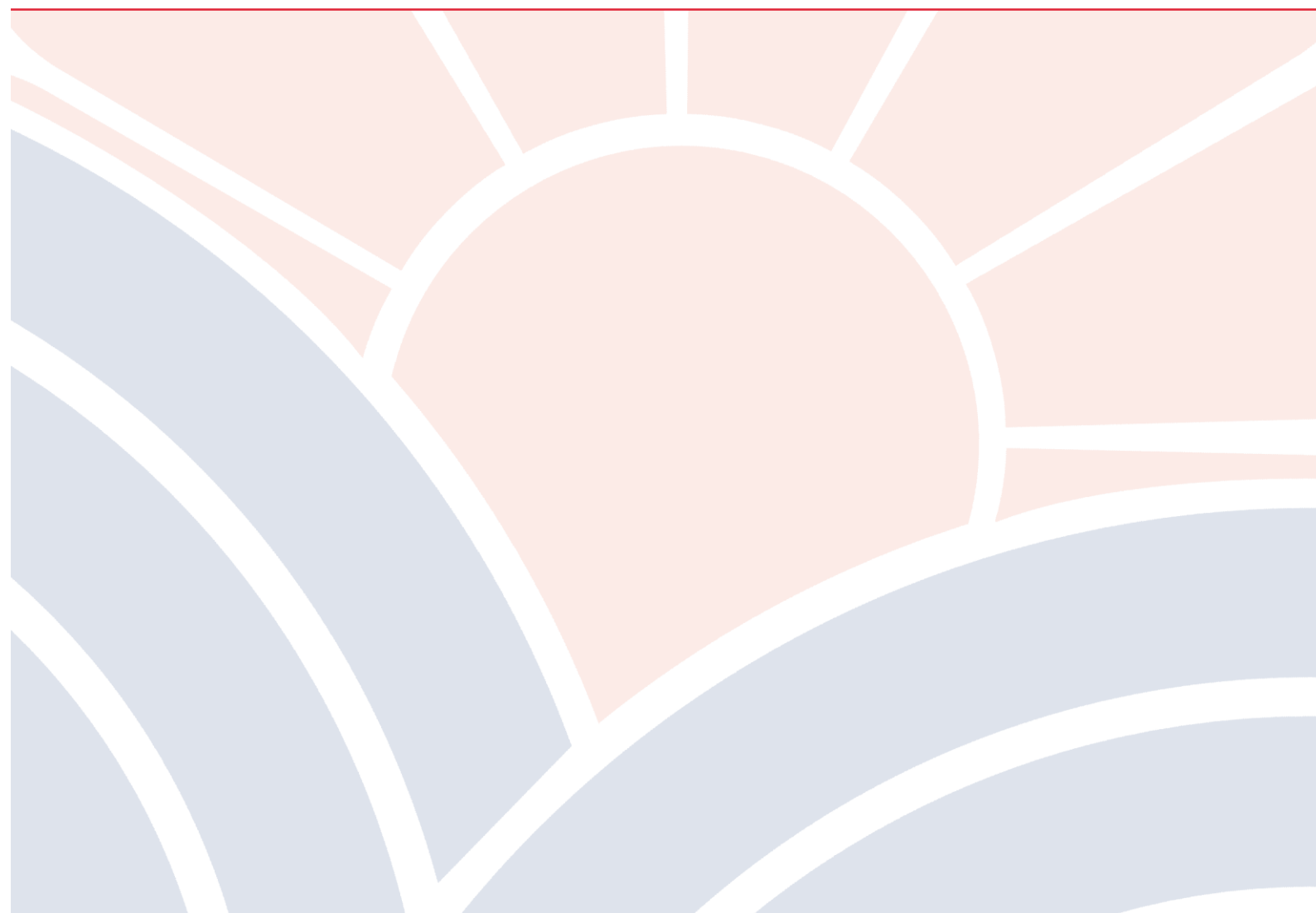


Programme Specification

HND Arts Practice



Awarded by

Programme Specification

Title of Programme: HND Arts Practice

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

- | | |
|---|---|
| 1. Awarding Body | Pearson BTEC |
| 2. Teaching location | Blossomfield Campus, Solihull College and University Centre |
| 3. Accreditation details | N/A |
| 4. Final award | Higher National Certificate/ Diploma |
| 5. Name of award | Higher National Certificate/ Diploma in Arts Practice |
| 6. Codes | |
| a. UCAS code | |
| b. Solihull Qualification Code | |
| c. Pearson Programme Code (& approval dates) | |
| 7. QAA Subject Benchmark or other external reference such as published by Pearson if the course is a Higher National | Art and Design - 2017 |
| 8. Date this specification applies from | 19.04.18 |

Approval pending

9. Educational Aims of the Programme

- To provide an educational foundation for a range of creative, technical and management careers in the creative industry.
- To provide specialised studies directly relevant to specialist areas of arts practice in which students intend to seek employment.
- To enable students to make an immediate contribution in employment.
- To provide flexibility, knowledge, skills and motivation as a basis for future studies and career development.
- To develop students' ability in arts practice through effective use and combination of the knowledge and skills gained in different elements of the programme.
- To develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life.

