Student Handbook

MA design courses   **2016/17**

MA Animation
MA Ceramics
MA Children's Book Illustration
MA Design
MA Fashion & Lifestyle Promotion
MA Fashion Design
MA Fashion & Lifestyle Brand Studies
MA Games Design
MA Graphic Design
MA Interior Design
MA Product Design
MA Surface Pattern & Textiles

UNIVERSITY OF CENTRAL LANCASHIRE

School of Art, Design & Fashion

School of Film, Media & Performance

Course Leaders

- MA Animation : Sarah Kennedy

- MA Ceramics : Dave Binns

- MA Children's Book Illustration : Steve Wilkin

- MA Design: Dave Binns

- MA Fashion & Lifestyle Promotion : Louise Smith

- MA Fashion Design : Amy Prescott

- MA Fashion & Lifestyle Brand Studies : Louise Smith

- MA Games Design : Josh Taylor

- MA Graphic Design : Jane Souyave

- MA Interior Design : Steve Bennett

- MA Product Design: Simon Sommerville

- MA Surface Pattern & Textiles : Bev Lamey

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The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option.   When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running.   At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.
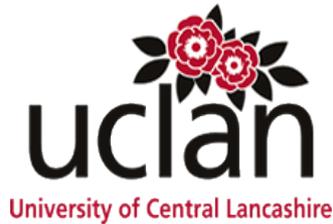
Mission and Values
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.
Our values:
•   The pursuit of excellence in all that we do.
•   Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
•   The advancement and protection of knowledge, freedom of speech and enquiry.
•   Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students.

Read the full Student Charter

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to :-

• experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."

• contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.

Contents page

1 Introduction to the course

1.1 Welcome to the course

Welcome to study on one of the MA design courses in the School of Art, Design & Fashion. We hope that you enjoy your studies and that you achieve the outcome you are hoping for.

This document is your **Student Handbook**. It contains information that we hope you will find useful and that will contribute to the success of your period of study. It is intended to be read in conjunction with the information contained within other documents, such as your module information, and the Academic Regulations that cover all the courses offered by the University.

Within this document, there may other documents to refer to; if an on-line version is available you will first need to log on to your UCLan account and follow the link from here.

Course Team

School of Art, Design & Fashion

1.2 Rationale, aims and learning outcomes of your course

The overarching aims of your course are to:

1. Provide a framework to develop the student's full design potential.
2. Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Graphic Design
3. Stimulate an analytical and creative approach through the application of advanced research methodologies
4. Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
5. Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Graphic Design and challenge traditional design boundaries

These aims have been used to define the content of the modules that you are studying, and also to develop a set of learning outcomes, that are the educational attainments that you will have achieved on successful completion of each module and your course.

The overarching learning outcomes of your course are listed within the programme specification included as an appendix to this handbook.

1.3 Course Team

The course team consists of academic and technical staff who contribute to support your studies. The academic staff will take responsibility for the delivery of the content of your modules. The technical staff will induct you into the workshops and the use of technical

resources, demonstrate craft and technical processes and/or assist individual students with the production of work. All the staff are well-qualified individuals who assist students across a range of courses.

All students on the MA design courses will study the same modules as below:

DE 4101 Design Research 1

DE 4107 Design Practice 1

DE 4108 Design Practice 2

DE 4201 Design Research 2

DE 43XX Design Practice 3 *(This is course specific and your module will have its own code)*

Each MA course has a designated Course Leader who will provide the main tuition for all the MA modules (see below *Staff Contact Details*)

DE4101 and DE4201 will be co-ordinated by Jane Souyave but the assignment will be supported within your practical tutorial sessions and assessed by your own subject specific Course Leader.

