THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **FdA Visual Communication** 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.

<u>**Key Course Information**</u>

Final Award	Foundation Degree (FdA)
Course Title	Visual Communication
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	2 years full-time
Level of final award (in FHEQ)	Level 5
<u>Progression route</u> Dedicated articulation to:	BA (Hons) Visual Communication
Subject benchmark statement(s)	Art and Design
UCAS code	W292
Language of study	English
Date of Validation	2005
Date of most recent review	2010
Date programme specification written/revised	May 2005 Revised September 2010

<u>Course Philosophy</u>

Visual Communication is a broad discipline, encompassing graphic design, image generation, typography and screen-based design, and its practitioners are characterised by their innovative multi-disciplinary approach to the development of contemporary communication solutions.

FdA Visual Communication is an exciting creatively stimulating course; it responds to the broad multi-disciplinary nature of the discipline by providing a holistic learning experience involving the development of technical and professional skills and relevant theoretical and cultural understanding, which are then applied to a progression of briefs reflecting current industry trends.

Learning and teaching take place in a lively and supportive studio-based environment that enables individual and collaborative exploration of visual communication principles and practice, and students gain essential skills in paper-based and digital processes including use of industry-standard software through a series of workshops. Ideas generation is key to the discipline, and students develop their

ability to test and refine their concepts and arrive at effective design driven solutions through one-to-one and group tutorials and lecturer and peer-led critiques. FdA students are encouraged to become increasingly independent, developing their own analytical, evaluative and transferable skills, and taking a proactive approach to their understanding of industry; the 1st year culminates in a work 'placement', the 2nd year incorporates 'live' and competition briefs, and students from both years also benefit from interaction with inspiring industry practitioners through a diverse programme of guest visits.

FdA Visual Communication empowers students to explore their own creative goals and ambitions, and encourages enterprise, innovation and a flexible attitude within its graduates which will enable them to apply their skills in a wide variety of professional contexts, and to adapt to changing employment opportunities. The course also provides those graduates wishing to continue in education with the appropriate skills and understanding to progress to study at BA (Hons) level.

Teaching and Learning Philosophy

The teaching and learning within FdA Visual Communication's working studio environment is fluid and open so that students can make the most of opportunities that arise from both within and beyond the curriculum structure. This manner of teaching is essentially multidisciplinary, and is characteristically based on collaborative studio practice. Projects explore the interface and overlap between analogue and digital technologies, and look at ways in which traditional 'craft' media and processes can be used alongside developments in digital technology. We are interested in the 'hybrid' processes, visual thinking and ideas generation from concept to final outcome that emerge from this overlap, with a particular focus on print and digital/traditional publishing, typography and screen based design.

The Foundation Degree in Visual Communication offers an exciting opportunity to engage and visually explore the areas of graphic design, typography, illustration photography and screen based communication. The modern fusion between graphic design, typography, illustration and photography has led to a demand for visually literate designers who are able to meet the needs of an industry which expects students entering the work place to be versed in traditional and digital skills.

In response to this the FdA Visual Communication seeks to equip students with the relevant subject knowledge, technical, computer and professional/business skills to compete in the ever-changing and multidisciplinary arena of the visual communication industries. Students will be prepared to enter the work place or progress to an honours degree through the integration of work based learning and intellectual development.

The course promotes students' abilities to be lateral and visual thinkers and creative problem solvers, able to produce industrially relevant, and creative, design solutions. Students will undertake a holistic learning experience positioned within the appropriate cultural, social, historical and political context to ensure that relevant theoretical knowledge and understanding underpin practical project work. Students will be well informed on the breadth of specialist opportunities within the industry and will be guided through appropriate choices for portfolio development, relative to career aspirations.

Students will investigate key themes/aspects of visual communication, balancing ideas and concepts with technical expertise, in typography, illustration and screen based media. Design content will include typography and image generation, visualisation, surface design for packaging, editorial design, mixed communication in context, publishing, web design, visual identity etc. Students will also develop a considered approach to social, political, ethical and environmental issues and the potential of visual communication to inform and raise awareness of such issues through soundly-conceived ideas and innovative practice.