The broad scope of the syllabus offered at Solihull College and University Centre provides the opportunity to develop technical and contextual knowledge and understanding with professional development as a core unit throughout.

10. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

1. Knowledge and critical understanding includes:

- 1.1. Skills in research, critical analysis and written/oral communication
- 1.2. The acquisition of technical skills in the use of discipline-specific materials and processes
- 1.3. Proficiency in observation, investigation, enquiry, visualisation, and/or making
- 1.4. Knowledge of art history and theory
- 1.5. Knowledge of and understanding of a range of creative genres and key practitioners and their implementation in a number of diverse contexts
- 1.6. The understanding to make connections between intention, process, outcome, context and methods of dissemination
- 1.7. Select and experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail

2. Higher level academic/intellectual skills include the ability to:

- 2.1. Generate ideas, concepts, proposals, solutions or arguments independently/ collaboratively
- 2.2. Use the views of others in the development or enhancement of their work
- 2.3. Integrate information drawn from theoretical, experimental, and professional contexts to solve problems.
- 2.4. Employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, visualisation and/or making
- 2.5. Show judgement and self-critique in the development of ideas through to outcomes
- 2.6. Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination
- 2.7. Understanding is informed by research, practice and theory in chosen discipline(s)

3. Higher practical and professional skills include the ability to:

- 3.1. Study independently, set goals, manage workloads and meet deadlines
- 3.2. Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity
- 3.3. Analyse information and experiences, and formulate independent judgements
- 3.4. Articulate reasoned arguments through reflection
- 3.5. Question, review and evaluate

4. Higher Level transferable skills development includes the ability to:

- 4.1. Interact effectively with others, for example through collaboration, collective endeavour and negotiation
- 4.2. Articulate ideas and information comprehensibly in visual, oral and written forms
- 4.3. Identify personal strengths and needs, and reflect on personal development
- 4.4. Select and employ communication and information technologies

Teaching and Learning Methods

- Acquisition of core knowledge is through a mixture of lecture/presentations/workshop demonstrations and practical contexts, tutorials, group seminars and directed study.
- Intellectual skills are developed through discussion and debate in group and tutorial sessions culminating in the preparation and presentation of a specialised practice and critical study.
- Practice based assignments are an essential component of the programme and provide the opportunity for students to apply acquired knowledge and skills in an appropriate context.
- Skills such as oral and written communication will be developed via group and individual tutorial sessions, through practice based assignments and particularly through individual and collaborative project work.

Assessment methods

Assessment activities provide major opportunities for learning. Assessment criteria are linked to individual module outcomes and are used to ensure a focused and are used to guide both the student and assessor to identify opportunities and evidence of learning.

Assessment methods include:

- All modules contain an element of written work, this may be in the form of supporting annotations for one's practice, essays or case studies
- Workshops facilitate the development of skills through self-directed study with the support of tutors & technicians as appropriate. The outcomes of these practical sessions will be assessable via the submission of a portfolio of evidence.
- Independent specialist practice forms a large part of the programme. Required work will be assignment led but allow students the opportunity to develop original ideas and outcomes to be submitted for assessment.
- There is regular opportunity to sustain an investigative dialogue with subject tutors via 1:1 tutorials. These provide scope for students to receive guidance and feedback whilst tutors can glean a better understanding of the students' practice prior to and subsequent to assessment.
- Group critiques allow students to engage in a professional, critical dialogue with tutors and peers about their own work, and that of others. This dialogue can provide evidence of critical awareness and understanding in terms of their own practice as well as that of others.
- Presentations (solo and group) provide an opportunity for an alternative way to present practice and research assignments.

Where additional support needs are identified the appropriate support will be offered; this may be in the form of IT, literacy or numeracy support. The institution also provides academic support and guidance via cross-college services.

11. Programme Structure

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 & 5 qualification made up of 240 credits. It is usually studied full-time over two years or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at level 4 before progressing to level 5 units. This allows for the students to submit the remaining 30 credits at level 4 while undertaking their level 5 study.

Students undertaking and HND who fail to successfully complete the full qualification may be awarded and HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification.
- The remaining credits are provided through the completion of optional units that have been selected to compliment the Core and Specialist units at each level.

