

Programme Specification

BA (Hons) Visual Communication



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

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

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) 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	BA (Hons)
Course Title	Visual Communication
Award Title	BA (Hons) Visual Communication
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the Faculty of:	Art, Design and Architecture
<i>Contact details:</i> Telephone number	01202 363354
Email	foada@aub.ac.uk
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	W215
Language of study	English
External Examiner for course	<i>To be confirmed</i>
	<i>*Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	2012
Date of most recent review	2013
Date programme specification written/revised	Revised September 2013

Course Philosophy

Visual Communication explores the interface and overlap between analogue and digital technologies, and looks at ways in which traditional craft media and processes are used alongside, and combined with, digital developments. The course is interested in these 'hybrid' processes of developing ideas and communicating these ideas through visual language to an audience.

Visual Communication is a rich fusion of graphic design, illustration and photographic practices and dialogues, whose influences come from a myriad of cultures and experiences; its practitioners are characterised by their innovative multi-disciplinary approach to the development of contemporary communication solutions.

A new generation of people who are involved in Visual Communication are working with the traditions of the 'handmade' to produce contemporary and innovative design work. The 'handmade' has a unique visual and tactile impact and has re-emerged as a contrast to mass-media production methods.

Past are the days when the role of a professional communication designer was limited to the confines of a single discipline or linear career-path. What is required now is a combination of skills and personal qualities, including: the ability to be well-versed in a wide range of technical skills and in processes of thinking-through-making which are supported by rigorous self-criticism and reflection; an informed awareness of context and audience; the ability to work collaboratively as well as independently. Above all, the designer of today/tomorrow should have an idealistic commitment to improve all aspects of sustainable user-centred communication design both locally and globally.

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; AUB email and briefing sessions.

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

AUB emails are the main source of contact and you should ensure you check your AUB 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 AUB address and email will only be answered on weekdays between 9.00 a.m. and 5.00 p.m.

We hold all documents on MyAUB such as project briefs, group lists and presentations. This can be accessed inside and outside of the University with your AUB 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 your 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 AUB.

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

Course Aims

- A1.** To maintain a working ethos within which you feel free to **experiment**, to be **interrogative, analytical and innovative**, to question existing practice and to arrive at **final resolutions** from an **informed knowledge base**.
- A2.** To promote the consideration of sustainable design in relation to **ethical issues** – social, cultural, political, environmental – and the potential of visual communication to **inform and raise awareness** of such issues through soundly-conceived and innovative practice.
- A3.** To enable you to refine your 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.
- A4.** To equip you with the learning strategies of **intellectual and critical enquiry** and **visual analysis** which will enable you to arrive at visual communication **solutions appropriate for specific audiences**.
- A5.** To equip you with the **advanced technical skills** necessary for professional practice, by ensuring you are fully conversant with the **processes of origination, reproduction and distribution**, and are able to draw on **new and traditional media and processes**.
- A6.** To encourage **cross-course** and **collaborative working**, making full use of any **interdisciplinary** potential of **live projects** and collaborations/partnerships.
- A7.** To prepare you to **progress** your academic and professional practice and interests in either **employment or postgraduate study**, including through the development of **advanced visual, written and verbal communication skills**.

Course Outcomes

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

- O1.** Apply a broad range of **analytical, interrogative** processes that **inform experimentation, innovation and resolution**.
- O2.** Understand and apply the benefits of live projects, **cross-course** and **collaborative** and/or **interdisciplinary** practice in academic and professional environments.
- O3.** Apply an **ethical** approach to sustainable design and visual communication problem-solving.
- O4.** Demonstrate a sound understanding of the broad **critical and cultural contexts** of visual communication, and knowledge of the **principles and methodologies** which underpin them.
- O5.** Select, **evaluate** and **critically reflect** upon a range of **research** in order to create effective visual communication solutions.
- O6.** Demonstrate the ability to produce **critically informed** visual communication **solutions targeted at specific audiences**.
- O7.** Demonstrate competence in the **advanced technical skills** necessary for professional practice.
- O8.** Work independently and to **manage your own role within a professional context**.
- O9.** Demonstrate the academic ability necessary to progress to employment or postgraduate study postgraduate study.

Reference Points

UK Quality Code for higher education, including:

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

AUB Undergraduate Regulatory Framework

AUB Creative Learning Plan

AUB Strategic Plan

AUB Employability Framework

Learning, Teaching and Assessment

Learning and Teaching Strategies

The teaching and learning within BA (Hon) Visual Communication's working studio environment is fluid and open so that you 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.

Honours study combines independent learning and taught sessions.

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

The methods employed will, whenever possible, lead you into the disciplines required of a creative design practitioner and promote the transferable skills of self-management and self-reliance.

The course is structured progressively to provide increased opportunities for autonomous learning.

The progressive promotion of student-centred learning reflects maturity as a student and allows learning towards individual goals.

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

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.

The BA (Hons) Visual Communication allows you to pursue your particular creative interests and to extend the scope and depth of your enquiry. You will be encouraged to formulate and identify your particular professional and academic interests. Risk and ambition within the field will be crucial to your individual development. Intellectual and academic integrity will be further encouraged, both through written content and 'thinking through practice'.

A Guest Speaker Programme of professionals involved in the creative industries will stimulate, enlighten and enable you to formalise your own career objectives. Transferable, business and employment skills will also be incorporated through this programme.

In Level 6 you must take the major responsibility for your study. Teaching support reflects the expectations upon you as a mature learner, through tutorial support that complements the autonomous nature of your study.

Negotiated Learning Agreements are the principle means of defining learning goals and monitoring progress and achievements. Level 6 studies provide the opportunity for you to extend your interests and abilities and demonstrate your capacity for sustained independent and professional work.

Assessment

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

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

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

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

If you have joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only your unit marks at Level 6.

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

Assessment

The unit structure provides for assessment to take place throughout a unit of study.

Assessment fulfils two purposes.

Firstly, through regular review of student progress you receive feedback on how you are learning is developing towards the achievement of the learning outcomes. This assessment helps you to understand how well you are performing in relation to the aims and outcomes of their learning - **Formative assessment**. This process is delivered through the tutorial and critique experience and by engaging with this process you will develop your knowledge and skills. There will be also mid unit assessment points where you will be given a formal indication of how you are progressing and developing your learning.

Students are able to experience the assessment process from an increased personal perspective and make serious critical decisions in conjunction with the teaching staff with regard to their peers' work.

Formative assessment is provided during tutorials where an action plan is formulated to develop the student's work. Viewings and critiques offer indications of the quality of work and how it relates to the assessment criteria. Formative assessment points will be outlined in the unit handbook and also within the scheme of work.

The second purpose is to provide a measure of your achievement, in the form of a mark or classification, at the end of a defined period of study, i.e. unit, level, or final award - **Summative assessment**.

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 levels. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

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

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

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your course.

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

Course Content

BA (Hons) Visual Communication facilitates your continuing educational experience into the exciting, invigorating and inspirational world of multidisciplinary nature of contemporary communication. In order to make the most of the opportunities that this course offers, you will need determination, a playful attitude, an inquiring mind, enthusiasm and lots of passion for the subject. By the time you complete the course you will look at the world around you in a completely different way. You will grow as a designer, a reflective thinker, a decision maker and visual communicator. You will be ready to progress your professional career aspirations in the creative industries or postgraduate study.

You have begun a journey on a full-time course with a teaching team that has a strong, student-centred, teaching and learning approach. The course offers the opportunity to explore the broad spectrum of graphic design practice, including: typography, illustration, screen based design, and photography and continue to develop your skills and understanding gained from previous study or work place experiences. Facilitated through a diverse range of learning activities, you will investigate and find practical applications for design theory and visual research

methods, answer projects set and evaluated by practicing designers and real world clients and identify a practice area of personal interest to you within the creative industries. This will culminate in a self-initiated major project where you will be asked to research an area of particular personal interest, write a project proposal and produce a body of work. This project will allow you to take your initial ideas all the way through to final outcomes such as design for print and design for the screen, or any combination that your research leads you to. The course will help you to achieve and expand your technical understanding while exposing you to proven methodologies for visual research, idea generation and cutting-edge industry practice.

There is a strong emphasis on balancing practical skills, conceptual thinking and research methods, working as part of a team and on the acquiring of lifelong learning skills. This is achieved through a variety of teaching methods including workshops, seminars, group activities and individual tutorials.

PAL - Peer Assisted Learning

The term 'peer assisted learning' is used to describe various types of student-to-student support. The PAL scheme involves the type of structured and managed co-operative activity that can enhance the achievement and productivity and the interpersonal relationships and psychological health and well-being of those participating in it (Johnson & Johnson, 1989).

As explained in the AUB information sheet 'Peer Assisted Learning', PAL at AUB is:

A scheme that is intended to foster cross-year support between students on the same course.

It encourages students to support each other and learn co-operatively under the guidance of students from the year above. PAL has five main aims and its purpose is to help students:

- adjust quickly to university life;
- acquire a clear view of course direction and expectations;
- develop their learning and study skills to meet the requirements of higher education;
- enhance their understanding of the subject matter of their course through collaborative group discussion;
- prepare better for assessed work.

PAL sessions are intended to be planned, structured and friendly. In PAL, the emphasis is on everyone in the group working co-operatively to develop their understanding. PAL is therefore about exploratory discussion led by PAL Leaders. The more everyone joins in these discussions, the better the sessions work.

How a student develops on the course, through the learning and teaching experience

Autumn Term, Level 4

Introduction to the diverse areas of visual communication; text and image, illustration, photography, typography. Students work with the course team in developing critical

thinking and gaining an understanding of design methodology as well as learning to appreciate the importance of experimentation, creativity and risk taking.

Spring Term, Level 4

The programme continues to lay the foundations of design methodology and visual literacy through-studio based projects that explore typography and compositional skills, print process and screen based media. These experiences broaden students' awareness of contemporary visual communication, whilst developing their problem solving, conceptuality, experimentation and creative skills and knowledge. This is achieved through a range of studio based tutorials, workshops and seminars.

Summer Term, Level 4

The summer term seeks to bring together the creative and technical skills acquired so far in the course, as well further developing conceptual thinking skills. This consolidation process helps to focus students on their individual aims and objectives, strengths, interests and personal career direction in order to help to determine their own practice and to promote self-confidence.

Autumn Term, Level 5

The beginning of the year demands commitment and dedication with students becoming independent learners. They also continue to develop skills and knowledge in digital media; designing for print and screen. The main focus is on gaining further insight into the broad subject discipline of visual communication alongside an increasing appreciation of design aesthetics. Students further develop conceptual skills, critical analysis, creativity and self-expression and work on a range of stimulating live projects.

Spring Term, Level 5

This term underpins the opportunity to consolidate knowledge, technical ability, personal interests and aspirations and career ambitions through self-negotiated briefs that meet unit outcomes. Students explore self-negotiated briefs which demand individual enquiry, focussing on rigour, creative intelligence and design problem solving. The focus is the development of confidence, integrity, competence and responsibility for one's own working practice.

Summer Term, Level 5

This term seeks to bring together creative and technical skills/understanding by selecting work that reflects individual aspirations and interests to support progression into Level 6. There is an option to undertake *Independent Study* unit at this point and the programme of study will be formally agreed by a Learning Agreement.

Level 6

The units at Level 6 have been specifically designed in such a way as to interconnect and to relate to the next unit, therefore specifically underpinning and paralleling investigations.

To this end, the Level 6 provision offers the opportunity for students to take greater responsibility for actively developing their career interests by locating their practice within contemporary discourses. It is intended to provide students with the opportunity to carry out extensive and specific research within their chosen focus and assist in the development of their practice. The curriculum not only informs students'

practice but provides an opportunity to engage in an understanding of the context and behaviours of audience.

