporary Arts Practice  UCSD1041 Developing Contemporary Arts Practice  UCSD2056 Final Major Project	<a href="mailto:pszymanski@southdevon.ac.uk">pszymanski@southdevon.ac.uk</a>	Full-time
ffinlo Kilner	UCSD1002 Digital Tools: Software, Systems and Applications	<a href="mailto:ffinlokilner@southdevon.ac.uk">ffinlokilner@southdevon.ac.uk</a>	Mon- Thur
Bruce Chivers	UCSD1005 Understanding Contextual Referencing  UCSD2000 Negotiated Research	<a href="mailto:BCHIVERS@southdevon.ac.uk">BCHIVERS@southdevon.ac.uk</a>	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 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.

## 1.7 Curriculum design principles

### Programme Rationale (summary)

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.

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 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, 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 art workshops, University Centre spaces and the Hi Tech and Digital Centre.

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.

## **1.8 Teaching and Learning Strategy**

The FdA Contemporary Arts Practice programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronous learning opportunities and resources on our online learning platforms, guided independent learning in preparation for scheduled learning activities, and independent study towards assessments.

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 asynchronous 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.

## **1.9 Research and employment-informed teaching and learning**

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Academic staff within art are currently undertaking higher qualifications including master's degree's in Fine Art, Digital Futures and Art History, with the programme leader undertaking a PhD in Locative Textiles. Consistent academic and industry updating through these qualifications is disseminated to students through seminars, discussions and practical sessions.

All lecturers are practising artists and designers with their own studios and creative practices, working with industry, locally, nationally and internationally. Lecturers regularly exhibit work on National and International platforms. This experience is further disseminated to students through delivered sessions.

Staff have also presented papers, presented at conferences and had work published in books and online publications in their relative fields.

### **1.10 Resources to support outstanding teaching and learning**

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

Your programme has access to...

- 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 arts and illustration.
- High-tech centre, digital, film and photography resources
- A range of creative workshop and practical studios.

## 1.11 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](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Assessments are designed to enable students to meet the learning outcomes of modules. Assessment of learning affords students the opportunity to undertake a range of different summative tasks including finished artworks or artefacts, portfolio's of artwork and experiments, blogs, journals, sketchbooks, research essays and collaborations 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 formative submission, verbal feedback during their tutorials, and generic feedback of common themes identified during studio practice.

### 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 UCSD student body, chairs the Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. 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 and how we have developed the programme in response to that feedback.

You said:	We did:
Digital module is sometimes not linked to our own work and not always feels relevant.	We have embedded the Digital Module into students studio practice directly linking tasks to their studio practice.
Although we are a small group (Art), we want to feel a separate course identity from the	Set tutorials in separate own course rooms to discuss course specific considerations and individual group teams chats.

other FdA, Illustration, even though we are based in the same studios.	
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### 1.13 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 we are here to help and can support you to make the right decisions for you and your studies. 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, we are here to support everyone. The team can 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](mailto: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, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact [HEdisability@southdevon.ac.uk](mailto:HEdisability@southdevon.ac.uk) How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

### **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](mailto:HEwellbeing@southdevon.ac.uk)

### **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for 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](mailto:HEemploy@southdevon.ac.uk)

Before you start your programme, you should engage with the online 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.

### **1.14 Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

#### **Higher-level academic skills**

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

#### **Positive personal attributes for your future**

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

#### **Work-ready**



Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

### **1.15 Preparation for employment and further academic study**

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.

### **1.17 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:

Employ-ability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	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 situations, and within career-relevant contexts.	PA 1/4/5	UCSD1040 UCSD1041 UCSD1042 UCSD1004 UCSD2055 UCSD2004 UCSD2056	UCSD1040 coursework UCSD1041 coursework UCSD1042 coursework UCSD1004 coursework UCSD2055 coursework UCSD2004 coursework UCSD2056 coursework	UCSD2000: Present at 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	PA 2/3/4/5	Tutorial SOUND3097: LO3 SOUND3089: LO1/3/4	SOUND3097: A2 Patchwork SOUND3088: A2 Case study report SOUND3089: A2 Reflection	UCSD1004 Developing Collaborative Practice – pitch to a client	

	choices about future employment.		SOUND3088: LO4 SOUND3090: LO3/4			
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
<p><b>Further information:</b></p> <p>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.</p>					<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>	

### 1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	<a href="#">Regulations for UCSD can be found here</a>	

Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	<a href="#">UCSD</a>	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy	<a href="#">UCSD</a>	
Extenuating Circumstances Policy	<a href="#">UCSD</a>	
Academic Appeals	<a href="#">UCSD</a>	
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

## 2. Programme Specification

### 2.1 Programme Details

**Awarding Institution:** South Devon College

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**Teaching Institution:** South Devon College

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**Accrediting Body:** South Devon College

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**Language of Study:** English<sup>1</sup>

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**Mode of Study:** Full Time/Part Time<sup>2</sup>

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**Final Award:** FdA

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**Intermediate Award:** N/A

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**Programme Title:** Contemporary Arts Practice

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**UCAS Code:** W101

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**Benchmarks:** Art and Design 2017

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**Date of Programme Approval:** July 2019

### 2.2 Brief Description of the Programme

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**Commented [IH2]:** Copy across everything from last year's PHQ from here.