ARTS PRACTICE PATHWAY				
	Year One (Level 4)	Credit value	Year Two (Level 5 Arts Practice)	Credit value
Core	1 Professional Development	15	32 Professional Practice	15
	2 Contextual Studies	15	33 Applied Practice Collaborative Project	30
	3 Individual Project (Pearson-set)	15		
	4 Techniques & Processes	15		
Specialist	15 Media Practices	15	40 Advanced Art Practice Studies	30
	16 Material Practices	15		
Optional *	63 Principles of Lifedrawing	15	48 Conceptual Practice	15
	31 Visual Narratives	15	50 Material Selection & Specification	15
	22 Printmaking	15	52 Moving Image	15

*Optional units are subject to change. At level 4 2 of those listed will be selected for delivery by the course team.

Units:

Unit 1 Professional Development (15 Credits L4)

The creative industries are always changing; in response to development in technology, social change and cultural conditions. These, in turn, have an effect on the professions and roles that are required within the industries. Through this unit, students will explore the development of the professions within the creative industries and the roles that make up those professions.

As creative practitioners it is important to schedule time, both to reflect and plan for personal development needs. This can help those working in creative industries to find inspiration and innovate, as well as prepare for external factors, such as keeping up with trends and new developments in their specialist field.

The aim of this unit is for students to begin to define areas for personal professional development, in the context of a growing awareness of the broad scope of the creative industries.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the creative industries professions, through research into historic and contemporary precedent.
2. Discuss personal career goals in relation to the range of roles and subjects in the creative industries.
3. Define personal development plans; highlighting areas to support specific career goals and general skills.
4. Critically reflect on the achievement of personal development goals and plan for the future.

Unit 2 Contextual Studies (15 credits, L4)

Contextual Studies provides an historical, cultural and theoretical framework to allow us to make sense of art and design, as well as to consider how they may help us to understand the wider world.

This unit is designed to introduce students to key cultural developments, practices and movements related to the history of art, design, visual and popular culture since 1900. Emphasis will be placed upon developing a broad knowledge of art and design contexts, considering the technological, economic, social and aesthetic causes which have, and continue to, inform our understanding of art and design within the twentieth and twenty-first centuries.

Topics included in this unit are: semiotics, values and tastes, subcultures, advertising, modernism, postmodernism, hypermodernism, gender politics within art and design, materiality and immateriality.

Students will be introduced to the theoretical methods with which to research and analyse works of art and design, helping them to understand the importance of being able to contextualise their own practice, as well as enhancing their understanding of the wider art and design landscape. On successful completion of this unit students will have developed their contextual knowledge and their conceptual tool kit by undertaking a contextual investigation of their own, linked to their subject specialism.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the social, historical and cultural context of key art and design movements, theories and practices.
2. Analyse a specific work of art or design related to own area of specialism.
3. Use primary and secondary research methods to investigate an area of practice, with consideration of research ethics.
4. Present research findings, through written work, visually and orally.

Unit 3 Individual Project (Pearson-set) (15 credits level 4)

Within the broad context of the creative industries there are many separate disciplines/specialisms. The main purpose of this unit is to provide students with the opportunity to discover personal strengths and inform independent practice.

This unit is designed to develop the skills to apply creative practice in response to a theme and topics set by Pearson. Students will carry out and apply the knowledge and skills, developed through other areas of their studies, to complete and present an individual project. Wherever possible the unit will simulate working studio conditions, which will enhance and develop professional industry skills and practice.

The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform creative practice.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine specialist area of creative practice within historical and contemporary contexts.
2. Develop art and design solutions, through an iterative development process, in response to a given brief.
3. Present an art and design solution, including a portfolio of development work, in response to a given brief.
4. Evaluate work in relation to an identified area of specialism in the creative industries.

Unit 4 Techniques & Processes (15 Credits, L4)

Although the creative industries are a very broad sector, including many different forms of art and design practice, there are many techniques and processes that are at the core of these diverse practices. The skills and techniques that underpin art and design practice are the key to developing a strong personal approach to the development of ideas and execution of work.

Through this unit students will explore the critical facets of art and design practice that will enable any project. Through the development of skills associated with brief analysis and writing, research, experimentation and testing, and presentation students will begin the process of establishing the grounding for future development of their own practice and further their study.

Upon successful completion of this unit students will have an awareness of a standard approach to the development and execution of work in the creative industries. In addition, they will have the basis upon which to develop their own approach to future projects.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate a given brief to identify stakeholder requirements and areas for investigation and research.
2. Explore concepts, materials and processes through experimentation and testing.
3. Present a body of work that includes evidence of development process, as well as final outcomes.
4. Assess own process and outcomes, based on reflection and feedback of others.