Staff Contact Details

MA course co-ordinator for the MA design programmes
Jane Souyave   **01772 893379**   **jsouyave@uclan.ac.uk**

MA Animation
Sarah Kennedy   **01772 893362**   **sakennedy@uclan.ac.uk**

MA Ceramics
Dave Binns   **01772 893384**   **dsbinns@uclan.ac.uk**

MA Children's Book Illustration
Steve Wilkin   **01772 893364**   **swilkin@uclan.ac.uk**

MA Design
Dave Binns   **01772 893384**   **dsbinns@uclan.ac.uk**

MA Fashion & Lifestyle Promotion
Louise Smith   **01772 893190**   **lsmith11@uclan.ac.uk**

MA Fashion Design
Amy Prescott   **01772 893189**   **aprescott6@uclan.ac.uk**

MA Fashion & Lifestyle Brand Studies
Louise Smith   **01772 893190**   **lsmith11@uclan.ac.uk**

MA Games Design
Josh Taylor   **01772 893184**   **jdtaylor1@uclan.ac.uk**

MA Graphic Design
Jane Souyave   **01772 893379**   **jsouyave@uclan.ac.uk**

MA Interior Design
Steve Bennett   **01772 893366**   **sjbennett@uclan.ac.uk**

MA Product Design
Simon Sommerville   **01772 893343**   **srsommerville@uclan.ac.uk**

MA Surface Pattern & Textiles
Bev Lamey   **01772 893378**   **blamey@uclan.ac.uk**
Angie Jones   **01772 893368**   **ajones@uclan.ac.uk**
Phoebe Sayell   **01772 893183**   **pdsayell1@uclan.ac.uk**

Technical staff who contribute to your course are:

Chris Clements (Animation)   01772 893386   cclements1@uclan.ac.uk
Neil Fawcett (Wood, Metals,Plastic) 01772 893342   nfawcett@uclan.ac.uk
Tracy Hill (Print)   01772 893193   thill@uclan.ac.uk
Audrey Hindle (Fashion)   01772893191   ahindle1@uclan.ac.uk
Francis Neale (Digital Design)   01772 893386   fneale@uclan.ac.uk
Sarah Parker (Textiles/Digital Print) 01772 893367   slparker3@uclan.ac.uk
Dave Schofield (Photography)   01772 894969   dhschofield@uclan.ac.uk
Magda Stawarska-Beaven (Print)   01772 893193   mstawarska-beavan@uclan.ac.uk
Graham Symonds (Fashion)   01772 893191   gsymonds@uclan.ac.uk
Susie Thorpe (Fashion)   01772 893191   sjthorpe@uclan.ac.uk
Geoff Wilcock (Ceramics)   01772893385/3386   ghwilcock@uclan.ac.uk

1.4 Academic Advisor

Your Course Leader is your Academic Advisor and is the first port-of-call should you encounter problems or need support. Every student is allocated an Academic Advisor from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Advisor sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an 'emergency' slot. Your Academic Advisor will:

- offer academic advice throughout the year

- monitor your progress and attainment through the year

- advise you on your progress and issues such as option choices

- refer you to other staff within the School who will be able to assist you in resolving any academic problems

- refer you to staff within the University support services if appropriate

- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Advisor
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them

The Academic Advisor for MA course is your Course Leader (as above) and they will meet you at induction and throughout your course. He/she will organise an initial meeting with you and provide any necessary information about the role in supporting you while you are studying on the MA course.

You must meet with your Academic Advisor whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most student face at some time in the academic careers. However if you are unable to contact your Academic Advisor, and an urgent situation has arisen, or if you feel that you cannot discuss an issue with your Academic Advisor, then you are able to book an appointment with an Independent Academic Adviser within Student Services (01772 892574).

