Programme Title: BA (Hons) Art and Design

Awarding Institution:	University of Bolton		
Teaching Institution:	Bradford College		
Department and/or School/Curriculum Area:	Bradford School of Art		
Professional accreditation	Professional body	Professional body URL	Status of graduates
	None associated with this programme		
Final award(s):	Honours Degree (BA)		
Exit or Fall back award(s)	Certificate of Education Diploma of Education		
Programme title(s)	BA (Hons) Art and Design		
JACS Code			
University Course Code(s)			
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: The UK Quality Assurance Agency for Higher Education, Subject Benchmark Statement: Art and Design (February 2017)		
Other internal and external reference points	The Quality Assurance Agency - The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)		
Language of study	English		
Mode of study and normal period of study	Full time – Three Years Part time – 6 years		

Admissions criteria

80 UCAS points or equivalent from:

- A BTEC or UAL Level 3 qualification in Art & Design or related Art Practice.
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (9-4) (or equivalent)
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved institution or provider
- Related work experience

- An international equivalent of the above.

Additional Criteria

Non-standard applicants will be required to produce evidence of their ability to study at the Higher Education level. Short-course and relevant work experience may be taken into account. Non-standard applicants will be interviewed and may be required to complete a piece of written work as part of their application. Claims for Recognition of Prior Learning (RPL) are welcomed by the College. Students should consult the admissions tutor if they wish to claim such recognition.

Additional admissions matters

Applicants will be invited to an interview and will be expected to provide a portfolio of art work to discuss and ensure they demonstrate the level of art practice required at an appropriate level.

International students are additionally required to achieve an overall score of 5.5 (with each subset no lower than 5.5) in IELTS. Please consult the admissions department for further details.

Fitness to practise declaration

N/A

Aims of the programme

The principal aims of the programme are to:
- provide a high quality, broad based education in art and design at honours degree level, encompassing a range of intellectual, creative and technical skills, knowledge and understanding;
- enable you to realise your creative and critical potential through the development of a sustained, innovative, rigorous and reflective art and design practice;
- develop critical, analytical, evaluative and research skills and to enhance the ability to communicate ideas visually and verbally;
- facilitate the ability to reflect upon, and synthesise, theory and practice and to critically engage with, theorise and evaluate your own practice;
- develop knowledge and understanding of the different contexts in which visual culture is produced and in which you operate;
- develop knowledge and understanding of professional practice and a range of transferable skills, enhancing personal, social and professional development;
- develop deep, student-centred and self-directed learning and the ability to initiate, take responsibility for and evaluate your own practice

Distinctive features of the programme

- The BA (Hons) Art and Design is characterised and distinguished by its commitment to independent, student-centred and deep learning and to widening participation.
- This commitment is evidenced by our teaching and learning strategies and by the diversity, flexibility and broad based provision offered by the course.
- The course offers a supportive, friendly and constructive environment, within which students are challenged and enabled to take responsibility for their own learning, to develop their individual profiles and interests, to realise their potential and to achieve their personal, creative, professional and academic goals.

- The course is also characterised by its support for innovative creative practice, the interrelationship of theory and practice and for enabling students to conceptualise and contextualise their own art and design practice.
- The distinctive features of our course are both necessitated by, and reinforce, our commitment to widening participation. This is evidenced by our student body, many of whom come from non-traditional learning backgrounds. We attract a large number of mature students, as well as 18-25 year olds and our students come from a range of social, cultural and ethnic backgrounds. This makes for a rich, diverse and dynamic student body, each member of which brings something different and valuable to the collective student experience.
- We are committed to, and recognised for, the 'distanced travelled' by our students and the development of confident, diversity, critical awareness and encouraging reflective creative practitioners. This will be developed through enhancing knowledge and understanding of art and design theory through historical, and contemporary issues such as sustainability, social, political, cultural and global concerns all of which is approached through creative ethical practice and principles.
- The course and the school also has access to, and productive relationships with, a number of important cultural institutions in the region, including The National Science and Media Museum, Cartwright Hall, The Yorkshire Craft Centre, South Square Gallery, Impressions Gallery and Dean Clough in Halifax, Dear Shed, Leeds City Library, Sunny Bank Mills, Bradford Cultural Voice Brick Box, Delius Arts Centre, Kala Sangham Arts Centre and Born in Bradford Project.

