

THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Animation Production** 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.

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| <u>Key Course Information</u> |
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| Final Award | BA Honours |
| Course Title | Animation Production |
| Teaching institution | The Arts University College at Bournemouth |
| Awarding Institution | The Arts University College at Bournemouth |
| 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, Media |
| UCAS code | W615 |
| Language of study | English |
| Date of Validation | 2004 |
| Date of most recent review | 2009 |
| Date programme specification written/revised | June 2004 Revised September 2009 |

Course Philosophy

The pursuit of excellence in all aspects of animation continues at the Arts University College at Bournemouth.

This course offers students the opportunity to develop as individual artists who work collaboratively, creating a unique team ethic; the energy and enthusiasm channelled through the team dynamic fuels a desire to produce work of a high professional standard. This has led to the BA Animation Production course being recognised on an international platform, accredited by Skillset and playing a major role in the Bournemouth Skillset Screen and Media Academy.

The course aims to develop extensive and highly refined animation skills in traditional drawn, computer generated and stop-motion animation underpinned by a focus on observational drawing. This combined approach, using a variety of formats in a supportive and collaborative environment, will prepare you for numerous career options. Collaborations also exist between students across the university college and with other university-sector colleges who are equally committed to a high level of achievement.

The art of making animated film requires a high level of practical skill, technical proficiency and a wealth of theoretical knowledge and understanding. Within this learning environment you will develop a comprehensive appreciation of the production process and the relationships between animation's elemental roles and responsibilities. This course offers you the creative freedom to engage with a wider spectrum of related artistic studies which will enrich your learning experience resulting in high quality outcomes so prized by the animation industry.

By contextualising animation through theoretical debate, we put you in touch with the narratives behind your work so that you can control your animation to its fulfilment. Much of this course is team-based: however, we emphasise the importance of independent study, research and analysis to extend your creative abilities and inform critical reflection upon your work and that of others.

We confirm our belief that by establishing solid foundations for our students and respecting their creativity and innovation, this enables our graduates to adapt easily to continuing developments in industry. It is our endeavour to equip you with the necessary critical acumen, technical skills and professional experience for you to pursue a successful career in the competitive world of media and the creative industries or to progress to postgraduate study.

Course Aims

The course aims to:

- develop your knowledge and understanding of the production process and the evolving impact of new media;
- develop your understanding of the skills and abilities required for your specialisation, and their relationship to the team production process;
- provide opportunities for practical specialisation within a production-based context, in order to enhance your career opportunities or for post-graduate study;
- develop your knowledge, understanding and appreciation of the relationship between the practice, theory and history of animation;
- encourage research and the development of your analytical, intellectual and aesthetic awareness;
- develop your ability to communicate and to use effective presentation skills;
- develop your ability to use visual and literary capabilities in the solving of production and communication problems within a team framework;
- develop your professional competence and understanding, and promote management abilities;
- provide you with the ability to critically self-evaluate progress and performance;
- develop self-directed learning and opportunities for independent study and development.

Course Outcomes

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

- confidently describe the production processes and the evolving impact of new media;
- apply practical, theoretical and intellectual abilities in team-based productions;
- understand the requirements, opportunities and constraints of professional practice;
- undertake and apply practical research critical self-awareness and the transferable skills which are necessary for career development or for postgraduate study;
- communicate an understanding and appreciation of the relationship between the practice, theory and history of animation;
- demonstrate research and the development of analytical, intellectual and aesthetic awareness;
- communicate effectively in oral, written and visual formats;
- demonstrate the ability to use visual and literary capabilities in the solving of production and communication problems within a team framework;
- apply professional competence and understanding, and promote management abilities;
- demonstrate the ability to critically self-evaluate progress and performance; demonstrate self-directed learning for independent study and development

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design and Media
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework

University College Learning and Teaching Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

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 increasing opportunities for independent study as learners reach the later stages of the course.

Teaching is directed at supporting individual engagement in learning although there will be opportunities to work in teams to enable learning of the value of peer cooperation.

The integration of theory and practice within animation study units is promoted and reinforced through a team teaching approach, bringing together theoretical studies and specialist studies tutors.

The progressive promotion of independent learning reflects the anticipated maturing of the learners as they direct their studies towards their own goals. The teaching in Level 4 is directed at providing learners with the knowledge, concepts and skills to take increasing responsibility for the management of their own learning; a key element of the student-centred approach taken at Levels 5 and 6 and preparation for life in the work-place.

The delivery methods are informed by the University College's Learning, Teaching and Assessment Strategy and share the over-arching aims:

- i) to enable each student to realise his/her potential;
- ii) to develop and support individual learner autonomy;
- iii) to promote the acquisition of transferable/key skills;
- iv) to develop and promote best practice in approaches to teaching, learning and assessment;
- v) to promote the sharing of good practice across the University College, building on best practice both within the University College and nationally.