1.5 Office administration details

Campus Admin Services provides academic administration support for students and staff and are located at C & T Building and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

The hub telephone number for the is Ext. 1994 or 1995

The hub email contact is CandTHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan e-mail address and check regularly for messages from staff. If you send an e-mail message from other addresses they risk being filtered out as potential spam and discarded unread; nor can we contact your personal e-mail address, **we will <u>only</u> use your designated UCLan e-address**. Learn how to use remote access to your e-mail address so that you can check your UCLan emails from your home, or any other computer off-campus.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

The External Examiner for the MA courses are as follows:-

MA Animation: Andrew Selby, Senior Lecturer and Associate Dean, Loughborough University

MA Ceramics: Dr Rob Hillier, Senior Lecturer, Norwich University of the Arts

MA Children's Book Illustration: Senior Lecturer, Norwich University of the Arts

MA Design: Dr Rob Hillier, Senior Lecturer, Norwich University of the Arts

MA Fashion & Lifestyle Promotion: Joanna Blanco-Velo, Senior Lecturer, International Fashion Business, Hollins Faculty, Manchester Metropolitan University

MA Fashion Design: Joanna Blanco-Velo, Senior Lecturer, International Fashion Business, Hollins Faculty, Manchester Metropolitan University

MA Fashion & Lifestyle Brand Studies: Joanna Blanco-Velo, Senior Lecturer, International Fashion Business, Hollins Faculty, Manchester Metropolitan University

MA Games Design: Philip Morris, University of Derby

MA Graphic Design: Dr Rob Hillier, Senior Lecturer, Norwich University of the Arts

MA Interior Design: Dr Rob Hillier Senior Lecturer, Norwich University of the Arts

MA Product Design: Dr Rob Hillier, Senior Lecturer, Norwich University of the Arts

MA Surface Pattern & Textiles: Dr Rob Hillier, Senior Lecturer, Norwich University of the Arts

If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course

2.1 Overall structure

Full-time students will complete their studies in 1 year and will study each of the modules shown in the 'Full Time Study' diagram below.

Part-time students will complete their studies in 2 years and will study each of the modules shown in the 'Part Time Study' diagram below. Part-time students should note that there are occasionally prerequisites that affect the order in which modules can be studied.

Full Time Study *(1 year)*

Semester 1 Level 7	*(20 credits)* **DE 4101 Design Research 1** Lit. & Contextual Review 100%	*(40 credits)* **DE 4107 Design Practice 1** Learning Agreement 20% Reflective Journal 40% Body of Work 40%
Semester 2 Level 7	*(20 credits)* **DE 4201 Design Research 2** Position of Practice 100%	*(40 credits)* **DE 4108 Design Practice 2** Learning Agreement 20% Body of Work 80%

Semester 3 Level 7	*(60 credits)* **DE 4320 Animation Practice 3** **DE 4309 Ceramics Practice 3** **DE 4310 Children's Book Illustration Practice 3** **DE 4317 Design Practice 3** **FS 4300 Fashion & Lifestyle Promotion Practice 3** **FS 4302 Fashion Design Practice 3** **FS 4301 Fashion & Lifestyle Brand Studies Practice 3** **DE 4319 Games Design Practice 3** **DE 4313 Graphic Design Practice 3** **DE 4324 Interior Design Practice 3** **DE 4311 Product Design Practice 3** **DE 4314 Surface Pattern & Textiles Practice 3** **DE 4326 Toy Design Practice 3** Body of Work 75% Internal Conference Paper / Journal Article / Project 25%

Part Time Study *(2 years)*

Semester 1 Level 7	*(20 credits)* **DE 4101 Design Research 1** Lit. & Contextual Review 100%	*(40 credits)* **DE 4107 Design Practice 1** Learning Agreement 20% Reflective Journal 40% Body of Work 40%
Semester 2 Level 7	*(20 credits)* **DE 4201 Design Research 2** Position of Practice 100%	**DE 4107** *. . continued* Learning Agreement 20% Reflective Journal 40% Body of Work 40%

Semester 3 / 4 Level 7	**DE 4108** *(40 credits)* **Design Practice 2** Learning Agreement 20% Body of Work 80%
Semester 5 / 6 Level 7	*(60 credits)* **DE 4320 Animation Practice 3** **DE 4309 Ceramics Practice 3** **DE 4310 Children's Book Illustration Practice 3** **DE 4317 Design Practice 3** **FS 4300 Fashion & Lifestyle Promotion Practice 3** **FS 4302 Fashion Design Practice 3** **FS 4301 Fashion & Lifestyle Brand Studies Practice 3** **DE 4319 Games Design Practice 3** **DE 4313 Graphic Design Practice 3** **DE 4324 Interior Design Practice 3** **DE 4311 Product Design Practice 3** **DE 4314 Surface Pattern & Textiles Practice 3** Body of Work 75% Internal Conference Paper / Journal Article / Project 25%