Programme learning outcomes

K. Knowledge and understanding
On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. Historical, social, economic and political context and culture of Arts practice including relevant theories and concepts

K2. Audience, cultural and contextual location of the work

K3. A range of appropriate techniques, materials, media and visual languages, and of practical, creative and conceptual processes, in the development and realisation of a coherent body of work

K4. Strategies of contextualisation, presentation, exhibition and installation of work

C. Cognitive, intellectual or thinking skills
On completion of the programme, successful students will be able to demonstrate the ability to:

C1. Employ both convergent and divergent thinking in the process of observation, investigation and visualisation

C2. Synthesise concept, process, realisation and presentation, showing independent critical judgment

C3. Critically appraise the development of ideas of creative outcomes and apply appropriate theoretical models in the theorisation of ideas, issues and arguments

C4. Critically articulate the creative and conceptual interrelationships between the components of one's individual profile and to theorise one's art and design practice

P. Practical, professional or subject-specific skills
On completion of the programme, successful students will be able to demonstrate the ability to:

P1. Select, experiment and make appropriate use of materials, processes and techniques

P2. Creatively explore, evaluate and utilise appropriate techniques, processes, technologies, materials, media and languages in the creation, development and realisation of work

P3. Exercise self- management skills in completion of a coherent body of work
P4. Organise, edit, structure and present work in an appropriate and professional manner

T. Transferable, key or personal skills

On completion of the programme, successful students will be able to demonstrate the ability to:

T1. Manage own time to learn and work independently and/or collaboratively
T2. Communicate and present ideas and work to audiences in a range of situations
T3. Identify individual strengths and goals and to reflect upon, and critically appraise, practice, progress and achievements
T4. Apply ethical principles relevant to the professional and academic context to their work

Programme structure

Full-Time route

Year 1

Semester 1	Semester 2
Techniques and Processes 1	
Studio Practice 1	
Professional Development for the Creative Industries 1	
Critical Studies 1	

Year 2

Semester 1	Semester 2
Techniques and Processes 2	
Studio Practice 2	
Professional Practice	
Critical Studies 2	

Year 3

Semester 1	Semester 2
Project Proposal	Final Major Project
Negotiated Project	
Professional Practice	

Part Time Route

Year 1

Semester 1	Semester 2
Techniques and Processes 1	
Critical Studies 1	

Year 2

Semester 1	Semester 2
Studio Practice 1	
Professional Development for the Creative Industries 1	

Year 3

Semester 1	Semester 2
Techniques and Processes 2	
Critical Studies 2	

Year 4

Semester 1	Semester 2
Studio Practice 2	
Professional Practice	

Year 5

Semester 1	Semester 2
Negotiated Project	Project Proposal

Year 6

Semester 1	Semester 2
Final Major Project	
Professional Practice	

Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods)
LEVEL 4				
	Techniques and Processes 1	C	40	2
	Studio Practice 1	C	40	2
	Critical Studies 1	C	20	2
	Professional Development for the Creative Industries 1	C	20	2
LEVEL 5				
	Techniques and Processes 2	C	40	2
	Studio Practice 2	C	40	2
	Critical Studies 2	C	20	2
	Professional Practice	C	20	2

LEVEL 6				
	Professional Practice	C	20	2
	Project Proposal	C	20	1
	Negotiated Project	C	20	1
	Final Major Project	C	60	1 (f-t)/ 2 (p/t)

Learning and teaching strategies

Our students come from a diverse range of starting points and with many and varied aspirations. Our teaching and learning methods build on this diversity, enabling you to develop your own practice, to engage in learning that is active, collaborative, 'deep', holistic and increasingly self-managed and to realise your individual potential and achieve your goals.

We provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop individual agency and independent learning through negotiated, self-initiated briefs and assignments.

The focus is upon the development of appropriate technical, intellectual and creative skills, knowledge and understanding, enabling experimentation and innovation and the formulation of visual and verbal strategies and languages to generate and communicate ideas. We also foster creative, critical and reflective thinking and understanding, the ability to interrelate theory and practice and the understanding and evaluation of the different contexts in which art and design practice is produced, as well as how students operate.

Ultimately you will acquire a range of transferable skills, self-awareness and self-confidence, enabling the realisation of individual potential, personal, social and professional development that can be implemented through appropriate strategies for professional practice and lifelong learning.

Teaching and learning strategies include tutorials, seminars, practical demonstrations, group critiques, lectures, staff and student led presentations. The programme enriches your learning through live projects, visits to galleries, museums and trips to other countries.

Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	28%	28%	27%
Guided independent study	72%	72%	73%

Assessment strategy

The course encourages learning through participation in a wide variety of activities including lectures, seminars, workshops, tutorials, blogs and journals, group discussion, collaborative learning and peer assessment.

A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules. The most common method for practical modules is the presentation of a body of work in portfolio, progress file or exhibition form, supported by preparatory work, sketchbooks and learning journals.

Essays, seminars and, at level 6, a written project, form the assessable work related to previous Critical Studies modules and assessable work for Professional Development comprises of reports, critical appraisal seminars and written proposals. Detailed written and verbal feedback forms an integral part of our teaching, learning and assessment strategy.

Much of the learning within the studio environment and workshops are also supported by considerable research, reflection, experimental documentation and evaluation away from the studio.

The course emphasises the synthesis between theory and practice, therefore private study (research, reading, essay writing, etc.) is critical to learning.

Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	0%	0%
Coursework	52%	58%	50%
Practical	48%	42%	50%

Assessment regulations

Assessment Regulations for Undergraduate Taught Programmes apply to this programme.

Regulations can be found at:

https://www.bolton.ac.uk/about/governance/policies/student-policies/

Grade bands and classifications

Degree: BA(Hons) Art &Design

Grade	Mark

First class	70-100%
Upper second class	60-69%
Lower second class	50-59%
Third class	40-49%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

They support both staff and students in the teaching and learning process.

Support for student learning

There are many support networks in place across the college and you are introduced to these during the induction process. This includes access to student support services which ensure that help is available with any learning difficulties or disabilities. The College is committed to promoting equality and diversity in all aspects of student life, ensuring that everyone is treated in a fair and consistent manner throughout their time on the programme. Further information is included in the Programme and Student handbooks which list the support available in more detail.

Programme Level:

You are given an induction in which you are introduced to the programme, facilities and the tutors on the programme. You are presented with a programme handbook which outlines specific information including module specifications and broader subjects including email addresses and contact numbers for the various services that the college provides. There will be an introduction to the programme identifying Level 4, 5, 6 expectations and any impact this has on the completion of work and assessment.

You will receive one individual tutorial per semester to track your progress on the programme and discuss any issues regarding your studies. Further tutorials are available upon request. There are systems in place to account for any difficulties that you might encounter on the programme, including the option to apply for mitigating circumstances and extensions to deadlines.