Unit 15 Media Practices (Credits 15, L4)

Contemporary art and design practice has moved beyond the traditional media of pencil, paint, clay, etc. Today's practices may engage with a more modern definition of 'media' which includes moving image (film/ video), sound, digital forms, and much more. As the practices of art and design have embraced diverse forms of media, there has been a convergence of different forms of practice. Contemporary practitioners, working in media, will regularly combine different methods, techniques and processes.

This unit requires students to select appropriate media practices to utilise alongside or within their chosen discipline. Whether this be the selection of audio/ visual materials to enhance a graphic design piece or webpage, or the use of audio within an art installation or fashion show, this unit will allow students to apply research, planning and application of a chosen media practice. In order to correctly utilise and apply media practices, students will need to consider the purpose and outcomes of the medium they have selected and be able to apply these practices appropriately to their work.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate the equipment, techniques and processes of media production through contextual research.
2. Develop a media production proposal through research and experimentation, in response to a brief.
3. Apply media practice tools and techniques in the execution of a final outcome.
4. Present the outcomes of a media practice design process to an identified audience

Unit 16: Material Practices (Credits 15, L4)

This unit aims to introduce students to wide range of creative disciplines associated with material exploration.

Twenty-first century art and design incorporates new technologies, new materials and processes as well as encapsulating traditional methods and crafts. The way in which materials are used in the conceptual development, through experimentation and in the production of finished work, may be both a method and a means. In this context, an understanding of material properties and their potential to drive different forms of production is critical to the development of coherent practice.

This unit encourages students to explore materials and form with a view to developing individual approaches to material practice. There is an emphasis on the development of a clear process and testing, through experimentation, to identify potential for future development.

Throughout this unit an interdisciplinary approach will give students the opportunity to explore different areas of the creative industries and to identify the role of material practice in their own, developing, awareness of practice.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore historical and contemporary precedents in material practices.
2. Develop an approach to material practice through experimentation and testing
3. Create a finished work, articulating a material practice for a selected context
4. Present a body of finished work that reflects both process and final outcome.

Unit 22: Printmaking (Credits 15, L4)

Since its development in China, around the start of the second century, printmaking has remained a vibrant form of art and communication. Whether through small run woodcut prints or mass-produced etchings, the range of techniques available in printmaking has meant it retains a unique position within the creative industries.

This unit will allow students to explore a wide range of processes and practices in printmaking, as well as applying these practices to realise personal outcomes through an experimental approach.

On successful completion of this unit students will be able to understand the historical and contemporary practices associated with printmaking, and through contextualised visits to professional studios and commercial workshops, be able to apply printmaking processes to their area of study.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the development of printmaking technologies and practices through historic and contemporary precedent research.
2. Evaluate printmaking processes and techniques through experimentation using different materials and technologies.
3. Develop propositions towards a final outcome through an integrative design process.
4. Present a body of printmaking work that communicates both development process and final outcomes.

Unit 31: Visual Narratives (Credits 15, L4)

This unit aims to develop students' understanding of how visual narratives are employed in a wide variety of contexts, including examining diverse media such as children's books, graphic novels, instructional diagrams, storyboarding and animation. Students will consider elements of effective communication and information dissemination in its broadest sense, from simple juxtapositions, through to the manipulation of texts and images, to develop an ability to be understood as a visual communicator and storyteller.

Through practical experimentation students will explore pictorial storytelling, and the use of words and images to create a narrative, including ideas of voice, point of view, pace and balance between word/image, to developing an understanding of the underlying concepts and conventions related to narrative storytelling. Students will be expected to recognise the importance of style and genre in visual imagery and to examine the roles of time and sequence in visual communication.

On successful completion of this unit students will be able to produce visual narratives across a range of different contexts. Through effective application of the codes and conventions of visual storytelling, students will be able to communicate clear messages and adapt style and content to suit a variety of audiences.

Learning Outcomes

By the end of this unit students will be able to:

1. Analyse how visual narratives are used across a range of media to tell stories.
2. Explore the codes and conventions relevant to visual narratives.
3. Present a visual narrative to an identified audience.
4. Evaluate the effectiveness of storytelling in a visual narrative.

Unit 63: Principles of Lifedrawing (Credits, 15, Level 4)

Life drawing has historically played a significant role across a broad spectrum of art and design practices. The skills of observation and visual analysis, required in lifedrawing, ensure that it remains a critical practice for within creative subjects.

Referencing and measuring human proportions enables mark making accuracy and specialised craftsmanship along with enabling the cultivation of personal and creative exploration.

The aim of this unit is to explore observational drawing practices through development and application of lifedrawing principles and practices. Students will apply a process of development through the practice of life drawing to an illustration brief.

Topics included in this unit are: historical and contemporary influences, principles of life drawing, techniques, anatomy, media exploration, portrayal of movement and balance, poses and settings, practical iterative development, reflection and revision, presentation and evaluation of life drawing.

On successful completion of this unit students will be able to be able to apply measuring skills, observational recording and both traditional and non-traditional media while developing work for an illustrative project. Students will also be able to contextualise how life drawing and their own practice relates to wider fields of creative study and transfer skills learnt to future projects.

Learning Outcomes

By the end of this unit students will be able to:

1. Illustrate the principles and practices of lifedrawing through historic and contemporary precedents
2. Explore anatomy, structure and form through lifedrawing media and techniques.
3. Develop lifedrawing work; applying principles of proportion, volume, and movement.
4. Present a portfolio of lifedrawing work that reflects evaluation and reflection.

Unit 32: Professional Practice (Credits 15, Level 5)

The aim of this unit is to support students in making the transition from study to employment or freelance work. In previous study (Unit 1: Professional Development), students explored the broad areas of personal and professional development and preparing for employment. Building upon this, students will now apply their skills and knowledge to the development of a strategy for their future career, whether in employment or self-employment.

Topics included within this unit are career plans, CV writing, interview skills, self-promotional material, legal frameworks, business planning and social and professional networks. On successful completion of this unit, students will gain knowledge, understanding and the skill set that will increase their career opportunities.

Learning Outcomes

By the end of this unit students will be able to:

1. Review own skills and abilities in support of future employment or self-employment.
2. Investigate business structures, legal frameworks and legislation to construct a business plan.
3. Develop material to support future employment or self-employment.
4. Present own skills, abilities and work to an employer or client.

Unit 33: Applied Practice – Collaborative Project (Pearson-set) (Credits 30, Level 5)

This unit is designed to develop interdisciplinary collaboration and creative engagement through a project that brings together different skills from across the creative industries. Based on a Pearson-set theme, students will develop (in negotiation with tutors) their own direction for the project.

The unit focuses upon the students' engagement with the wider community and provides a platform to explore collaborative practice through industry, competitions, cultural organisations, community-based groups, non-governmental organisations and charities. Students may work in small groups, with external partners, or collaborate as an entire cohort in order to produce a collaborative outcome, while recognising their own contribution.

The ability to define, plan and undertake a project is a critical set of skills throughout the various roles within the creative industries. Identifying appropriate information and analysing this, to formulate clear solutions, is required to underpin many of the processes that inform applied practice.

Learning Outcomes

By the end of this unit students will be able to:

1. Evaluate own and group skills, in support of a collaborative team.
2. Plan and manage a collaborative project, based on a Pearson-set theme.
3. Present collaborative project outcomes, highlighting own contributions.
4. Critically evaluate own work, and the work of others in a collaborative project.

Unit 40: Advanced Art Practice Studies (Credits 30, L5)

Art is part of our everyday lives; we view and experience art practices in different ways, in studios and workshops, and in many different contexts, locations and environments. While there remains a strong tradition of 'studio-based' art, there is also a tradition of challenging the context and methods of art production and the environments in which we may experience art.

This unit aims to extend students' awareness and engagement with art practices, and provide an overview of different approaches whilst challenging students to consider different contexts, environments and means of communication.

On successful completion of this unit students will be able to understand the use of art practices created for and in different contexts and environments. Students will be able to apply their understanding of art practices, functions and aesthetics to produce art as a means of visual communication.

This unit is intended to provide centres with a framework to support students to develop in-depth knowledge and skills associated with the specialist subject. As a 30 credit unit, delivered over an extended period, centres will have the option to provide consideration of broad areas of the subject followed by greater specialisation, based on either local needs or student areas of interest.

Learning outcomes

BY the end of this unit students will be able to:

1. Analyse the use of art practices as a means of communication through contextual research.
2. Develop an individual approach to art practice, through an iterative process of experimentation.
3. Present work as a means of communication aimed at engaging a specific audience.
4. Evaluate art practices as a means of socio-political critique or commercial promotion.

Unit 48: Conceptual Practice (Credits 15, L5)

The use of conceptual practices, in art & design, creates challenging forms of work; which sees the ideas behind the work as having greater import than the finished work. In some cases, there may be no finished work as the transitory nature of the process or performance becomes an intrinsic part of the concept. While conceptual art can be challenging, the development of a conceptual approach is one that can be applied to many different forms of art & design practice.

This unit aims to develop knowledge and skills for artists, craft makers and designers to apply and communicate conceptual responses across practice and application.

Through this unit, students will engage with cultural, social, economic and political enquiry, to inform the development of a conceptual approach. Students will explore how conceptual art challenges the traditions of the gallery setting, considering performance, criticism, and theoretical approaches. Students will have the opportunity to explore conceptual enquiry to inform their projects.