Remember to get Module Leaders to update their Module Records with dates for delivery, any minor changes, Leader names, content, assessments and sign off dates.

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).

<b>Entry Requirements for FdA Contemporary Arts Practice</b>	
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	Adult learners – equivalent qualifications or professional experience will be considered.

professional experience	All applicants will undertake a portfolio interview prior to admission onto the programme.
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## 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	20	2023/24	1	Optional

	Concept to Realisation				
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**\*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**

### 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    **MODULE TITLE:** Introduction to Contemporary Arts Practice

**CREDITS:** 20                      **FHEQ LEVEL:** 4                      **HECOS CODE:**

**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **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.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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
LO2 Reflect and evaluate own creative practice through action research	Employment related skills 1 Practical skills 1, 2, 3 & 4
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.	

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

Additional notes (for office use only):

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Pav Szymanski	<b>OTHER MODULE STAFF:</b> 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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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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 proposal and output LO 1, 2, 3 and 4	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Pawel Szymanski 13/06/2019	<b>Approved by:</b> 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.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>	
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C1 (Coursework)	100%
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**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

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

**NATIONAL COST CENTRE:**

**MODULE LEADER:** Sam Aspden

**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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>

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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
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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%
<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Sam Aspden Date: 13/06/2019		<b>Approved by:</b> 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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

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

**SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Bruce Chivers	<b>OTHER MODULE STAFF:</b>

### 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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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.

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>
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**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Illustrated critical report LO1,2,3,4	100%
<b>To be completed when presented for Minor Change approval and/or annually updated</b>		
<b>Updated by:</b> Glyn Newman Date: 04/06/2019		<b>Approved by:</b> 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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:

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

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

**SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
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<b>MODULE LEADER:</b> Ekow Essiful	<b>OTHER MODULE STAFF:</b> Jordan Gardener
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### 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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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	Knowledge and understanding 2, 3 & 4 Key and transferable skills 2 & 4
LO2 Demonstrate engagement with a variety of creative approaches to confirm own areas of interest	Cognitive and intellectual skills 1, 2 & 3 Employment related skills 4
LO3 Produce a body of experimental work demonstrating responses to contexts, research and traditional and contemporary technologies	Practical skills 1, 2, 3 & 4
LO4 Evidence the progress of own creative practice through ongoing critical analysis, evaluation and reflection.	

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

Additional notes (for office use only):

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Pawel Szymanski	<b>OTHER MODULE STAFF:</b> 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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>
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**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Project Proposal LO1	25%
	Project output LO2, 3 and 4	75%
		Total: 100%

**REFERRAL ASSESSMENT (new piece of work)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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

**CREDITS:** 20                      **FHEQ LEVEL:** 4                      **HECOS CODE:** 101361

**PRE-REQUISITES:** None            **CO-REQUISITES:** None            **COMPENSATABLE:** Y

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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.

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

## **SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Sam Aspden	<b>OTHER MODULE STAFF:</b> 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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### 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)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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%
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**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.	Knowledge and understanding 1 & 3 Cognitive and intellectual skills 1, 2 & 3
LO2 Produce professional samples for a specific market.	Key and transferable skills 3 & 4 Employment related skills 1, 3 & 4
LO3 Develop researched fashion or textile concepts into a prototype toile.	Practical skills 1, 2, 3 & 4
LO4 Identify and utilise appropriate production methods through supporting documentation both written and visual.	

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

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/23	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Sam Aspden	<b>OTHER MODULE STAFF:</b>

### **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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### **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%
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**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:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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

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

**NATIONAL COST CENTRE:**

**MODULE LEADER:** Sam Aspden

**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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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

<b>DATE OF APPROVAL:</b> XX/XX/XXXX	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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.

<b>ACADEMIC YEAR: 2023/24</b>	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Pawel Szymanski	<b>OTHER MODULE STAFF:</b> 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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### SUMMATIVE ASSESSMENT

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

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework Portfolio with evaluation. LO1,2,3 & 4	100%

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

<b>Updated by:</b> Tony Weaver Date: 13/06/2019	<b>Approved by:</b> Sam Aspden 13/06/2019
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## 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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

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

Additional notes (for office use only):

**SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2023/34	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Bruce Chivers	<b>OTHER MODULE STAFF:</b>

**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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (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

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



## **SECTION B2: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b> 143
<b>MODULE LEADER:</b> Sam Aspden	<b>OTHER MODULE STAFF:</b>

### **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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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'.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

#### 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%
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<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Lynne Andrews Date: 30/04/2018	<b>Approved by:</b> 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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)			
<b>T1</b> (Test)		<b>P1</b> (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:

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

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



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Pav Szymanski	<b>OTHER MODULE STAFF:</b> 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.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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)**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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](#)*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
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**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

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

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2023/24	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Sam Aspden	<b>OTHER MODULE STAFF:</b>

### **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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
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
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### **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

<b>Updated by:</b> Sam Aspden 13/06/2019	<b>Approved by:</b> Gareth Day 13/06/2019
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