2.2 Modules available

To ensure you have a full course of modules, you must enrol on the following modules at each level. Note that you will study the course specific module for Practice 3.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE 4320	Animation Practice 3	60	**Masters Degree** requires 160 credits at Level 7
	DE 4309	Ceramics Practice 3		
	DE 4310	Children's Book Illustration Practice 3		
	DE 4317	Design Practice 3		
	FS 4300	Fashion & Lifestyle Promotion Practice 3		
	FS 4302	Fashion Design Practice 3		
	FS 4301	Fashion & Lifestyle Brand Studies Practice 3		
	DE 4319	Games Design Practice 3		
	DE 4313	Graphic Design Practice 3		
	DE 4324	Interior Design Practice 3		
	DE 4311	Product Design Practice 3		
	DE 4314	Surface Pattern & Textiles Practice 3		
Level 7	DE4201	Design Research 2	20	**Post Graduate Diploma** requires 100 credits at Level 7
	DE4108	Advanced Practice 2	40	

Level 7	DE4101	Design Research 1	20	**Post Graduate Certificate** requires 60 credits at Level 7
	DE4107	Design Practice 1	40	

2.3 Study Time

2.3.1 Weekly timetable

Your personal timetable for the year is available on-line.

2.3.2 Expected hours of study

Your modules have been designed for teaching and independent learning to be completed in a set amount of time - each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. For instance full time MA students study 180 credits so over each year you will study, in total, approximately 1800 hours; over the year a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Academic Advisors.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Academic Advisor.

2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. No modules or sessions are optional – no course is different in this regard and you may be required to sign in to classes or workshops. Be aware that your attendance is monitored and may affect decisions taken about you in assessment boards, or other formal settings.

However, we appreciate that occasionally you cannot attend timetabled sessions. Students should report non-attendance to the hub email – CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

We classify leave of absence under the following heading:

- Short-term unavoidable absence through illness, accident or serious family problem
- Other short-term absence for personal reasons
- Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons

Short-term unavoidable absence through illness, accident or serious family problem, on a day where you are not being assessed: Contact the telephone number or e-mail address listed above and leave a message saying which classes you will miss and which tutors should be contacted. **Do this well before the start of class.** So long as you can prove you were genuinely unable to attend class because of illness, accident or serious family problem, you will not be penalised.

If you are due to be assessed that day and it is absolutely impossible for you to attend, than follow the information above. You must get a doctor's sick note to cover this absence or you are likely to be penalised in the assessment process – the outcome of any penalty is a reduction in grades, or a fail grade.

Other short-term absence for personal reasons at a time when you are not being assessed: Illness, accident or serious family problems are things beyond your control, but you may wish to have time off for other, less serious, reasons. You must discuss this potential absence with your tutors as soon as you can – often a short, 'authorised' absence

will be granted if you are able to agree a way of making up the time lost and so long as no other student is penalised. There may be other reasons why you cannot be granted short-term absence and your tutor will explain the reasons to you if this is not possible.

If the proposed period of absence occurs at a time when there is an assessment, it is unlikely that an authorised absence will be granted. However, in exceptional circumstances, you may be given an extension to an assignment deadline – the maximum extension that s allowed is 10 working days (for further information about extensions see (Academic Regulation: G6.2, or section 5 of this document). Extensions cannot be granted in retrospect, so you must agree the extension prior to missing the assessment deadline. When allowing extensions, there are a limited range of reasons that can be accepted – these are the same as for Extenuating Circumstances listed in section 5.6.1

Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons If your absence is likely to be for more than a week, do the following without fail:

- Inform your Academic Advisor, Course and Module Tutor. If this is not possible you should contact Student Services.

- Throughout your absence, keep in regular contact with all your tutors.

- Collect documentary evidence to prove your case, such as a Doctor's Certificate. *(Note: This must be obtained at the time of your illness - it cannot be obtained in retrospect.)*

If you are absent (or expect to be absent) for an extended period, it may not be possible for you to successfully complete the learning outcomes for the modules you were studying, or indeed even to begin study in a particular semester. If this is the case, you are advised to take a formal leave of absence, normally of a maximum of a year; this is referred to as 'Intercalating'. Speak to your Academic Advisor or Course Tutor if you think you may have reasons to intercalate.

Note: If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you will be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as your last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.4 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2.5 Intellectual Property Regulations for Students

For those of you who wish to profit financially from the work you produce whilst still a student, please be aware of the following Intellectual Property (IP) regulations that apply to students registered on our courses.

https://intranet.uclan.ac.uk/ou/sass/resource-centre/Support Materials **for** Staff/**Intellectual Property** Regulations **for Students**.docx

3. Approaches to teaching and learning

3.1 Expertise of staff

All teaching staff on the MA courses have worked in industry as designers and have a high level of practice experience that they are able to share with their students. All staff hold an MA or MSc qualification or above, as well as teaching qualifications. Staff are also engaged in research and have many other roles within the School including overseas development, marketing, knowledge transfer and their own work. During the course, staff will discuss their own research, projects, expertise and working methods but students should feel free to approach any of the teaching staff to further enquire about their creative practice, knowledge and skills.

3.2 Learning and Teaching Methods

A wide range of teaching and learning methods are used. Practical studio sessions are supported by lectures and tutorials. A self-devised series of reading and external visits is important to support the critical and contextual aspects of the modules syllabi. Even though the tutors offer a structured teaching experience, it is essential that you develop an independent approach to your learning. Fundamental to this is your learning agreement where you will state what you are doing, why you are doing it, how it will be done and what you expect the outcomes to be - your lessons will support this.

Staff will also support students through seminars in helping direct a self-initiated course of study. Students will be required to offer an informed and critical self-review of work in progress at regular intervals. They will receive feedback, both written and verbal.

To achieve the above aims across the modules you will see that there is a mix of practical and theoretical study. Practical study is about developing creative methodologies and developing the technical skills to facilitate making work to professional standards; theory is incorporated into practical learning.

Practical study – The majority of study within the modules that define your course can be said to be practical, i.e. you learn through doing. Through workshop sessions and in self-study time, you will be expected to enhance your creative ability and to measure your creative and personal development against professional standards and values. So that you are aware of the relevant professional standards and values, a critical and contextual study programme runs concurrent to this learning in support of your practical study.

Critical and Contextual Study – Study of the links between your creative work and the practice and supporting theory of key contemporary practitioners is central to your course. Within the arts, 'theory' relates to methods and intentions of key national and international contemporary practitioners, as well as practitioners from previous generations. **Contextual study** is the term applied to reviewing the work of others and applying this understanding to

aspects of your own practice. As well as the work you will do in class (and be directed to during self-study time), you are expected to define your own contextual study programme that will broaden your general knowledge of contemporary work and inform your creative practice. **Critical study** is the active testing and exploration of relevant theories and ideas that will play an important role in the development of your creative practice. Critical thinking and analysis will be encouraged through formal lectures, student seminar presentations, study visits and research tasks.

Students are able to access all course documentation, as well as teaching materials from Blackboard.

3.3 Study skills

To support you, you may wish to consider how the following may help you at different stages of your learning:

Informal Mentoring - We recognise that a key aspect of your learning will be achieved through the contribution and support of others, both formally and informally. Where this support comes from other students, as opposed to teaching staff, we often refer to this as 'informal mentoring'. Each of the creative arts courses developed by UCLan applies informal mentoring processes in ways appropriate to your course; for instance we do this by creating opportunities for students to:

- share their opinions of each other's creative work

- share skills and techniques, with students from your own year group, other year groups and other courses

- see the work of others on yours and other courses, who produce different types of work

- Speak to, and work with, students studying at a more advanced level than yourself, so that you will become better prepared for the work that you will engage in at the next level.