Course Units

Unit code	Unit Title	Credit Weighting
Level 4		
VCO456	An Introduction to Visual Communication	40 credits
VCO457	Visual Thinking	40 credits
VCO458	Visual Communication in Context 1	40 credits
Level 5		
VCO550	Visual Communication in Context 2	40 credits
VCO551	Visual Communication Context and Theory	20 credits
VCO552	Professional Practice	20 credits
	OR	
VCO553	Independent Study	20 credits
VCO554	Concepts of Visual Language	40 credits
Level 6		
VCO650	Specialist Practice	40 credits
VCO651	Investigative Study	20 credits
VCO652	Major Project	60 credits

Course Diagram:

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included. 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
Autumn Term												Spring Term												Summer Term						
Induction week	VCO456 Introduction to Visual Communication (weeks 1-10) (40 credits)										VCO457 Visual Thinking (weeks 11-20) (40 credits)										VCO458 Visual Communication in Context 1 (weeks 21-30) (40 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
Autumn Term												Spring Term												Summer Term						
VCO550 Visual Communication in Context 2 (weeks 1-10) (40 credits)												VCO551 Visual Communication Context and Theory (weeks 11-20) (20 credits)												VCO554 Concepts of Visual Language (weeks 21-30) (40 credits)						
												VCO552 Professional Practice (weeks 11-20) (20 credits)																		
												OR VCO553 Independent Study (weeks 11-20) (20 credits)																		

Level 6																														
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
Autumn Term													Spring Term												Summer Term					
VCO650 Specialist Practice (weeks 1-13) (40 credits)													VCO652 Major Project (weeks 14-30) (60 credits)																	
VCO651 Investigative Study (weeks 1-13) (20 credits)																														

Resources

Specialist resources:

Each studio is equipped with a suite of Apple Macintosh computers each with industry standard software. There is also book binding and movable type equipment that can be accessed upon request.

University Resources:

Library

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

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

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

Digital Learning Resources

The University provides a range of computing hardware and software applications for use in general purpose locations such as the library and computer studios, as well as high quality and specialist resources linked to subject specialisation. You will be able to use Microsoft Office and Adobe Creative Suite on the majority of computers in the University and have access to industry standard digital resources and computing appropriate for your subject in course areas.

We have a comprehensive wireless network and our new virtual learning environment (VLE) can be used on desktop, laptop and mobile devices. The VLE, called MyAUB, provides a customisable portal to a variety of course and university related information including timetables, email, course handbooks, resource booking and online learning materials.

Support for digital learning resources is provided by a network of University staff. Course related equipment is cared for by Technician Demonstrators and library information resources is supported by library staff. General computing support and advice on your own equipment is provided by our Digital Campus Services Team who provide a servicedesk facility. The servicedesk is open from 8.30 am until 7.00 pm* Monday to Thursday (*5.00 pm during undergraduate vacation time) and Friday from 8.45 am until 4.30 pm. The servicedesk is located in the North Building above TheGallery. Their email address is: servicedesk@aub.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 Arts University Bournemouth.

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

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

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

TheGallery

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

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

text + work is the ethos which underpins the exhibition programme at Arts University 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 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 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 Employability Officer holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

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

Support for students with disabilities (including dyslexia)

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

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

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

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

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

Academic support for students for whom English is a second language

If English is not your first language, AUB has a team of specialist English for Academic Purposes (EAP) lecturers who provide personalised guidance and support with the academic aspects of your course. You can book tutorials with them for individual assistance.

At the beginning of your course you will be invited to complete an academic skills assessment. One of our English for Academic Purposes (EAP) team will review this with you in a follow-up tutorial. If there are indications that you would benefit from additional advice and 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 use of academic language and study skills. This may, for example, include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work or developing your proof-reading skills. Your Individual Learning Plan will be reviewed each term and shared with your course tutor, if requested, so that they are aware of the work you are doing to improve your use of language and study skills.

Throughout the academic year the EAP service also offers Study Skills Workshops and academic reading, writing, speaking and listening skills Upgrade Modules.

Further details can be found at:

<http://aub.ac.uk/international/english-not-first-language/international-student-support/>

Pastoral support and guidance

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

Pastoral support is also available from the AUB Chaplaincy. The Chaplaincy at Arts University 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.

Monitoring the quality of your course

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course remains up to date, and is preparing you for a career within the creative industries while also delivering a high quality student experience.

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 University. Your student representatives can keep you informed about progress against the action plan.

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

Indicators of Quality and Standards

The Arts University Bournemouth was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013. All students on taught higher education courses are enrolled on a course validated by the University.

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

More detailed information is available in the following documents, which are available on the AUB Intranet:

- Online course information
- Unit Handbooks
- HE Student Regulations: Quick reference guide to the regulations
- Undergraduate Regulatory Framework and Assessment Regulations