The course of study has been devised in consultation with practitioners and employers. The inclusion of live briefs and competitions set by industry and visiting professionals will broaden the students' experience of the workplace and develop key professional skills such as project management, business skills, communication, time management and teamwork. The course will also encourage the enhancement of verbal presentation and communication skills. Progressive promotion of self-directed learning allows students to explore their own goals and ambitions as well as providing a basis for enterprise and innovation. It will also enable students to be flexible, able to transfer their design skills to visual communication problems in a wide variety of contexts and to adapt to changing employment opportunities.

Communication

The staff team value good communication and ease of access to important documents; students who wish to get the best from the course will ensure they communicate regularly with staff through the appropriate channels, which are AUCB email, Blackboard and briefing sessions.

It is the student's responsibility to ensure that communication is checked and goes through these proper channels.

AUCB emails are the main source of contact and you should ensure you check your AUCB account daily. Information regarding lectures, trips, assessment and tutorials along with any other vital information will be sent to your email address.

The course team will only respond to email from AUCB address and email will only be answered on weekdays between 9.00 a.m. and 5.00 p.m.

We hold all documents on Blackboard such as project briefs, group lists and presentations. This can be accessed inside and outside of the University College with your AUCB email address and password.

Staff can be contacted by phone, there is a message service that should be used if no one is available to take you call. The course team will respond to messages left within working hours.

Tutorials to discuss academic issues are organised by the staff team, but students wishing for additional tutorial help can request a tutorial by email. This should be requested well in advance of the date of the tutorial; once a time is set it is vital that you attend.

Housekeeping will be held at the beginning of every session. At this point we will disseminate all information pertaining to that day's activities and any other relevant information pertaining to the course.

A whiteboard located outside of the studio is updated weekly with the week's events, lectures, and things happening in the near future.

A notice board holds information regarding cultural events that will be of interest such as lectures, gallery shows and workshops in and outside of AUCB.

The course team cannot reset passwords or assist with recovery; if your details are lost you will need to contact the ITCS helpdesk on.

For reporting absences please refer to the absence policy in the course handbook.

Course Aims

A1. to maintain a working ethos within which students can **experiment**, **question, reflect upon and analyse** existing practice and arrive at **final resolutions** from an **informed knowledge base**.

A2. to understand and be responsive to the close inter-relationship between the courses in the Arts University College Bournemouth, encouraging **cross-course** and **collaborative working**, and making full use of the unique **interdisciplinary** potential of **live projects**.

A3. to promote awareness of sustainable design in relation **to ethical issues –** social, cultural, political, and environmental – and the potential of visual communication to **inform and raise awareness** of such issues through informed practice.

A4. to provide students with an **understanding of the critical and cultural contexts** of visual communication, expanding into both **theory and practice**.

A5. to enable students to develop their understanding of the fundamental importance of **research, evaluation and reflection** in relation to practice, and to make judgements that are **critically informed** both aesthetically and professionally.

A6. to equip students with the learning strategies of **critical enquiry** and **visual analysis** which will enable them arrive at visual communication **solutions appropriate for specific audiences**.

A7. to equip students with the **fundamental technical skills** necessary for professional practice, by ensuring they are fully conversant with the **processes of origination, reproduction and distribution**, and are able to draw on **new and traditional media and processes**.

A8. to enable students to develop the **transferable skills** and **collaborative and independent working practices** which are increasingly necessary within the contemporary visual communication industry, including the ability to **articulate ideas** and **present work** effectively.

A9. to prepare students to **progress** their academic practice and interests in **level 6 study**, including through the development of **higher visual, written and verbal communication skills**.

Course Outcomes

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

O1. (students will be able to) apply a sound range of **analytical and questioning** processes that **inform experimentation** and **resolution**.

O2. (students will be able to) quantify the benefits of **cross-course** and **collaborative** and/or **interdisciplinary** practice in academic and professional environments.

O3. (students will be able to) apply an **ethical** approach to sustainable design and visual communication problem solving.

O4. (students will be able to) demonstrate sound understanding of the **critical and cultural contexts** of visual communication, and knowledge of the **principles and methodologies** which underpin them.

O5. (students will be able to) select, **evaluate** and **critically reflect** upon a range of **research** in order to create effective visual communication solutions.

O6. (students will be able to) demonstrate the ability to produce **informed** visual communication **solutions targeted at specific audiences**.

O7. (students will be able to) demonstrate competence in the **fundamental technical skills** necessary for professional practice.

O8. (students will be able to) evidence their ability to **manage their own role within a professional context**.

O9. (students will be able to) demonstrate the **academic ability** necessary to **progress** to **level**

Reference Points

UK Quality Code for higher education, including:
- Foundation Degree Benchmark Statement
- 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

The course objectives will be met by deploying a wide variety of learning and teaching methods including workshop/studio practice, lectures, seminars, group critiques, guided reading, tutorials,

projects, demonstrations, learning teams, personal planning and reflection, work-related learning and independent study. Unit tutors in consultation with the Course Leader will be responsible for co-ordinating the course for individual units of study and for selecting appropriate methods of delivery according to the subject matter and student experience.

The study time allocated to each unit in the course incorporates a balance of learning and teaching support. The progressive promotion of student–centred learning reflects the anticipated maturity of students and allows them to direct their learning towards individual goals. The teaching in Level 4 is directed at providing students with the knowledge, concepts and skills to take increasing responsibility for the management of their own learning.

Teaching is directed at supporting individual engagement in learning although there will be opportunities for students to work in teams to enable them to learn the value of peer co-operation. Also, it is anticipated that, due to the vocational and professional orientation of the Foundation Degree and to enable students to benefit from the range of resources and disciplines within the University College, opportunities will exist for students to collaborate in teams with peers in, for example, graphic design or interactive media. It is also envisaged that live project work may benefit from the collaboration of students from both levels of the course.

Guidance and counselling to help in the realisation of individuals learning potential will be provided at the start of each term.

Peer Assisted learning (PAL)

Starting with successful Pilots in spring 2008 and autumn / spring 2008-09, FdA Visual Communication has introduced and continues to develop a form of peer assisted learning known as PAL, which involves trained second year students planning and facilitating group sessions for all the first year students on the course, in which they work together to address issues that may be impacting on the first year students studies and/or wellbeing. This form of PAL is underpinned by cooperative learning theory based upon analysis of many hundreds of studies (Johnson & Johnson, 1989), which demonstrates that properly managed positive interaction between peers can be beneficial for all involved.

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 FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Level 5. If you progress to Honours level study, your degree calculation will be based on your percentage marks at Level 6 only. 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 the Foundation Degree (FdA); however exit awards are available if you leave the course early, having successfully completed a stage. 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 the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

Course Content

Level 4 will focus on the practical and conceptual skills necessary for you to develop as a visual communicator. You will learn the key principles of visual communication through a series of practical and written assignments that are informed by historical and contemporary influences of visual culture and professional practice. Practical work is undertaken either individually or in a team situation.

The units Introduction to Visual Communication and Visual Thinking and Ideas Generation interrelate with Visual Communication: Context and Theory to provide you with the knowledge from which you can develop your visual literacy and creative problem-solving. You will explore and experiment with a range of image making techniques, both traditional and digital as well as the relationship between text and image and how they convey meaning. You will develop analytical methods and processes for defining, initiating and developing ideas and build your confidence in demonstrating critical and aesthetic judgements.

Visual Communication in Context 1 concentrates on editorial design, interpretation of texts, the application of typographic principles and visual explanations and the communication of information to specific audiences. Essential knowledge of print processes and production will be covered in Contemporary Practice and Production. Through the unit Screen Based Communication 1 you will have the opportunity to explore screen based media as a means of communication, such as 2D animation.