However the most fruitful applications for mentoring are often when you identify areas of personal strength and weakness; find ways to share your strengths with others and search out those who can help you improve upon your weaknesses.

Self-Evaluation; Peer & Group Evaluation - Throughout your period of study, most courses will create opportunities for 'peer' and 'group' evaluation. This reflects your growing ability to criticise positively and to use evaluative techniques to effect positive outcomes in your creative work and the work of your peers. Thus, effective application of evaluative tools will be reflected in the grades awarded for presentations or 'support' material. However to offer useful criticism to others relies on a genuine understanding of the processes that occur in the development of creative work; the ability to 'self-evaluate' is essential to this knowledge. In many courses the submission of major pieces of practical work will be accompanied by a **self-evaluation document** that gives you the opportunity to reflect upon the creative processes employed and the work that results.

Your progress as a student your final degree classification is decided by the grades that you receive for the finished work that you submit for assessment. T There are other areas of learning in your academic progress that are not so easily charted by end-of-semester or end of course grades. Consequently, throughout your period of study you should be asking yourself questions such as: What kind of approaches to study achieves good results? What approach to study do I have? How do I alter my approach to study to achieve more?

Educational research identifies two basic types of learning, and uncovers differences in students' approaches to the learning process. They are described as 'deep and 'superficial'.

Students who have a <u>deep</u> approach to learning:

- Intend to understand material for themselves and interact vigorously and critically with the content
- Relate ideas to previous knowledge and experience
- Use organising principles to integrate ideas
- Relate evidence to conclusions
- Examine and challenge the logic of the argument

Students who have a <u>superficial</u> approach to learning:

- Intend simply to reproduce parts of the content and accept ideas and information passively
- Concentrate only on assessment requirements
- Do not reflect on purpose or strategy
- Memorise facts and procedures routinely
- Fail to distinguish guiding principles or patterns.

If you think you are too regularly falling into the latter category, we recommend that you make an appointment to speak to your Academic Advisor. To change your learning pattern, you will find it much easier if you have the support of a tutor.

Self-Evaluation documents and Viva Voces - In some modules you will be studying, we may ask you to submit a written self-evaluation document or participate in a Viva Voce (a spoken evaluation) for assessment. You may worry about this, perhaps thinking that admitting to your faults will cause you to get a poor grade or even fail; equally you may be embarrassed about admitting that you did something very well!

Reflective Journal / Reflective Diary – The MA design courses in the School will require you to submit a reflective journal/diary for assessment. This is both a visual and written document in support of your research and practice.

In addition, the university provides a variety of services to support students and these include
WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive Resources are available to support your studies provided by UCLan's LIS – library and IT staff. If you wish to, you may take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Use the library catalogue to search for material by **author**, **title**, or **subject.** The catalogue will tell you if items are in the Library's collections, and if so, on which floor, at which number, whether they are 'Oversize' (OS) and therefore shelved separately, and whether they are currently on loan. If they are on loan, you can place a reservation, using your library card. You can use the catalogue to look for publications devoted to particular **artists**, and to check whether the Library has particular **journals**.

To trace journal articles or other publications (including exhibition catalogues) *whether or not they can be found in the Library,* you can use bibliographies, including **indexes** and **bibliographic databases.** If you know a publication exists, and if you have details of it, the Library will usually be able to obtain a copy for you, if necessary by borrowing it from another library. The most useful bibliographies for art research include ***Art Index*** (soon to be

available online), and *Design & Applied Arts Index*, (on CD-ROM, available from the Help Desk) but also *Art Bibliographies Modern* which, with many other art bibliographies, can be found on the Bibliographies shelves on the 1st floor at *016.7*. A general index to newspapers and periodicals is *British Humanities Index*, held in the Reference Collection on the 1st floor.