Learning outcomes

By the end of this unit students will be able to:

1. Investigate conceptual approaches in art & design through contextual research.
2. Develop a conceptual approach within an art & design project through experimentation
3. Present a conceptual work of art & design, based on research and experimentation.
4. Evaluate own work and the work of others in relation to historical and contemporary precedents.

Unit 50: Material Selection and Specification (Credits 15, Level 5)

The selection and specification of materials is a key feature in any art & design project. Whether selecting materials for use in a new product, the types of paper for a brochure, or the fabrics to be used in an interior design project, the materials that are selected and specified will affect our experience of the finished work.

This unit works alongside students' studies within their specialist pathway, and they will have the opportunity to explore the selection and specification of materials as used in their specific subject area. In addition, students will consider the broader issues of material sourcing, manufacturing, innovation, smart materials, sustainability, and ethics in relation to materials and processes.

On completion of this unit students will be able to demonstrate competence in the selecting and specifying materials for use in projects related to their specialist pathway.

Learning outcomes

By the end of this unit students will be able to:

1. Analyse a given brief to identify materials appropriate to the project needs.
2. Evaluate material properties and behaviours, through experiment and testing.
3. Develop specifications for materials to be used in the final outcome.
4. Present material samples, specifications and final outcomes, based on a given brief

Unit 52 Moving Image (Credit 15, Level 5)

The term 'moving image production' encompasses a wide range of forms and products, each with specific purposes. Narrative cinema or television genres are perhaps the most familiar forms that spring to mind when discussing moving images, but the area also includes art installation, theatre backdrops, corporate or promotional video, instructional media or documentary. Recently, the costs involved in producing moving images have fallen dramatically, opening up the area to more practitioners and forms which in turn has had an impact on conventional approaches to moving image making. The central disciplines in this area, however, remain the same: central to all forms of moving image is the idea of the purpose of the product and how it serves its audience.

This unit explores the triangular relationship between the moving image producer, the purpose of form of the product and the audience. Students will investigate a range of forms of moving image texts and analyse how they use or disrupt audience expectations before undertaking a production project in which a product is devised, planned, and produced towards a negotiated brief. Students will evaluate the audience response to their work as well as its fitness for purpose.

On successful completion of this unit a student will investigate moving image theory in different forms to inform the creation of a moving image product, devise, plan and produce a moving image work, in relation to a brief, and evaluate the outcomes of a moving image development process.

Learning outcomes

By the end of this unit students will be able to:

1. Explore theoretical frameworks to inform the creation of a moving image product.
2. Devise and plan a moving image product, in response to a brief.
3. Use industry standard equipment, processes and software to produce and edit a moving image product in response to a brief.
4. Critically evaluate a moving image product, with regard to a brief and target audience.

Pearson BTEC Level 4 HNC in Arts & Design (Arts Practice) (RQF)

Pearson BTEC Level 5 HND in Arts & Design (Arts Practice) (RQF)

- The Pearson BTEC Level 5 Higher National Certificate in Arts Practice is a qualification requiring a minimum of 240 credits of which Photography are mandatory core.
- The Pearson BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.
- Qualification credit value: a minimum of 240 credits. (A maximum of 30 credits may be at level 3; a minimum of 65 credits must be at level 4; and a maximum of 30 credits may be at level 6.)
- Minimum credit to be achieved at the level of the qualification (level 5): 125 credits.
- Mandatory core unit credit: 80 credits.
- Specialist unit credit: a minimum of 160 credits.
- A maximum of 60 credits can be centre devised or imported from other QCF Pearson BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.

12. Support for Students and Their Learning

Student progression on course is supported both by subject tutors and central College services and includes:

- An induction programme introducing new students to the subject of study, higher level skills that need to be developed, and the college facilities (including the library, IT facilities, staff and other students).
- College and course/ module handbooks available in print and electronic format on Moodle.
- Personal and academic support is integrated in teaching provided by supportive and accessible tutors and identified 1:1 support sessions are also available.
- A modern well-equipped library and Up-to-date ICT equipment.
- Study skills sessions integrated in programme.
- Personal development planning sessions integrated into programme.
- Access to counsellors and welfare support
- Support for students with identified additional learning needs.
- Written assignment / assessment feedback (normally provided with 3 weeks of assessment submission).
- Regular 1:1 and group tutorial support.
- Access to regularly updated course section and college wide sections on the college's intranet and VLE Moodle.
- The programme is housed within the purpose built Art and Design building at the Blossomfield campus.
- Students will have access to specialist facilities during timetabled sessions and by prior appointment.
- A technical support team is based in the art department and will facilitate the access to and use of specialist equipment and workshop spaces.

13. Criteria for Admission

The course will enrol students who have a full level 3 qualification in a relevant subject and who have reached the minimum age of 18. Exceptions will be made on an individual basis subject to interview.