Level 4 units are supported with computer workshops where you will learn to use appropriate software relevant for both print and screen based visual communication.

Your preparation for future employment and/or freelance work is enhanced through the integration of transferable skills in all course units. Personal Planning, Reflection and Development 1 will enable you to reflect on your progress and personal development. Industry professionals and course tutors will discuss your aspirations and help you to develop your career plans.

The culmination of your learning in Level 4 will be the Placement unit where you will have the opportunity to work within industry and experience professional working practices.

Placement

The preparation for your Placement is undertaken in PPRD1 unit. PPRD1 gives you the opportunity develop the career attributes that allow you to understand yourself, identifying your strengths and skills and demonstrate these skills in the form of a portfolio and CV. Through the first year of your study you will develop an awareness of the career options and opportunities open to you and reflect on where you want to be and set realistic career goals for the future. You will conduct research into what placement opportunities are open to you, and learn how and when to prepare effective applications to help you succeed in gaining the right placement. It is vital that you start working to gain a Placement in November as design companies have waiting lists for placements that are over a year long.

The Placement for some students has lead to job opportunities upon graduation.

Level 5 units will provide you with the opportunity to develop your creative ability in both print and screen media in professional contexts and to increasingly be in control of your own learning.

In Visual Communication in Context 2 you will undertake a series of practical assignments relating to design systems. Screen Based Communication 2 will provide you with the knowledge and skills necessary for web design from structuring information to the technical considerations. You will realise the relationship between print and screen based design and may wish to extend projects to include both disciplines.

In conjunction with Personal Planning Reflection and Development 2, the unit Professional Project Planning encourages you reflect on your learning and your career plans to enable you to plan your professional project. The Professional Project allows you to demonstrate your creative, conceptual and analytical ability in realising commercially viable design solutions. Projects may be set by industry specialists or could be 'live' briefs. The Professional Project will be negotiated via Learning Agreements, to reflect your own personal aspirations.

The Work-Related Learning unit deepens your knowledge of visual communication in a professional context. Students considering applying for progression to Year 3/Level 6 of BA (Hons) Visual Communication (Top Up) degree will take the unit Issues in Contemporary Visual Contexts instead of Work-Related Learning as it provides the academic opportunity in developing the research and written communication skills necessary for Level 6 study.

Course Units

Unit	Code	Credit
Level 4		
Introduction to Visual Communication	VCM410	30
Visual Communication: Context and Theory	VCM411	15
Visual Thinking and Ideas Generation	VCM412	15
Personal Planning and Development 1	VCM407	15
Visual Communication in Context 1	VCM413	15
Screen Based Communication 1	VCM414	15
Placement	VCM405	15
Level 5		
Visual Communication in Context 2	VCM510	30
Screen Based Communication 2	VCM512	15
Personal Planning Reflection and Development 2	VCM507	15
Professional Project	VCM511	45
Work Related Learning	VCM505	15
Contemporary Visual Contexts	VCM513	15

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

VCM410 Introduction to Visual Communication (30 credits)

VCM405 Placement (including preparation) (15 credits)

VCM412 Visual Thinking and Ideas Generation (15 credits)

VCM414 Screen Based Communication 1 (15 credits)

VCM413 Visual Communication in Context 1 (15 credits)

VCM411 Visual Communication: Context and Theory (15 credits)

VCM407 Personal Planning, Reflection and Development 1 (15 credits)

Placement Period

Assessment

HE Exam Boards

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

VCM510 Visual Communication in Context 2 (30 credits)

VCM512 Screen Based Communication 2 (15 credits)

VCM511 Professional Project (45 credits)

VCM513 Contemporary Visual Contexts **or** VCM505 Work Related Learning (15 credits)

VCM507 Personal Planning, Reflection and Development 2 (15 credits)

Assessment

HE Exam Boards

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 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.

<u>Indicators of Quality and Standards</u>

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