

# Programme Specification

## BA (Hons) Illustration



This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

## ARTS UNIVERSITY BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Illustration** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<b><u>Key Course Information</u></b>	
Final Award	BA Honours
Course Title	Illustration Illustration (Animation) Illustration (Printmaking)
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the Faculty of	Art, Design and Architecture
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W220
Language of study	English
External Examiner for course	<i>Mark Manning Manchester School of Art and Design Manchester Metropolitan University</i>
<i>*Please note that it is not appropriate for students to contact external examiners directly.</i>	
Date of Validation	2000
Date of most recent review	2010
Date programme specification written/revised	Revised September 2013

## **Course Philosophy**

This course promotes an expansive notion of illustration, recognising and embracing the potential for it to be seen as a wild frontier. It is positioned perfectly to explore the synergy of the contemporary blurring of boundaries across disciplines. It challenges and interrogates preconceptions and defines illustration as a way of seeing and understanding the world, connecting and communicating with the emotional, psychological, cultural, socio-political and historical. This course believes that illustration is a subject without conceptual boundaries and it places itself at the forefront of the debate and discussion engendered by the question 'what is Illustration?'

## **Introduction to the Course Experience**

The course proposes a dynamic learning experience based upon critical discourse within a vibrant creative studio environment. Individual development is supported and nurtured through experimentation, exploration, innovation, and risk-taking. The progressive structure of the course promotes the development of visual thinking and autonomous individual learning. The course offers the opportunity for you to explore diverse outcomes, based upon a reflective and critical understanding of the historical and contemporary contexts in which illustration continues to evolve. The broad based ethos of the course does not prohibit specialism however, and you are encouraged to understand and locate your practice within a range of contexts. This breadth of practice is essential for an exciting dialogue that emerges from the more traditional ideas of illustration through to the newer emergence of challenging and exciting hybrid forms.

Individual units are designed to be adaptive to the changing nature of contemporary practice and developing theoretical positions. You are supported in the development of a broad and diverse response to a range of strategies, processes and techniques. You will build an appropriate portfolio of skills for the development of your individual practice, potentially including drawing, printmaking, photography, animation, utilising both digital and analogue approaches. The curriculum acknowledges that the creative process is informed and nourished by your development as an independent, critically self-reflective learner. The Course Team consists of a range of active practitioners and this enhances the currency of the learning experience. Visiting lecturers and industry liaison members also place considerable emphasis on the realities of working within the professional environment and the wider creative community.

You will graduate with the knowledge, professional skills and creative agility necessary to develop your individual practice. You will also be equipped with the necessary skills, knowledge and differentiated modes of learning that will enable you to pursue postgraduate study or related forms of employment within the creative industries. The course recognises that in order to remain alert to the ever changing demands of a dynamic subject area, you are required to be flexible, inclusive, proactive, reflexive and progressive practitioner, graduating from the course fully equipped to be a pioneer within your chosen field.

## **Course Aims**

The Course Aims to develop creative individuals who embrace the breadth and diversity of the discipline. You will be equipped to engage with practice, some of which will be at the forefront of your chosen field, and you will be able to interrogate and challenge the nature of illustration. You will be critically reflective and able to learn independently in preparation for professional environments or postgraduate study. You will be confident in working within the creative industries, able to utilise a broad range of creative processes, and realise outcomes that effectively communicate in specified contexts.

## **Course Outcomes**

By the end of the course you will be able to:

1. Relate the specialist knowledge and skills that you have developed to contemporary practice.
2. Make coherent visual statements integrating observation, analysis, interpretation, and speculation.
3. Develop and refine arguments through a continuing engagement with cultural, social, environmental, theoretical and historical contexts.
4. Use research skills with an understanding of relevant protocols. Provide reasoned solutions, recognising the uncertainty and limits of knowledge.
5. Critically evaluate discourses and practices, making informed judgments using an appropriate range of sources from both within and beyond the field of illustration.
6. Apply transferable skills, exercise initiative and personal responsibility.
7. Extend your academic learning as an independent, self-reflective and creative practitioner, fully prepared for professional environments or postgraduate study.

## **Reference Points**

UK Quality Code for Higher Education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)

AUB Undergraduate Regulatory Framework

AUB Learning and Teaching Strategy.

## **Employability Skills**

The BA (Hons) Illustration course supports you in developing excellent presentation skills, in terms of visual, verbal and written articulation. This ability to present allows you to confidently embrace a whole range of employment opportunities within the creative industries and beyond. Possible employment may include working as a freelance illustrator, art director, animator, studio assistant, teacher, curator, graphic designer, web designer, etc. It is the course's aim to enable you to develop strong

organisational skills, the facility to work to deadlines and be a professional practitioner able to work in collaboration with others as well as independently. On concluding the course you will have constructed a professional and relevant portfolio in preparation for the next stage in your career development.

## **Learning, Teaching and Assessment**

### **Learning and Teaching Strategies**

Learning is through intellectual enquiry, research and practice. The course outcomes are met by deploying a wide variety of teaching and learning methods supervised by members of the team, visiting support staff, practitioners and consultants from industry. In consultation with the Course Leader, Level Leaders are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and the student experience.

Importance is placed upon you acquiring the skills to be able to learn independently and to develop a critical awareness. This is facilitated through a variety of learning and teaching methods such as tutorials, group critiques, discussion groups, peer learning activity, projects, lectures, workshops, seminars, study visits, demonstrations, skills based workshops, educational visits, on-site learning, 'live projects', learning agreements, exhibition and group presentation.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the course. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

Theoretical, contextual, studio and professional practices are embedded within all units. This integration dissolves the artificial barriers between these forms of engagement, such as recognising theory in making, allowing you to fully realise your potential and truly understand the rich relationship between these elements of practice.

### **An outline of learning and teaching strategies**

- **Demonstrations** offer practical experience and you will be introduced to new and relevant skills that will enhance your practice.
- **Individual tutorials** provide an opportunity to discuss your individual progress within a unit and the course generally. They are used to air specific issues raised through the work, provide critical observation and recommend new direction and research strategies.
- **Group tutorials** offer the opportunity for you to discuss your work, approach and ideas regarding the unit that you are involved with tutors and your fellow students.
- **Workshops** include you in activities that develop creative strategies and outcomes through short one or two day projects.

- **Group critiques** involve all students and form a distinctive learning and teaching point within the unit. You are encouraged to discuss your work and respond to feedback within a group of students and tutors.
- **Individual and group presentations** offer you the opportunity to prepare and present to a group of peers. It enables you to develop and improve your presentation skills.
- **Lectures** are used as oral and visual presentations intended to present information in a formal context to a large group of students.
- **Seminars** are important opportunities for generating discussion. They explore issues related to practice in context, give an opportunity for you to test and develop your ideas
- **Independent study** encourages you to become a self-directed autonomous learner able to manage your time in relation to the unit of study. Each level has regular independent study days so that you can plan your working week.

The large proportion of the assessment takes place during group critiques of work whereby a small group of students and two members of the staff team critically engage the students during an open discussion. The staff write up their notes and agree upon a mark following this session. The use of the group critique as a means of assessment allows you to develop your ability to verbally articulate your individual practice. It also offers an opportunity for you to see fellow students work and discuss it. This assessment approach is transparent and promotes assessment as part of the learning within the unit of study for the full range of learners. You will learn not only from the assessment and discussion relating to your own work but also from that of your peers. This approach will enable you to understand how your work is assessed.

### **Educational Trips**

Educational visits are organised to occur throughout the academic year. At least one trip to London or other UK cultural centre is offered per term. These are subsidised to ensure maximum participation. Bournemouth's proximity to London enables you to easily arrange visits to galleries and museums in the capital to support your studies. Primary research is fundamental to your development as practitioners.

Also each year, you normally have the opportunity to visit a major city abroad. Trips enable you to develop a more extensive and informed understanding of the potential opportunities within contemporary practice beyond the Arts University. Looking outside of your own environment allows you to be ambitious for your own work and lives. Trips empower you and encourage independence and can offer possibilities for your future career and personal development. There are added costs notified in advance of the visit.

### **Learning Agreements**

Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the course. Within the Learning Agreement you will indicate why and how you are going to fulfil the unit aims and outcomes. This allows you to vary the work you produce according to your own

personal and professional aspirations whilst meeting the specified aims and learning outcomes of the unit.

## **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are \*2, \*5 and \*8 (e.g. 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 using two different algorithms, which are detailed in your *Quick Guide to the regulations*. If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 having completed a Foundation Degree (FdA) the final classification is determined using only your unit marks at Level 6.

For further information on progression, awards and classifications, please visit <https://my.aub.ac.uk/viewpoint/>

## **Course Structure**

You are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University following successful completion of the first year of your course.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the University following successful completion of the second year of your course.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120

credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

## **Course Content**

The curriculum is informed by a student centred approach. The progressive structure of the course promotes the development of individual learning. The course structure provides the opportunity for you to develop expertise in a particular area of illustration, or a broader approach that may combine a number of disciplines. You are encouraged throughout the course to work collaboratively, across courses and externally on an informal basis, and more formally at Level 6. The course is structured in a way that builds systematically, with the content of the individual units relating not only to others within the level but also linked with units in the later levels of the course.

