

**University of Plymouth**  
**Academic Partnerships**  
**CORNWALL COLLEGE**  
**Programme Specification**  
**FdA Art & Design Practice**



**UNIVERSITY OF  
PLYMOUTH**

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**Please note:**

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

# PROGRAMME SPECIFICATION

**Programme Title:** FdA Art & Design Practice

**Internal Programme Code:** 6562 (Full Time), 6563 (Part Time)

**Partner Delivering Institution:** University of Plymouth

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## PS1. Programme Details

<b>Awarding Institution:</b>	University of Plymouth
<b>Partner Institution and delivery site (s):</b>	Cornwall College
<b>Accrediting Body:</b>	N/A
<b>Language of Study:</b>	English
<b>Mode of Study:</b>	Full Time & Part Time
<b>Final Award:</b>	FdA
<b>Intermediate Award:</b>	Certificate of Higher Education (CertHE)
<b>Programme Title:</b>	FdA Art & Design Practice
<b>UCAS Code:</b>	W290
<b>HECOS Codes:</b>	100059, 100587, 101361, 100061, 100003
<b>Benchmarks:</b>	The design of the programme has been informed by the QAA Subject Benchmark Statement Art and Design (2016). The programme also aligns to the relevant FHEQs and the Foundation Degree Characteristics Statement.
<b>Date of Programme Approval:</b>	April 2011 (updated title change March 18)

## PS2. Brief Description of the Programme

The FdA Art & Design Practice is an exciting and vibrant new course, built upon the years of existing good practice to be found in the HE Arts and Media Department at Cornwall College. The course aims to be a unique blend of traditional, contemporary and innovative approaches to learning. The FdA offers students sustained and consistent emphasis on their identity as learners and practitioners through the seamless integration of personal development with student learning. The curriculum is enquiry driven to provide a student-centred active education and its design deliberately encourages an enquiring attitude.

The course works with the blurring of the boundaries between the 'traditional' fields of practice that has become a key feature of the creative industries in the 21<sup>st</sup> century ([www.creativegraduates.com](http://www.creativegraduates.com))<sup>1</sup>. The course is theme led and issue based rather than a discipline specific module-based curriculum, in order to encourage conceptual and interdisciplinary thinking and practice. All students will also be thoroughly tutored in the necessary practical skills to be able to operate effectively in their chosen creative specialism.

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<sup>1</sup> *Creative Graduates Creative Futures* (2010) [www.creativegraduates.com](http://www.creativegraduates.com)

<sup>5</sup> King, P. and Baxter Magolda, M. (2004) Learning partnerships: Theory and models of practice to educate for self-authorship. Sterling VA: Stylus.

This way of working embeds values of citizenship and enables students to recognise their potential as an agent for change.

This curriculum model calls for an open approach to student learning by emphasising student engagement through the move from a *learning* to a *discovery* paradigm through the obliteration of traditional course boundaries – the course thus becomes a platform from which to launch a search for understanding rather than defining the limits of discovery. Students will be able to author their educational experience and become life-long learners. King and Magolda (2004) advocate self-authorship as a central goal of higher education. They explain how possessing an internal foundation “yields the capacity to actively listen to multiple perspectives, critically interpret those perspectives in the light of relevant evidence and the internal foundation, and make judgements accordingly” (King and Magolda 2004, p. xxii)<sup>2</sup>. The development of the course has fore-grounded the goal of self-authorship.

### **PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)**

N/A

### **PS4. Exceptions to Plymouth University Regulations**

(Note: Plymouth University’s Academic Regulations are available internally on the intranet: [Student regulations, policies and procedures - University of Plymouth](#))

None

### **PS5. Programme Aims**

**This programme will deliver:**

1. Foster critical enquiry, reasoning and ethical judgement
2. Develop appropriate and practical creative skill sets
3. Consolidate written and oral communication skills
4. Encourage creative, conceptual thinking and idea generation
5. Promote collaborative problem solving
6. Develop integrative learning.

## PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

1. ILO1: knowledge and understanding – Understand the validity of evidence and seek to understand the perspective of stakeholders
2. ILO2: cognitive and intellectual skills – Exercise responsible scholarship by understanding oneself as an agent of action. Look beyond the obvious boundaries of a problem by thinking creatively and expansively.
3. ILO3: transferable skills – Effectively communicate using written and oral presentation
4. ILO4: employment –Work in teams and appreciate the importance of peer contribution
5. ILO5: practical – Be an effective, practical and appropriately skilled member of the creative industries
6. ILO 6 Determine how to locate relevant information; sort, analyse and utilise that information

## PS7. Distinctive Features

- Engagement with employers through the Sustainable Practice and Creative Enterprise (SPaCE) initiative
- Interdisciplinary working mirrors developments within the creative industries
- The flexibility within the curriculum enables students to develop a highly individualised professional identity
- Students are encouraged to recognise themselves as agents for action
- Communities of Practice develop networking skills

## PS8. Student Numbers

*The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:*

*Minimum student numbers per stage = 8*

*Target student numbers per stage =12*

*Maximum student numbers per stage =12*

## PS9. Progression Route(s)

*Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.*

*This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.*

*Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.*

Upon successful completion of the FdA Art & Design Practice graduates are able to progress to Level 6 of the BA (Hons) Art & Design Practice at Cornwall College.

Students may also wish to apply for other programmes, both at Cornwall College or the University of Plymouth. Their applications will be considered on an individual basis and acceptance on these programmes is not guaranteed.

## PS10. Admissions Criteria

Entry Criteria (Qualifications)	Details
Functional Skills	L2 Literacy and L2 Numeracy
GCSE (or equivalent)	Minimum of Grade C/grade 4 in Maths, English Language and Science (if science-based programme)
AS/A Levels	Fd - 48 UCAS tariff points to include at least 32 points from A2 level in appropriate subjects
BTEC National Diploma/Extended Diploma	48 UCAS tariff points – PPP grades in an appropriate subject
BTEC L3 Diploma	48 UCAS tariff points – MP grades in an appropriate subject
BTEC 90 Credit Diploma/Subsidiary Diploma	48 UCAS tariff points – in an appropriate subject and considered only with combination of other relevant level 3 qualifications
City & Guilds (land based) L3 Diploma	*L3 Diploma - 48 UCAS tariff points – M grades in an appropriate subject *Usually accepted in combination with other relevant L3 qualifications
City & Guilds (land based) Extended Diploma	48 UCAS tariff points – P grades in an appropriate subject
City & Guilds (land based) Advanced Technical Extended Diploma	48 UCAS tariff points – PPP grades in an appropriate subject
City & Guilds (land based) Subsidiary Diploma	48 UCAS tariff points – D grades in an appropriate subject
City & Guilds (land based) 90 Credit Diploma	48 UCAS tariff points – M grades in an appropriate subject
Access to HE Diploma	Successful completion of Access to HE Diploma with at least 45 credits at level 3 in an appropriate subject
International Baccalaureate	24 points
Irish/Scottish Highers	48 UCAS tariff points to include at least 32 points from Scottish Advanced Highers/Irish Highers
Other Level 3 qualifications	Will be taken into consideration and dependent upon subject area and number of units studied
Mature Applicants (over 21)	Mature applicants with relevant experience but without the stated entry qualifications will be considered individually at interview
Accreditation of Prior Learning	<a href="http://www.plymouth.ac.uk">www.plymouth.ac.uk</a>



Entry Criteria (Qualifications)	Details
Independent Safeguarding Agency (ISA)/Disclosure and Barring Service (DBS) clearance required	No
Capability statement	All students are expected to attend an interview where possible. Interviewees should bring a portfolio of their work – trial pieces and evidence of idea generation are more important at this stage than finished pieces. E-portfolios are acceptable for students unable to attend personally, it will also be necessary for the student to provide additional written material, sent online, to back up their E-portfolio application.

## PS11. Academic Standards and Quality Enhancement

*The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.*

*Elements of this process include engaging with stakeholders. For this definitive document it is important to define:*

### **Subject External Examiner(s):**

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

### **Additional stakeholders specific to this programme:**

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

## PS12. Programme Structure

**College:** Cornwall College Camborne    **Programme Title:** FdA Art & Design Practice  
**Academic Year:** 2022-2023    **Mode of Attendance:** Full Time Over 2 Years  
**University of Plymouth Code:** 6562    **Course Duration:** Full Time Over 2 Years  
**Total Credits:** 240

FHEQ level: Levels 4 and 5 For: Full Time 6562				
F/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Level 4				
YEAR 1	All	Core	20	CORC1041 - Visual Language and Research
YEAR 1	All	Core	20	CORC1042 - Materials and Processes 1
YEAR 1	All	Core	20	CORC1043 - Materials and Processes 2
YEAR 1	All	Core	20	CORC1044 - Ideas at Work
YEAR 1	All	Core	20	CORC1045 - Extramural Project
YEAR 1	All	Core	20	CORC1272- Personal and Employability Skills Development
Level 5				
YEAR 2	All	Core	20	CORC2011 - Evaluation
YEAR 2	All	Core	20	CORC2012 - Practice in Context
YEAR 2	All	Core	20	CORC2013 - Consolidation
YEAR 2	All	Core	30	CORC2014 - Professional Identity
YEAR 2	All	Core	30	CORC2015 - Negotiated Project

**College:** Cornwall College Camborne    **Programme Title:** FdA Art & Design Practice  
**Academic Year:**    **Mode of Attendance**  
**Course Duration:** Part Time Over 3 Years  
**Plymouth Programme Code:** 6563    **Total Credits:** 240

FHEQ level: Levels 4 and 5 For: Part Time 6563				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Level 4				
YEAR 1 (Mon, Tues)	Autumn Term	Core	20	CORC1041 - Visual Language and Research
YEAR 1 (Mon, Tues)	Spring & Summer Term	Core	20	CORC1045 – Extramural Project
YEAR 1 (Mon, Tues)	Spring Term	Core	20	CORC1044 - Ideas at Work
YEAR 1 (Mon, Tues)	Autumn Term	Core	20	CORC1272 - Personal and Employability Skills Development
Levels 4 and 5				
YEAR 2 (Wed, Thurs)	Autumn Term	Core	20	CORC2011 - Evaluation
YEAR 2 (Wed, Thurs)	Spring & Summer Term	Core	30	CORC2014 – Professional Identity
YEAR 2 (Wed, Thurs)	Autumn & Spring Term	Core	20	CORC1042 - Materials and Processes 1
YEAR 2 (Wed, Thurs)	Spring & Summer Term	Core	20	CORC1043- Materials and Processes 2
Level 5				
YEAR 3 (Thurs, Fri)	Autumn Term	Core	20	CORC2013 - Consolidation
YEAR 3 (Thurs, Fri)	Spring Term	Core	20	CORC2012 - Practice in Context
YEAR 3 (Thurs, Fri)	Spring & Summer Term	Core	30	CORC2015 - Negotiated Project

## PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

*Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.*

*Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:*

FHEQ level: FdA Art & Design Practice at HE 4 and 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<b>Knowledge / Understanding:</b>  4.2 4.3 4.4.1 4.4.4 4.4.5 By the end of this level of this programme the students will be able to demonstrate for a threshold pass: <ul style="list-style-type: none"> <li>The major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks</li> <li>The wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives</li> <li>The reciprocal relationship between creative output and the wider socio/cultural matrix</li> <li>The responsibilities of the practitioner</li> <li>A preparedness to experiment</li> </ul>	<b>Primary:</b> <ul style="list-style-type: none"> <li>Lectures and tutorials</li> <li>Directed independent study</li> <li>Learning from work experience</li> <li>Skills workshops</li> </ul> <b>Secondary/Supplementary:</b> <ul style="list-style-type: none"> <li>Case studies</li> <li>Problem-solving exercises</li> </ul>	1, 2, 4, 6	1, 2, 3, 6	Key knowledge and understanding is assessed via a combination of essays, presentations, and seminar performances.	Level 4 CORC1041 CORC1044  Level 5 CORC2012 CORC2011 CORC2014

<b>An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</b> K and U is developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Contemporary Creative Practice sector.					
<b>Cognitive and Intellectual Skills:</b>  3.5 3.11 4.2 4.3  <b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b> <ul style="list-style-type: none"> <li>• Critique rival theories and frameworks</li> <li>• Analyse and synthesise</li> <li>• Intelligently apply appropriate principles in assessing policy or practice</li> <li>• Demonstrate problem solving and research skills</li> <li>• Take appropriate risks and be able to evaluate the outcomes of experimentation develop an appreciation between medium and message</li> </ul>	<b>Primary:</b> <ul style="list-style-type: none"> <li>• Skills workshops</li> <li>• Tutorial/seminar discussions</li> <li>• Feedback via coursework assessment process (essays etc.)</li> </ul> <b>Secondary/Supplementary:</b> For example: <ul style="list-style-type: none"> <li>• Policy and practice analysis in crits and tutorials</li> </ul>	1,3,4	1,3,4,6	<ul style="list-style-type: none"> <li>• Essays/projects/dissertations</li> <li>• Coursework/group work on practical application questions</li> <li>• Portfolio</li> <li>• Final pieces</li> </ul>	Level 4 CORC1041 CORC1044 CORC1042 CORC1043  Level 5 CORC2012 CORC2014 CORC2013 CORC2015
<b>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional practice and writing essays.					
<b>Key Transferable Skills:</b>  3.8 4.4.1 4.4.4  <b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b> <ul style="list-style-type: none"> <li>• Interact effectively within a team / learning group,</li> </ul>	<b>Primary:</b> <ul style="list-style-type: none"> <li>• Library and other research exercises</li> <li>• Group work awareness and practice</li> </ul>	2,3,5	2,3,5	<ul style="list-style-type: none"> <li>• Coursework of all types</li> <li>• Assessed discussions</li> <li>• Group work assessments</li> </ul>	Level 4 CORC1272 CORC1054  Level 5

<ul style="list-style-type: none"> <li>Manage learning using resources for the discipline</li> <li>Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT)</li> <li>Take responsibility for own learning with minimum direction manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies</li> </ul>	<ul style="list-style-type: none"> <li>Computer-based learning and assessment</li> </ul> <p><b>Secondary/Supplementary:</b></p> <ul style="list-style-type: none"> <li>Class and seminar interactions and feedback</li> </ul>				CORC2015 CORC2012 CORC2013
<p><b>An explanation for embedding Key Transferable Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Contemporary Creative Practice sector. Students have opportunities on the programme to develop effective communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.</p>					
<p><b>Employment Related Skills:</b></p> <p>5.4.2 4.4.3 4.4.4 3.8</p> <p><b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b></p> <ul style="list-style-type: none"> <li>Recognise strengths and areas for improvement</li> <li>Present ideas confidently to a variety of audiences</li> <li>Work to deadlines</li> <li>Locate opportunities for practice</li> <li>Work effectively in groups</li> <li>Demonstrate the application of knowledge to varying contexts</li> </ul>	<p><b>Primary:</b></p> <ul style="list-style-type: none"> <li>Projects</li> <li>Designated tasks</li> <li>Lectures and tutorials</li> <li>Learning from work</li> </ul> <p><b>Secondary/Supplementary:</b></p> <p>None</p>	1,2,5,6	1,2,3,5	<ul style="list-style-type: none"> <li>Project work</li> <li>Competence in a range of communication techniques</li> </ul>	CORC1272 CORC1042 CORC1043 CORC1045
<p><b>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b></p> <p>Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions.</p>					

Learning material is up to date and reflects the professionalism of the Contemporary Creative Practice sector. Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.					
<b>Practical Skills:</b>  5.4.2 4.4.3 4.4.4 3.8  <b>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</b> <ul style="list-style-type: none"> <li>• Demonstrate a high level of discipline specific skills</li> <li>• Present ideas appropriate to the context and audience</li> <li>• Work effectively in groups</li> </ul>	<b>Primary:</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Designated tasks</li> <li>• Lectures and tutorials</li> <li>• Learning from work</li> </ul> <b>Secondary/Supplementary:</b> None	2,4,5,6	2,3,5	<ul style="list-style-type: none"> <li>• Project work</li> <li>• Competence in a range of communication techniques</li> </ul>	CORC1042 CORC1043 CORC1045
<b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> Practical skills are developed through a range of different learning opportunities and assessment tasks. Many assignments require students to complete projects, and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Contemporary Creative Practice.					