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). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

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 in a ratio 1:3. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

Course Structure

All students 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 stages. 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 College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

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 College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

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

This course aims to develop skills and abilities required for animation production processes, to enhance career opportunities in the animation industry. Encouragement of analytical skills and research furthers an appreciation of the relationship between practice and theory and the history of animation.

The course develops the student's ability to communicate and to use effective presentation skills. Alongside the development of professional management competence, the course aims to enhance visual and literary capabilities and the ability to resolve production problems.

The skills developed on this course are accompanied by general transferable skills which can be used in a range of applications, such as 2D, 3D and Stop-Motion work.

The promotion of the student's self-directed learning and their ability to critically evaluate their own work and that of others is fundamental to this team-based production course.

Level Four

Animation students are introduced via a series of workshops, seminars and lectures, to fundamental practical and theoretical concepts. Students progress from an understanding of rudimentary mechanical processes to a more subtle understanding of character performance and cinematic storytelling. The initial exposure to fundamental techniques and essential technology helps develop a visual and technical language necessary for progression through subsequent units at levels 5 and 6. At this stage, technical and technological processes are complemented by the rigorous development of drawing ability, informed by an analytical and interpretive approach to observational drawing in a variety of media and techniques. Investigation and analysis of visual forms and language help generate a personal visual resource through the use of sketchbooks and related research methods. Animation studio practice is fully integrated with theoretical understanding, with related key themes and issues placed within relevant social, historical and cultural contexts. Study skills using traditional and electronic resources are developed by individual and group research projects, which engage critical theories, concepts and analysis, and directly link to an understanding of historical and contemporary practice within the specialism.

Level Five

At this stage students experience an enhanced independence linked to their role within a graduate production team. As part of a production team students further build upon skills acquired at Level 4 by assisting on graduate work and thereby develop their own subject specialism. The graduate

production is the result of the contribution of individuals using their skills and specialism towards this collaborative outcome. The work assessed is the outcome of your individual contribution. You are made aware of the assessment procedure throughout the Level 5 and 6 units through unit briefings and tutorials.

The parameters of study are defined by the use of learning agreements, supported by individual tutorials with staff members, and group feedback from peer evaluations. Fields of practical and theoretical knowledge are applied to graduate film work, reflecting industry practice with hands-on learning opportunities. Concurrently, critical and analytical approaches to visualisation are developed by increasingly advanced drawing sessions building upon the knowledge and skills acquired in Level 4 units

Students research and develop their own project work in preparation for Level 6. Visualisation skills are developed in relation to pre-production activities for a proposed graduation film. A deeper critical knowledge of specialism forms a link to professional development planning, which also includes the potential for industry experience or foreign study visits. A level of professionalism and organisation is evidenced in the 'pitch' procedure, which is consistent with industry practices. There is also a process of sustained academic writing in preparation for the Investigative Study unit at Level 6, where research topics are linked to subject specialism with further development of critical and analytical skills.

Level Six

Final year students demonstrate their respective roles and their commitment to the collective responsibility of production and post-production of graduation work. Specific guidance on the ethics of the team working collaboration is laid out in the production schedule and also through group and individual tutorials. These topics include communication and team working skills, and mentorship guidance and its importance. The diverse nature of the productions and the variance in the dynamic of each team requires tailored tutor guidance specific to each individual production. Guidance on formation of teams, negotiation skills and team skills will be further enhanced with set sessions throughout the team based units and within the production schedule.

Personal planning and the development of self-reflection and evaluation are developed in relation to career aspirations and the production of a target portfolio. Critical and theoretical knowledge is developed in the Investigative Study and Extended Investigative Study units (where students choose one of these units and engage with critical understanding via written work). Students likewise need to choose either the Major Project or Extended Major Project unit (depending on their choice of either Investigative Study or Extended Investigative Study) in which they will explore their practical specialism and demonstrate a sustained focus and application of knowledge, technical skills and intellectual abilities developed throughout the course. They will also be expected to demonstrate a grasp of a complex body of knowledge relating to their specialism and practice high professional standards in their working environment. Individual Learning Agreements will reflect the scope of project negotiation with tutors and peers for these group based graduate productions. The graduate production is the result of the contribution of individuals using their skills and specialism towards this collaborative outcome. The work assessed is the outcome of your individual contribution.