Students would be expected to have:

- BTEC National Extended Diploma in Art & Design min grade MMM- 96 UCAS Points
- A Levels including a creative subject min grade D- 48 UCAS Points including GCSE Grade 4 (C) in Art, Design or Media subject.
- An appropriate Access to Art and Design programme at Level 3 at Merit grade
- Foundation Diploma in Art and Design at Merit grade
- A strong creative portfolio of work.

Mature students, who do not meet these academic qualifications, will have relevant work or life experience taken into consideration.

All students need to be able to demonstrate competency in English and Maths at grade 4 (C) and above, possess suitable references and have a successful College interview

All such students are invited to interview before an offer is made.

14. Progression

Progression from HND Arts Practice

- After successfully completing the Higher National Diploma in Arts Practice Students can progress internally to a Level 6 Top Up BA (Hons) Creative Arts Practice at Solihull College & University Centre to gain a BA Hons Degree. The entry requirement is a Merit. All applications are made through UCAS.
- Students may be eligible to join either the second or third year of other relevant BA Hons degree programmes depending on the entry requirements of the particular university. All applications are made through UCAS.
- Students who do not wish to progress on to a university course are eligible to apply for jobs in the creative arts industry.

15. Evaluating the Quality of Teaching and Learning

Methods for evaluating the quality of teaching and learning are undertaken using the following documents;

- Students feedback questionnaires, both initial impressions and the spring survey
- Module review forms completed by students at the end of assignment and summarised by the course leader
- Students input to the Programme Quality Board held twice a year
- Student representations made through the HE Student Council
- Action areas fed by the above to the course based Annual Monitoring report
- Findings of the teaching observation scheme and recommendations for improvement that are made
- External Examiners report and audit of assessed work

Evaluation of the Standards of Teaching and Learning is undertaken using the results of the following documents;

- Student feedback questionnaires, both initial impressions and the spring survey
- Module review forms completed by students at the end of every assignment and summarised by the course leader
- Student input to the Programme Quality Board held twice a year
- Student representations made through the HE Student Council
- Action areas fed by the above to the course based Annual Monitoring report
- Findings of the teaching observation scheme and recommendations for improvement that are made
- External Examiners report and audit of assessed work

16. Regulation of Assessment

Regulation of Standards.

The programme is the subject of an Annual Monitoring Report (AMR) the last section of which is a Quality Improvement Plan (QIP), written by the course leader with the help and input from the teaching team this is passed to the Head of School for audit and from them to the quality unit for further audit and acceptance as part of the College plan.

Assessment rules and regulations and quality standards are those that are laid down in the Quality standards requirements of the College Higher Education Standards and Quality Board

Assessment is regulated through the internal verification system and also, by the External Examiner appointed by Pearson.

External examination, verification of assessment and the provision and standards of teaching are regulated by BTEC Pearson and their quality unit. Their requirements are monitored annually by the visit and report of the appointed External Examiner.

17. Enhancement

Actions identified in the evaluation process are developed into the enhancement plan for the improvement of teaching and learning across the whole programme. An action plan is produced in each Annual Monitoring Report and this feeds to the programme Self-Assessment document which informs the Business Plan for the School.

Good practice in Teaching and Learning is developed through the regular staff development and staff meetings at programme and school level. It is further enhanced by the integration of lecturers on this programme teaching and assisting the learning of students on other programmes in the College, thus contributing to a sharing of best practice across different programmes. Lecturers also take part in Internal Verification of fellow lecturer's assignments and assessment.

Development and enhancement of individual lecturers' knowledge of contemporary arts practice and of modern teaching practices is ensured through the annual appraisal scheme. Lecturers are encouraged to identify their own needs and to make their own arrangements to update their skills and knowledge.

Enhancement of the Student learning experience takes place via the arrangements of visits both academic and social, and from guest lecturers from the creative industries. All this increases the experience of the student and also adds to their knowledge and understanding on a more practical level.

18. Programme Resources

The programme is housed within a purpose-built Art and Design building at the Blossomfield campus. The students have access to:

Studio spaces for broad based creative practice
Digital suite with appropriate hardware and software for creative professionals (Apple MacIntosh computers, Flatbed/varied film format scanner, Large format printer)
Photographic studio and darkroom facilities for colour and black and white developing and printing
Print room with facility for screen print, block print, acid free etching and batik pots
Industrial sewing machines, domestic sewing machines and equipment for hand sewing
Ceramic studio with potting wheels, glazing booth and kilns
Facility for working with plaster to make moulds or for casting with
Wood workshop including band-saw, circular saw and hand tools
Book arts equipment for producing hand-made, stitched books.
Laser cutter

A team of technical support staff facilitate and supervise, where appropriate, access to the above spaces/ equipment. Students will be inducted into the different workshop areas and will be provided with the skills necessary for independent utilisation of specialist spaces and equipment. Health and safety regulation restricts access to some of the equipment listed above so students are expected to liaise with the technical support team to arrange supervised access when necessary.