Exhibition catalogues and **videos** are located among the books and can be traced just like books, by using the catalogue.

Journals (also called *magazines* or *periodicals*) are shelved separately at the back of the ground floor. The 700s are on the right hand side of the Library. Journals are not for loan.

Visual resources, Illustrations and Slides - Many of the books and journals in the Library are useful sources of images, including images of works of art and pictures of all kinds of other things. They are supplemented by the following special collections. Illustrations are arranged alphabetically in broad subject categories, in filing cabinets on the 2nd floor. To be sure of not missing images of the subject you are after, use the adjacent card index. The Library's Slide Collection is housed in another group of filing cabinets, also on the 2nd floor. It has its own card index nearby. The slides are mostly of works of art, architecture, design, etc. and include images from recent exhibitions. Slides can be borrowed and instructions are provided.

On-line resources - The University provides access to the Internet from any network pc - in the library, these are on the 3rd floor. From the library home page there are links to external internet sites relevant to the subjects taught here. As an introduction, the ADAM site (*adam.ac.uk/)* provides access to many worthwhile web sites.

Library studio facilities include**:** Drawing tables (2nd floor)**,** Enlarger/visualiser (2nd floor)**,** Photocopying, including a colour photocopier (Ground floor).

3.4.2 The wood and metal workshops in Victoria, Hannover and Edward

As well as course specific workshop spaces allocated to the various design, fashion and fine art courses, the buildings that these courses operate out of have a range of general facilities available to these students. However before you can access any of these resources you must successfully complete a thorough induction. Depending on your course, and the resources you are likely to need to use, you may be inducted in the use of some of the following:

A3 to A0 paper and fabric printers

Band-saws

Ceramic facilities

Embroidery machines

Fine Art printmaking facilitates

Hand tools

Knitting machines

Laser cutters

Lathes

Metal benders and folders

Pillar drills

Plastics

Rapid prototyping machine

Sanding machines

Sewing machines

Spray booth

Welding equipment

Also are available are PC and Apple Mac suites, each hosting specialist software including Creative Suite, CAD CAM, 3D animation, etc.

Supervision in the workshops is provided by academic and senior technical staff. **NO** wood or metal work machine may be used without **DIRECT SUPERVISION** by an **appropriate** staff member. If you are ever in any doubt about your ability or authority to use a piece of equipment or process, please **ASK**!

3.5 Personal development planning (PDP)

PDP is designed to:

- enable you to work towards a point you would like to be at on graduation;
- help you require the skills needed for your chosen career;
- evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Much of any creative arts-based activity is about learning from mistakes, perhaps more so than it is about replicating your successes. Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!

3.6 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

Careers offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student support, guidance and conduct

This section of the handbook lists some of the support mechanisms that are available to you and your colleagues. **Never be afraid of asking for help!**

- If you have a problem that is module-related, speak with the tutor(s) that deliver that module;

- If you have a problem that crosses two or more modules but is an academic rather than personal problem, speak to you course leader.

- If you have a problem that is personal but that currently or may in the future affect your learning, speak to your Academic Advisor.

- If, for whatever reason, you cannot speak to the course team please make an appointment to speak to principal lecturers, Bev Lamey, blamey@uclan.ac.uk or Keith Parsons kparson@uclan.ac.uk

If you are having difficulty coping with your workload it could be that you would be better studying less intensively (part-time), swapping to another course or taking a leave of absence (called intercalation).

If you are studying full-time you can swap to part-time study at the end of virtually any semester, but remember part-time study can create other demands upon you and is not necessarily any 'easier'.

Swapping to another arts course within this School is relatively straightforward and you should speak to your Academic Advisor as soon as you think you may wish to do this. Swapping to another School's course or another University is more involved but your Academic Advisor can advise you how to go about doing this once you are sure this is what you want to do. Be warned however, it is often better (academically, financially and socially) to successfully complete the modules you are studying before changing courses.