Course Units

| Unit | Unit code | Credit weighting |
|--|------------------|-------------------------|
| Level 4 | | |
| Key Principles of Animation | ANP410 | 30 |
| Foundation Drawing | ANP411 | 15 |
| Translating Drawing for Animation | ANP412 | 30 |
| Designing for Layout | ANP413 | 15 |
| Animation Research and Critical Theory | ANP414 | 15 |
| Contextualising The Art of Animation | ANP415 | 15 |
| Level 5 | | |
| Development of Production Skills | ANP510 | 30 |
| Advanced Drawing Studies | ANP511 | 15 |
| Narrative | ANP512 | 15 |
| Production Research and Development | ANP513 | 30 |
| Drawing as Research | ANP514 | 15 |
| Animation Research: Themes and Focus | ANP515 | 15 |
| Level 6 Option 1 | | |
| Pre-Production | ANP610 | 30 |
| Professional Development | ANP611 | 15 |
| Investigative Study | ANP600 | 15 |
| Extended Major Project | ANP603 | 60 |
| Level 6 Option 2 | | |
| Pre-Production | ANP610 | 30 |
| Professional Development | ANP611 | 15 |
| Major Project | ANP602 | 45 |
| Extended Investigative Study | ANP601 | 30 |

Level 6 study options

The University College offers two options of study at Level 6:

Option 1

An Extended Major Project of 60 credits and an Investigative Study weighted 15 credits (4000 words^{*})

Option 2

A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words^{*}).

If you are following Option 1, you are expected to spend approximately 600 hours on your Extended Major Project and 150 hours on your Investigative Study. Your creative practice is therefore the focus of the year, and you should ensure that you develop a Learning Agreement which reflects the scope of project which is required.

If you are following Option 2, you are expected to spend approximately 450 hours on your Major Project and 300 hours on your Extended Investigative Study. Obviously this is a more balanced pattern of study, and you should ensure that your proposed area of research will provide the

^{*} Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

necessary breadth and depth to sustain a coherent academic argument which demonstrates critical analysis and understanding.

The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. However, both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work. The outcomes below apply to the composite 75 credits; you should ensure that your two projects enable you to achieve these, as well as the specific unit outcomes.

Outcomes for project work at Level 6:

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation.

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

| 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 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|
| Induction week | ANP410 Key Principles of Animation (30 Credits) | | | | | | | | | | | | | | | ANP412 Translating Drawing for Animation (30 Credits) | | | | | | | | | | | | | | | HE Exam Boards |
| | ANP411 Foundation Drawing (15 Credits) | | | | | | | | | | | | | | | ANP413 Designing for Layout (15 Credits) | | | | | | | | | | | | | | | |
| | ANP414 Animation Research and Critical Theory (15 Credits) | | | | | | | | | | | | | | | ANP415 Contextualising the Art of Animation (15 Credits) | | | | | | | | | | | | | | | |

Level 5

| 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 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|
| Induction week | ANP510 Development of Production Skills (30 Credits) | | | | | | | | | | | | | | | ANP513 Production Research and Development (30 Credits) | | | | | | | | | | | | | | | HE Exam Boards |
| | ANP511 Advanced Drawing Studies (15 Credits) | | | | | | | | | | | | | | | ANP514 Drawing as Research (15 Credits) | | | | | | | | | | | | | | | |
| | ANP512 Narrative (15 Credits) | | | | | | | | | | | | | | | ANP515 Animation Research: Themes and Focus (15 Credits) | | | | | | | | | | | | | | | |

Level 6 option 1

| 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 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|----|----|----|----|
| Induction week | ANP610 Pre-Production (30 Credits) | | | | | | | | | ANP603 Extended Major Project (60 Credits) | | | | | | | | | | | | | | | | | HE Exam Boards | | | | |
| | ANP600 Investigative Study (15 Credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ANP611 Professional Development (15 Credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Level 6 option 2

| 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 | 31 |
|----------------|---|---|---|---|---|---|---|---|---|--------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|----|----|----|----|
| Induction week | ANP610 Pre-Production (30 Credits) | | | | | | | | | ANP602 Major Project (45 Credits) | | | | | | | | | | | | | | | | | HE Exam Boards | | | | |
| | ANP601 Extended Investigative Study (30 Credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ANP611 Professional Development (15 Credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Resources

University College 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. 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 journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

Information technology

The University College 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 College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark 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@aucb.ac.uk

Museum of Design in Plastic (MoDiP)

MoDiP is a registered museum of 20th and 21st 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 College 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 College 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](http://www.plasticsnetwork.org) website (www.plasticsnetwork.org).

The Gallery

The gallery is a major resource for contemporary visual art at the Arts University College 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 College.

text + work is the ethos which underpins the exhibition programme at the Arts University College 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 advise on specific opportunities.

The Careers Service within the University College 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 Adviser 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, AUCB 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 College at 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 College 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 College. 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 ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

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) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The 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, the 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 AUCB Chaplaincy. The Chaplaincy at the Arts University College 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 College'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 national Subject Benchmarks and references the Framework for Higher Education Qualifications.

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.

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 College at 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 College 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.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide