

## THE ARTS UNIVERSITY COLLEGE AT 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>
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Final Award	BA Honours
Course Title	Illustration
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	W220
Language of study	English
Date of Validation	2005
Date of most recent review	2010
Date programme specification written/revised	March 2010

### **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?'

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 students 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 students are encouraged to understand and locate their 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. Students are supported in the development of a broad and diverse response to a range of strategies, processes and techniques. Each student builds an appropriate portfolio of skills for the development of their individual practice, potentially including drawing, print-making, photography, animation, utilising both digital and analogue approaches. The curriculum acknowledges that the creative process is informed and nourished by the development of the student 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.

Students will graduate with the knowledge, professional skills and creative agility necessary to develop their individual practices. Students are also equipped with the necessary skills, knowledge and differentiated modes of learning that will enable them 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, students are required to be flexible, inclusive, proactive, reflexive and progressive practitioners, graduating from the course fully equipped to be pioneers within their chosen field.

### **Course Aims**

The course aims to develop creative individuals who embrace the breadth and diversity of the discipline. They will be equipped to engage with practice, some of which will be at the forefront of their chosen field, and they will be able to interrogate and challenge the nature of Illustration. Students will be critically reflective and able to learn independently in preparation for professional environments or postgraduate study. They 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, some of which will be at the forefront of the discipline.
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, exercising 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)

- QAA Code of Practice  
AUCB Undergraduate Curriculum Framework  
University College Learning and Teaching Strategy

## **Employability Skills**

The BA 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.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials may be delivered by team members, as appropriate, in the creative environment of the studio.

### **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 students to develop their ability to verbally articulate their individual practice. It also offers an opportunity for students 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. Students will learn not only from the assessment and discussion relating to their own work but also from that of their peers. This approach will enable students to understand how their 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 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 College. 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.

The AUCB Learning agreement pro forma can be found on the intranet and is also available through Blackboard.

### **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**

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 feeds practice. Theory is not presented as an abstract set of ideas or practices; rather it is presented in a way that has demonstrable and beneficial outcomes for design practice and visual solutions. 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. Students are encouraged to join the Association of Illustrators and utilise staff advice, particularly in relation to live projects and collaborations. Students across all levels gain valuable work experience through involvement in commissions, 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 requirements 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 and 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. 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 requirements. 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 and 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.

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.

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 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. Research and learning is related to the professional context of Illustration and you are encouraged to consider your professional potential beyond graduation through the Negotiated Practice unit in Level 6, which offers the opportunity for collaborative working, either across University College courses or externally. You are also encouraged to undertake live briefs or competitions as part of this unit.

Your tutors will discuss the two options available at Level 6 (see below) and provide support throughout this decision making process. The different options are designed to permit a degree of flexibility in how you demonstrate Honours level outcomes in your discipline. The options provide the opportunity for you to work to your strengths whether that is practice based work or a written submission. Both offer the opportunity to work at an advanced level within the discipline, and to show your appreciation of the context of your work.

### **Course Units**

<b>Level 4</b>	<b>Unit Ref</b>	<b>Credit</b>
Visual Exploration	ILL412	22.5
Illustration: Contexts and Theory	ILL419	30
Drawing Approaches	ILL411	22.5
Word and Image	ILL414	15
Creative Practice	ILL418	30

### **Level 5**

Interpretation of Text and Professional Contexts	ILL510	22.5
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Contemporary Illustration: Practice and Debate	ILL516	30
Narrative	ILL512	22.5
Convergence/Divergence	ILL515	45

### **Level 6 - Option 1**

Negotiated Practice	ILL610	30
Investigative Study	ILL600	15
Extended Major Project	ILL603	60
Professional Practice	ILL612	15

### **Level 6 - Option 2**

Negotiated Practice	ILL610	30
Extended Investigative Study	ILL601	30
Major Project	ILL602	45
Professional Practice	ILL612	15

### **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.

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

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

- 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	ILL 412 Visual Exploration (22.5 credits)								ILL 411 Drawing Approaches (22.5 credits)							ILL 414 Word and Image (15 credits)					ILL 418 Creative Practice (30 credits)										HE Exam Boards
	ILL 419 Illustration: Contexts and Theory (30 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	ILL 510 Interpretation of Text and Professional Contexts (22.5 credits)							ILL 512 Narrative (22.5 credits)								ILL 515 Convergence / Divergence (45 credits)															HE Exam Boards
								ILL 516 Contemporary Illustration: Practice and Debate (30 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	ILL 610 Negotiated Practice (30 credits)										ILL 603 Extended Major Project (60 credits)																HE Exam Boards				
	ILL 600 Investigative Study (15 credits)																														
	ILL 612 Professional Practice (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	ILL 610 Negotiated Practice (30 credits)										ILL 602 Major Project (45 credits)																HE Exam Boards				
	ILL 601 Extended Investigative Study (30 credits)																														
	ILL 612 Professional Practice (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 'Quicksan' 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