The Illustration course supports the integration of theory and practice through the unitary structure by allowing you to understand how theory underpins, frames and informs practice. Theory is not presented as an abstract set of ideas or practices set apart from studio based work. You will engage with theory through practice.

Illustration specific professional information – pricings, copyright, agency practice, etc is embedded within the units. The Course Team have suitable experience within industry to support and provide you with a range of business and entrepreneurial skills. You are encouraged to join the Association of Illustrators and utilise staff advice, particularly in relation to live projects and collaborations. You will across all levels gain valuable work experience through involvement in commissions, internships, competitions, arranging art events and exhibitions.

Each Level operates within three terms over a period of thirty weeks. Each unit has its, own aims, learning outcomes, assessment components and assessment criteria. The positive nature of progressive assessment is made clear throughout the experience. Units are self-contained, but build upon previously acquired knowledge and skills. The assessment process summarises what has been achieved previously within the unit and identifies developmental strategies, enabling you to build a portfolio of knowledge, an ability to articulate your practice verbally and specific skills appropriate to the subject and your practice.

### **Level 4**

At Level 4 the emphasis is on creative experimentation. Units at this level provide you with a sound intellectual and practical base for your academic study of Illustration. The second unit 'Visual Thinking' operates across all the courses within the School of Visual Art and offers you the opportunity to consider your subject specialism in relation to other subject specialisms, to work collaboratively and to engage with an extensive range of workshops. A programme of creative studio practice, lectures, seminars, visits, critiques and workshops augment and develop the distinctive experiences of our incoming students. Emphasis is placed on learning through practical experience and critical reflection.

Workshops are delivered by a dynamic group of tutors from the Course Team as well as visiting lecturers selected for their specialist expertise in particular areas. An appropriate amount of independent learning is timetabled to enable you to develop ideas and outcomes through a personal and on-going studio practice. Ideas are tested and discussed through tutorials and group critiques, with formative feedback provided at regular intervals throughout the level.

Unit introductions in the form of briefings are used to outline the flavour of each unit, clearly defining aims and learning outcomes and explaining the assessment components. You are encouraged to undertake independent research and are equipped with the necessary skills to evaluate and analyse findings in relation to your Illustration practice.

## **Level 5**

At Level 5 the emphasis is on exploration, context and the development of an increasingly independent and critically reflective practice. The ability to apply diverse outcomes to a wider range of contexts is also fostered through the development of critical understanding of key concepts and principles. You can decide to undertake a compact version of the 'Interpretation of Text' unit and an 'Independent Study Unit' if you wish to explore a more self-directed period of study defined through a learning agreement.

Level 5 units will provide an opportunity to extend the eclectic nature of image-making and explore the synergy between traditional and digital modes. You are encouraged to define and challenge the parameters of your Illustration practice through the attainment of wider contextual knowledge and an engagement with the world.

You will be involved in considering the nature of your practice and have the option of articulating your ideas through animation or printmaking with the possibility of graduating with a specialist named award at the end of Level 6. Your decision to select a named award will be arrived at by the demonstration of your subject specialism within the 'Narrative' or 'Convergence/Divergence' units and through discussion with your Level Leader and Course Leader.

Units explore specific evolving contexts for Illustration, and the acquisition of professional skills and knowledge provide a foundation for the development of independent, entrepreneurial practitioners prepared for Level 6 study.

## **Level 6**

At Level 6 the emphasis is on professionalism, ambition and innovation. You will be increasingly encouraged to manage your own practice and you will have a mature appreciation of the uncertainty, ambiguity, and limits of knowledge. Some of this will be at, or informed by practice and research considered to be at the forefront of the discipline.

Through the 'Preparatory Major Project' and the 'Investigative Study' you will identify your concerns, subject matter and selected context/s that informs and positions your practice. These findings will then be developed, tested and refined within the 'Major Project & Professional Practice' unit. You will have decided at Level 5, which named

award is most suited to your practice and future career plans and will therefore produce outcomes to support this decision.

Your research and learning is related to the professional context of Illustration and you are encouraged to consider your professional potential beyond graduation. You will build a portfolio of work appropriate and relevant to your aspirations that will prepare you for career opportunities within the creative industries.

### **Specialist Named Awards**

The BA (Hons) Illustration course offers you the opportunity to gain a named award in your chosen specialist pathway. The specialist awards, which are available are:

#### **BA (Hons) Illustration (Animation) BA (Hons) Illustration (Printmaking)**

You can opt to take a named award in either Animation or Printmaking by demonstrating your practice in either of these disciplines at Level 5 through the 'Narrative' or 'Convergence/ Divergence' units. You will choose to undertake a named award if this is appropriate to your practice and future career aspirations. This will then prepare you for the 80 credit 'Major Project & Professional Practice Award' unit at Level 6. It will be through demonstration and conversation that you decide to select either named award. Most students will decide to select the BA (Hons) Illustration route.