## PS14. Work Based/ Related Learning

*WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:*

FHEQ level: FdA Art & Design Practice at HE 4 and 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Professional development planning is at the core of the curriculum, as students work towards developing their individual professional identity. Students undertake Personal and Employability Skills Development (PESD). This module is complimented by seminars specific to the creative industries. In stage 2 the students undertake two modules that focus them on their professional identity. building upon this knowledge in relation to practice and participation in the end of year exhibition	Throughout programme	Level 4 and 5	<p>External factors which influence work in this field.</p> <p>Capacity for logical thinking.</p> <p>Developing ability to make and defend judgements.</p> <p>Function effectively as a member of a team and contribute to an organisation.</p> <p>Improved effectiveness in the workplace.</p> <p>Develop an interest in lifelong learning &amp; personal development.</p> <p>Demonstrate competencies associated with key functions in this area.</p>	<p>Key knowledge and understanding is assessed via a combination of :</p> <p>Essays/projects/dissertations</p> <p>Examinations/tests</p> <p>Coursework/group work on practical application questions</p> <p>Reflective assignments</p>	All core modules
<p><b>An explanation of this map:</b></p> <p>Work Based Learning is embedded throughout level 4 and 5 of this programme. Many assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional Contemporary Creative Practice.</p>					

## PS.15 Appendix – Module Details

Module Code	Module Title	Assessment Mode	Short Module Descriptor
CORC1272	Personal and Employability Skills Development	100% (CW)	This module is designed to equip students with the necessary knowledge and skills to develop themselves in terms of their personal and employability skills.
CORC1041	Visual Language and research	100% (CW)	This module engages with language in its broadest sense as a way of making meaning. Students are encouraged to experiment and reflect on the process of communication through recognised media in the context of contemporary creative practice. The module emphasises the responsibility of the practitioner as a creative agent in terms of medium and message.
CORC1042	Materials and Process 1	100% (CW)	An introductory and exploratory module. Students will be introduced to a broad range of materials and processes, and explore their potential for contemporary applications through experimentation.
CORC1043	Materials and Process 2	100% (CW)	A module that continues the process of exploration and experimentation. Students will be introduced to a further range of materials and processes, and explore their potential for contemporary applications through experimentation.
CORC1044	Ideas at Work	100% (CW)	In this module students will begin to develop an understanding of the reciprocal relationship between creative output and the wider socio/cultural matrix, both in terms of arts and design as a response to, and commentary on changing circumstances within the specificity of time and place.
CORC1045	Extramural Project	100% (CW)	This module offers students the opportunity to develop their professional skills by working collaboratively on an art or design project in the public domain. The emphasis is on building effective communication and collaboration skills, within the group and with stakeholders, learning to work to a brief and project manage.
CORC2011	Evaluation	100% (CW)	In this module students will undertake an examination of their practice in the context of the creative industries. By engaging in a reflective process student will determine possible future developments required to achieve the status of specialist practitioner in their own desired area of practice.
CORC2012	Practice in Context	100% (CW)	This module builds on CORC1044 by moving from the general to the specific. It will enable students to

			appreciate their own practice within the wider socio/cultural context through the evaluation of influences that informs their work.
CORC2013	Consolidation	100% (CW)	In this module students have the opportunity to further hone and advance their practical skills to a high level in an area or areas appropriate to the advancement of their practice.
CORC2014	Professional Identity	100% (CW)	This final module provides students with the opportunity to celebrate and showcase their work in a manner appropriate to their chosen area of practice. Students will need to consider audience, space, presentation etc. and how to prepare and present completed work to a professional standard.
CORC2015	Negotiated Project	100% (CW)	Continuing development of self-negotiated practice. The project is proposed by the student, which after discussion and mutual agreement, is formally approved by the tutor(s). Students will be encouraged to take risks and use an experimental approach to making and thinking.