Methods for evaluating and enhancing the quality of learning opportunities

- Student Staff programme committees
- Focus groups
- Module reviews by staff and students
- Student Experience Surveys

- Annual quality monitoring and action planning
- Student Councils
- Peer review/observation of teaching
- Professional development programme for staff – Continued Research and CPD
- External Examiner reports
- Quality Improvement Plan

Other sources of information

- **Bradford College University Centre website:**
  https://www.bradfordcollege.ac.uk/study/university-centre
- **HE Student Handbook:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook
- **College Regulations:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations
- VLE - Moodle - https://moodle.bradfordcollege.ac.uk
- Student Portal - https://www.bradfordcollege.ac.uk/student-portal
- Learner Portal - https://learnerportal.bradfordcollege.ac.uk
- Students' Union - https://www.bradfordcollege.ac.uk/student-services/students-union
- External Examiner Report - https://moodle.bradfordcollege.ac.uk/mod/book/view.php?id=302018&chapterid=7993
- Library Services - https://www.bradfordcollege.ac.uk/student-services/library-services
- College Careers - https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice

Document control

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Approved by:	
Date approved:	
Effective from:	**September 2024**
Document History:	

Learning Outcomes Map *(D – Developed; T – Taught; A – Assessed)*

Level 4

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Studio Practice 1		C	TA	TDA		T	TDA	TD		T	TDA	TD			TA	T		
Techniques and Processes 1		C	TDA	TDA	TDA		TDA	A	TA	D	TDA	TD			TD	TDA		D
Critical Studies 1		C	TDA		T	TDA	A	TA	D	TA	TDA		T		TDA		TDA	
Professional Development for the Creative Industries 1		C	TDA		T	TA		TA	D			TDA		T		T		TDA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 5

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Studio Practice 2		C	TA	D	TDA		A	TA		TDA	A	TA		TDA	A	A		T
Techniques and Processes 2		C	TDA		A	TD	DA	TDA		TDA		A	TDA	DA			TDA	
Critical Studies 2		C		DA	TA			DA	TDA	TDA		A	TDA	TDA			TDA	A
Professional Practice		C			TDA	DA	A		T	TDA	A	A	A			TDA	DA	TDA

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4
Negotiated Project		C	DA		DA	TDA		TDA	DA	DA			DA	DTA			DA	TA
Project Proposal		C	DA		TA	TDA		A	A	TDA			A	TDA			DA	TA
Professional Practice		C	DA		A	TDA			DA	TA			TDA	AD			AD	TA
Final Major Project		C	DA		A	A		A	TA	TDA			TA	DA		A	A	A

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New ? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Studio Practice 1		✔	4	40	Standard	C		Visual Journal (2500 word equivalent)	40		Portfolio (3,500 word equivalent)	60	
Techniques and Processes 1		✔	4	40	Standard	C		Technical File (2500 word equivalent)	40	N	Workshop Experimental Practice (3500 word equivalent)	60	Y
Critical Studies 1		✔	4	20	Standard	C		Seminar presentation (10-12 minutes)	30	N	Essay (1500 words)	70	N
Professional Development for the Creative Industries 1		✔	4	20		C		Progress File (3000 word equivalent)	100	Y			

Module title	Module Code	New? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Studio Practice 2		✔	5	40	Standard	C		Visual Journal (3200 word equivalent)	40	N	Portfolio of experimental practice (4800 word equivalent)	60	Y
Techniques and Processes 2		✔	5	40	Standard	C		Technical File (3200 word equivalent)	40	N	Workshop experimental practice (4800 word equivalent)	60	Y
Critical Studies 2		✔	5	20	Standard	C		Essay (2000 words)	50	N	Presentation (12-15 minutes) and annotated bibliography (500 words)	50	Y

Professional Practice		✔	5	20		C		Presentation (8-10 minutes)	40	N	Portfolio (2500 word equivalent)	60	Y

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Negotiated Project		✓	6	20	Standard	C		Visual Journal/Portfolio (4000 word equivalent)	100	Y			
Project Proposal		✓	6	20	Standard	C		Written Project Proposal (4000 words)	100	Y			
Professional Practice		✓	6	20	Standard	C		Seminar presentation (15 minutes)	40	N	Portfolio (2500 word equivalent)	60	Y
Final Major Project		✓	6	60	Practical	C		Portfolio/Body of Work (12,000 word equivalent)	100	Y			