

## THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Fine Art** 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>
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Final Award	BA Honours
Course Title	Fine Art
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
UCAS code	W100
Language of study	English
Date of Validation	1999 – Full-Time 2003 – Part-Time
Date of most recent review	2008
Date programme specification written/revised	September 2008

### **Course Philosophy**

The ethos promoted by the course is distinctive because of its broad-based approach to fine art practice, its recognition of the importance of contemporary critical discourses and its emphasis on the development of professional skills.

The course recognises that contemporary art involves a wide range of practices and positively celebrates and promotes that diversity of practice within the curriculum whilst encouraging individuals to define their own area of enquiry. The aim is to provide a stimulating and critically rigorous environment in which individuals are able to experiment, explore and discuss ideas, processes and cultural theory in order to discover and develop their own position within the evolving global community of fine art. The course promotes ambitious individual practice.

An inclusive approach is therefore adopted which promotes integration of a range of media and specialisms. No specific medium or creative strategy is privileged. Creative experimentation, analysis of studio practice, critical awareness and independent thought take place in the context of a belief that there is a purposeful, symbiotic relationship between fine art practices and contextualizing theory.

The curriculum acknowledges that contemporary practice is informed by a wide range of historical,

cultural and socio-political factors. Studio practice is consequently under-pinned by a dynamic programme of related theoretical studies. Students are encouraged to question their role as artists and how their work is to be understood in the public domain. There is considerable emphasis on the realities of working within the professional environment, supported by teaching staff who bring their direct experience of fine art practice and research to the course. Postgraduate study is actively encouraged. The course has an international perspective, facilitated by our proximity to London and promoted through educational visits and opportunities to study abroad. Visiting tutors and guest lecturers, offering an additional range of skills and experience, are an essential part of the course delivery and contribute richly varied tutorial input.

The objective is to provide students with the knowledge, skills and creative agility necessary to develop their own practices. In order to remain alive to the ever-changing demands of a dynamic subject, the course aims to be flexible, inclusive, supportive, progressive and to maintain the highest academic standards.

### **Course Aims**

The course aims to develop confident and informed artists with strong critical skills and a dynamic engagement with contemporary fine art. It encourages an open, speculative and questioning approach to fine art in order to develop independently minded practitioners.

By providing a critical basis for understanding and contextualizing contemporary fine art practices the course seeks to create a flexible and challenging environment in which a wide range of media can be explored and creative strategies developed.

The course considers an understanding of the professional aspects of fine art practice to be a vital part of an artist's education. Consequently it aims to develop a critical awareness of the relationship between the artist and his/her audience. The course places a strong emphasis on the communication and articulation of ideas, which contributes to the broader aim of developing practical employability skills – particularly communication skills – of use in a wide range of professional contexts.

### **Course Outcomes**

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

- LO1 Test the boundaries of existing subject knowledge in defining own practice. Confirm distinct and individual concerns and approaches through a body of resolved work.
- LO2 Resolve ideas through making. Structure creative approaches and utilise technical skills toward fulfilling intentions
- LO3 Relate their practice to an understanding of the nature of fine art and its role in reflecting and shaping contemporary consciousness.
- LO4 Interpret and respond to the historical, social and cultural contexts in which their work is positioned and how this shapes the relationship of the audience to the work.
- LO5 Articulate coherent ideas and arguments in visual, spoken and written forms informed by appropriate research methodologies.
- LO6 Demonstrate knowledge and understanding of the key developments in current and emerging practices and media in Fine Art.
- LO7 Apply analytical, interpretative and creative thinking skills in observation, practical investigation and speculative enquiry
- LO8 Be resourced for continuing professional development; use self-reflection to define, plan and evaluate own learning.
- LO9 Be prepared for, and work to a standard appropriate to the professional Fine Art environment.

## **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- 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**

Taught sessions underpin independent learning. They include tutorials, seminars, group critiques, lectures, unit briefings and study visits. They are delivered by the course team, which is made up of practising artists and art historians. This is supplemented by input from visiting artists, other professionals and academics.

Independent learning includes studio practice, research, analysis and critical reflection. Learning is most effective when it is active and when the learner takes responsibility. Teaching by the course team is therefore directed at supporting students in managing their learning. They are encouraged to develop strategies for independent learning in each unit of study, and this responsibility progresses as they move through the levels of the course. The studio environment is an important support to learning and teaching and the course team promote the value of peer learning accruing from studio-based practice.

### **Open workshops**

Supplementary to the teaching that takes place within units, students from all levels and both modes are able to sign up to other open workshops. These sessions allow students to specialise in various areas of fine art practice. Choices of attendance are made on the basis of the session's relevance to students' individual interests and thus support and inform individual learning plans. Responsibility and self-direction of own learning is implied in these choices. All sessions introduce skills that can be applied to meeting the requirements of course units. Sessions take place throughout the academic year, and will be taken up when and as they become relevant to the student's developing and changing learning needs as they progress through the course. They cover diverse aspects of practice and theory. Examples include a series of drawing workshops (that develop an understanding of the uses of drawing), technical skills workshops (that deepen understanding of materials and processes within a range of resource areas), creative writing seminars (aimed at informing approaches to written units) and sessions to document studio work.

This is not a finite list but indicative of the diversity and range of learning opportunities available. Cross-level mentoring and peer learning is actively valued and encouraged through the shared workshops.

### **The Virtual Learning Environment - 'Blackboard'**

The virtual learning environment is used increasingly to enhance course delivery. With more and more web-based resources and in response to the growing online culture it allows students to access and engage with their studies in new ways. Students benefit by having remote access to course information and a means of online communication. What is available on Blackboard is continually being developed to meet the needs of students, providing information about the Course, Staff, the Library, Social Networking and the Students' Union. Other more informal content includes a Welcome area, greater opportunity for discussion, Staff Recommendations, FAQ's, Staff Information, Web Links, Image Archive and Workshop/IT handouts sections.

### **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**

In the introductory stages of Honours level study you complete a series of largely workshop-based units that develop your skills in painting, printmaking, black-and-white conventional photography, video, computer manipulation of digital imagery, some 3-dimensional techniques and research skills. You are also introduced to other forms of 3-dimensional work, as well as performance, installation and conceptual practices.

As the course progresses instruction both deepens and adapts to meet individual needs. You are introduced to fine art practice as a professional activity, so that you are equipped to operate in the wider commercial world on graduating. The theory and practice of exhibiting are important parts of this.

As the course moves towards its conclusion, you will develop the independence of thought and practice that will take you through and beyond graduation. You will have established your identity as an artist, defining meaning and intention through the use of materials and specific processes. Supported by various forms of contextualising input, learning and teaching at this stage of the course are on the basis of individual interests.

## Course Units

<b>Unit Title</b>	<b>Unit code Full-time</b>	<b>Unit code Part-time</b>	<b>Credit Weighting</b>
<b>Level 4</b>			
Recording, Interpretation & Transformation	FAR410	FPT410	15
Possibilities of Process	FAR416	FPT416	15
Drawing: Theories & Practice	FAR411	FPT411	15
Articulating Time & Space	FAR413	FPT413	15
Defining Practice 1	FAR414	FPT414	30
Fine Art: Histories & Contexts	FAR415	FPT415	30
<b>Level 5</b>			
Defining Practice 2	FAR510	FPT510	22.5
Negotiated Practice 1	FAR511	FPT511	22.5
Content & Context	FAR512	FPT512	45
Contemporary Practice	FAR513	FPT513	30
<b>Level 6 Option 1</b>			
Negotiated Practice 2	FAR610	FPT610	30
Professional Development & Evaluation	FAR611	FPT611	15
Investigative Study	FAR600	FPT600	15
Extended Major Project	FAR603	FPT603	60
<b>Level 6 Option 2</b>			
Negotiated Practice 2	FAR610	FPT610	30
Professional Development & Evaluation	FAR611	FPT611	15
Extended Investigative Study	FAR601	FPT601	30
Major Project	FAR602	FPT602	45

## 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<sup>^</sup>)

### **Option 2**

A Major Project of 45 credits, and an Extended Investigative Study of 30 credits (8000 words<sup>\*</sup>).

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

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<sup>\*</sup> Please note that all word counts should be considered as a norm, but +/- 10% is acceptable.

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:**

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**FULL-TIME**

*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.*

Year 1: 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	FAR410 Recording interpretation and transformation (15 credits)				FAR416 Possibilities of process (15 credits)						FAR413 Articulating time and space (15 credits)				FAR414 Defining practice 1 (30 credits)													Assessment and feedback	HE Exam Boards		
	FAR415 Fine Art: Histories and Contexts (30 credits)																FAR411 Drawing: Theories and Practice (15 credits)														

Year 2: 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	FAR510 Defining practice 2 (22.5 credits)						FAR511 Negotiated practice 1 (22.5 credits)						FAR512 Content and context (45 credits)														Assessment and feedback	HE Exam Boards			
	FAR513 Contemporary practice (30 credits)																														

Year 3: 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	FAR611 Professional development and evaluation (15 credits)																							Assessment					HE Exam Boards		
	FAR610 Negotiated practice 2 (30 credits)												FAR603 Extended major project (60 credits)																		
	FAR600 Investigative study (15 credits)																														

Year 3: 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	FAR611 Professional development and evaluation (15 credits)																							Assessment					HE Exam Boards		
	FAR610 Negotiated practice 2 (30 credits)												FAR602 Major project (45 credits)																		
	FAR601 Extended investigative study (30 credits)																														

**PART-TIME**

*Note that some units might carry forward to the following year*

Year 1: 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	FPT410 Recording interpretation and transformation (15 credits)								FPT416 Possibilities of process (15 credits)									FPT413 Articulating Time and Space (15 credits)														HE Exam Boards
	FPT415 Fine Art: Histories and Contexts (30 credits)																															
	FPT411 Drawing: Theories and Practices (15 credits)																															

Year 2: Level 4 (continued)																				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	FPT414 Defining practice 1 (30 credits)																				FPT510 Defining practice 2 (22.5 credits)											Assessment	HE Exam Boards
	FPT411 Drawing: theories and practices (15 credits)																																

Year 3: Level 5 (continued)																															
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	FPT 510	FPT511 Negotiated practice 1 (22.5 credits)											FPT512 Content and context (45 credits)														Assessment	HE Exam Boards			
	FPT513 Contemporary practice (30 credits)																														

Year 4: Level 5 (continued)											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	FPT513			FPT512							FPT610 Negotiated practice 2 30 credits																		Assessment	HE Exam Boards	
											FPT600 Investigative study 15 credits																				

Year 5: Level 6 Option 1 (continued)																																
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	FPT600			FPT603 Extended major project 60 credits																											Assessment	HE Exam Boards
	FPT611 Professional development and evaluation 15 credits																															

Year 4: Level 5 (continued)											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	FPT513			FPT512							FPT610 Negotiated practice 2 30 credits																			Assessment	HE Exam Boards
												FPT601 Extended investigative study 30 credits																			

Year 5: Level 6 Option 2 (continued)																																
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	FPT601			FPT602 Major project 45 credits																											Assessment	HE Exam Boards
	FPT611 Professional development and evaluation 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](mailto:itcshelpdesk@aucb.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 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](http://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