Student Employability

This programme is part of Solihull College and University Centre's commitment to meeting the needs of local, national and international employers by delivering a diverse range of educational models including part-time and work-based study for learners drawn from non-traditional backgrounds in addition to internal progressions from FE vocational programmes.

As part of this commitment, the HND Arts Practice will:

1. Support students by providing professional, impartial advice and guidance to enable students to make considered career decisions before and during their studies to enable them to be prepared for their future employment and development by:
 - 1.1. identifying the skills needed for progression into employment,
 - 1.2. enhancing their existing employment prospects.
2. Provide subject-related resources and information on local, national and international labour markets;
3. Be responsive to the needs of employers in order to maximise students' employability and career progression prospects;
4. Include study skills which will improve students' academic writing and research capabilities to enable further study and facilitate career progression;
5. Support equality and diversity, and minimise barriers to learning, as described in the college's Equality Policy which can be found on the website under Mission and Policies.
6. Ensure that employers play a key part in module content, course design and assessment criteria by formally seeking their views through employer forums, staff liaison visits, work experience coordinators, meetings with industry groups, and the use of a specialist employer service researcher to help to ensure that the course content meets industry expectations and requirements;
7. Provide students with assistance in finding work placements which provide appropriate developmental opportunities and relate to current or intended career interests;

Curriculum Map

CORE
SPECIALIST
OPTIONAL

UNIT	LEVEL 4									LEVEL 5					
	1	2	3	4	15	16	22	31	63	32	33	40	48	50	52
OUTCOME															
1.1	x	x	x		x	x		x	x	x	x	x	x		
1.2				x	x		x		x						x
1.3			x	x			x		x			x	x	x	
1.4		x	x						x						
1.5		x				x							x		x
1.6			x								x	x			
1.7			x	x	x	x	x		x			x	x	x	x
2.1			x	x			x	x			x	x	x		x
2.2			x	x			x		x		x				
2.3			x			x					x	x	x	x	
2.4			x						x		x	x	x		x
2.5			x	x				x			x	x			
2.6											x	x	x		
2.7		x		x		x						x	x	x	
3.1	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3.2				x											
3.3		x													
3.4		x													
3.5	x			x	x	x	x		x	x		x			x
4.1											x				
4.2	x	x	x	x	x	x	x	x		x	x	x	x	x	x
4.3	x			x					x	x	x				
4.4	x	x	x	x		x		x		x	x	x		x	x

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

1. Knowledge and critical understanding includes:

- 1.1. Skills in research, critical analysis and written/oral communication
- 1.2. The acquisition of technical skills in the use of discipline-specific materials and processes
- 1.3. Proficiency in observation, investigation, enquiry, visualisation, and/or making
- 1.4. Knowledge of art history and theory
- 1.5. Knowledge of and understanding of a range of creative genres and key practitioners and their implementation in a number of diverse contexts
- 1.6. The understanding to make connections between intention, process, outcome, context and methods of dissemination
- 1.7. Select and experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail

2. Higher level academic/intellectual skills include the ability to:

- 2.1. Generate ideas, concepts, proposals, solutions or arguments independently/ collaboratively
- 2.2. Use the views of others in the development or enhancement of their work
- 2.3. Integrate information drawn from theoretical, experimental, and professional contexts to solve problems.
- 2.4. Employ both convergent and divergent thinking in the process of observation, investigation, speculative enquiry, visualisation and/or making
- 2.5. Show judgement and self-critique in the development of ideas through to outcomes
- 2.6. Manage and make appropriate use of the interaction between intention, process, outcome, context and methods of dissemination
- 2.7. Understanding is informed by research, practice and theory in chosen discipline(s)

3. Higher practical and professional skills include the ability to:

- 3.1. Study independently, set goals, manage workloads and meet deadlines
- 3.2. Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity
- 3.3. Analyse information and experiences, and formulate independent judgements
- 3.4. Articulate reasoned arguments through reflection
- 3.5. Question, review and evaluate

4. Higher Level transferable skills development includes the ability to:

- 4.1. Interact effectively with others, for example through collaboration, collective endeavour and negotiation
- 4.2. Articulate ideas and information comprehensibly in visual, oral and written forms
- 4.3. Identify personal strengths and needs, and reflect on personal development
- 4.4. Select and employ communication and information technologies

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook or online at (<http://moodle.solihull.ac.uk/>).

Document History

1. April 2018
2. Revised July 2018 – removal of Interior Design pathway information. Addition of Unit 63.

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Date checked against public information

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