### **Course Units**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
<b>Level 4</b>		
ILL456	Introductory Studies	40
ILL457	Visual Thinking	40
ILL458	Locating Practice	40
<b>Level 5 Option 1</b>		
ILL550	Interpretation of Text	40
ILL551	Narrative	40
ILL552	Convergence/Divergence	40
<b>Level 5 Option 2</b>		
ILL556	Compact Interpretation of Text	20
ILL557	Independent Study Unit	20
ILL551	Narrative	40
ILL552	Convergence/Divergence	40
<b>Level 6</b>		
ILL650	Investigative Study	20
ILL651	Pre-Major Project	20
ILL652	Major Project	60
ILL653	Professional Practice	20

## Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

Level 4																														
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Induction week	<b>ILL456 Introductory Studies</b> (40 credits)										<b>ILL457 Visual Thinking</b> (40 credits)										<b>ILL458 Locating Practice</b> (40 credits)									

<b>Level 5 Option 1</b>																														
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>ILL550 Interpretation of Text</b> (40 credits)										<b>ILL551 Narrative</b> (40 credits)										<b>ILL552 Convergence/Divergence</b> (40 credits)									

<b>Level 5 Option 2</b>																														
	Autumn term										Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	<b>ILL556 Compact Interpretation of Text</b> (20 credits)					<b>ILL557 Independent Study Unit</b> (20 credits)					<b>ILL551 Narrative</b> (40 credits)										<b>ILL552 Convergence/Divergence</b> (40 credits)									

<b>Level 6</b>																														
Autumn term											Spring term										Summer term									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>ILL650 Investigative Study</b> (20 credits)											<b>ILL652 Major Project</b> (60 credits)																			
<b>ILL651 Pre-Major Project</b> (20 credits)																														
											<b>ILL653 Professional Practice</b> (20 credits)																			

## **Resources**

### **University Resources:**

#### **Library**

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. As part of the AUB's Information Literacy Framework, the Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources

The Library holds an excellent range of specialist learning materials including books, journals, CDs, DVDs, and newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including e-books and e-journals. The Library's facilities include computers, viewing rooms, a presentation space and a silent reading room.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

#### **Information Technology**

The University provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University uses Industry standard software from Microsoft, Adobe, Macromedia, Apple and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: [itcshelpdesk@aub.ac.uk](mailto:itcshelpdesk@aub.ac.uk)

#### **Museum of Design in Plastic (MoDiP)**

MoDiP is a registered museum of 20<sup>th</sup> and 21<sup>st</sup> century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space.

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the Plastics Network website ([www.plasticsnetwork.org](http://www.plasticsnetwork.org)).

## **The Gallery**

The Gallery is a major resource for contemporary visual art at the Arts University at Bournemouth and has received regional and national recognition. There are regular gallery events, including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University.

**text + work** is the ethos which underpins the exhibition programme at the Arts University at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

## **Student Support**

### **Academic Guidance**

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the Course Team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

### **Career Education, Information and Guidance**

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advice on specific opportunities.

The Careers Service within the University offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

## **Learning Support**

### **Support for students with disabilities (including dyslexia)**

The Arts University Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans, which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the University. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support.

The Senior Disability Officer and Wellbeing Officer provide on going support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

The Arts University Bournemouth has a duty to anticipate the needs of disabled students, and to make "reasonable adjustments" to ensure that these students can access education and related services. If you feel that some aspect of the learning, teaching or assessment on your course places you at a disadvantage because of your disability, please contact the Senior Disability Officer within Student Services, who will be happy to work with you and your course team to identify any appropriate reasonable adjustments. Contact Barry Gilbert on [bgilbert@aub.ac.uk](mailto:bgilbert@aub.ac.uk) or telephone 01202 363291.

## **Support for students for whom English is a second language**

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutors, who are part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. An EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, your EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

## **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a “one off” consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUB Chaplaincy. The Chaplaincy at the Arts University at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

## **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

The course is subject to the University’s rigorous quality assurance procedures, which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the QAA Quality Code.

In addition all courses undertake an Annual Course Review, which takes account of relevant information such as:

- External Examiners’ Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Perception Survey

- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise, which is monitored by the Course and Faculty Boards of Study. Your student representatives can keep you informed about progress against the action plan.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

### **Indicators of Quality and Standards**

The Arts University Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

More detailed information is available in the following documents:

- Online course information
- Quick guide to the regulations
- Unit Handbooks
- HE Student Regulations – <https://my.aub.ac.uk/viewpoint/>
- AUB Student Guide