If your problem is not specifically related to the content of your course, or your ability to attend or time-manage, the University has a range of support systems to help you. Either visit the 'I' in library, or log on to the student section of the UCLan website – the URL for this:

http://www.uclan.ac.uk/information/current_students/index.php

Here you'll find many sources of information, such as the 'Bottled Up' scheme that has been designed especially for male students; financial support; child care support; and support for depression and mental illness.

4.1 Academic Advisors

You will have been allocated an Academic Advisor at the point of enrolment. See section 1.4 of this document for more information about Academic Advisors.

4.2 Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.
Wherever necessary you will be inducted into the use of learning resources (studios and workshops, equipment, computer and other ICT) that you are required to use as part of your course. Health and Safety Instructions will be issued when appropriate, but you should remember the following general principles in addition to any other health and safety information you receive:

- Whilst you are working on campus, you must be supervised. Make sure you know whose responsibility this is (often this will be your module tutor or a senior technician) and inform them of your whereabouts and what equipment and material you intend to use.
- Never leave anything that may be potentially dangerous unsupervised!
- Always get permission from your supervising tutor/ senior technician if you wish to bring a student, or anybody else, who is not from your course into one of your

workspaces. If this is not adhered to then both unauthorised person and you will be asked to leave the building.

- Make sure you are aware of what you should do if someone near you is injured or becomes ill.
- All electrical equipment must be safety checked before being used on campus; it is your responsibility to ensure that your equipment is tested well before you will require to use it. For advice, speak to the technicians.
- When using sound, remember to keep within sensible levels to protect your future hearing and to allow those in your vicinity to work undisturbed. Always use your own earphones and headphones - don't lend them to others, as the spread of ear infections is likely to result.
- Do not climb ladders, light matches or use flames, use water or do anything else that may have dangerous consequences, without the permission of your supervising tutor. You must also be supervised during such activities.
- If you are presenting work within the public domain you must adhere to all relevant Health and Safety requirements. In all probability this will involve completing a risk assessment which will serve to identify any significant risks and record what measures you propose to put in place to minimise the chance of this risk causing harm. Many of the risks identified are common sense but others are not so obvious. Remember, if in doubt, ASK! Training on how to complete a risk assessment will be provided; please ask a member of staff for assistance.
- Be aware of the fire exits from the rooms you work in and vacate your working space immediately you hear the fire alarm. Be aware of the fire exits from the rooms you work in and vacate your working space immediately you hear the fire alarm.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University Student Guide to Regulations. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Students' Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work,

whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

You are expected to attempt all assessments for every module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The following assessment regulations fall into two categories. The first are regulations that the University applies to all students on all degree programmes of study. The other category is of regulations that are specific to the assessment of your course and have been agreed as part its validation. The first category ensures that all students across all courses are assessed equally; the second ensures that academic rigour and professional values specific to the creative arts are embedded within your particular course.

There are many University-wide regulations and the most important of these are reproduced in the 'Student Guide to Academic Regulations' booklet. We have included key regulations here along with the ones that were devised for the performing arts.

5.1 Assessment Strategy

5.1.1 Why is assessment relevant to learning?

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In the development of your course we packed what we believe it is essential for you to know and do into module 'packages'; the learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as

does the University system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

In an arts-based subject, it is crucial that you learn to assess the value of a range of opinions and to refine your own; and it is important that you are given frequent opportunities to practise the skills of evaluation. The process of assessment is intended to allow you to gauge your progress against the judgement of staff and your peers. Thus, assessment is not a closed event but something to which you should fully contribute.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any creative arts course; these are that you

- understand the meaning of terms used in assessment;

- have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;

- appreciate that assessment is a means of developing your own critical facilities and self-awareness;

- know what steps to take to meet assessment criteria and gain maximum benefit from the process;

- are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;

- are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;

- partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

5.1.2 What is assessed?

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules; we assess assignments packaged within these modules! By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely

normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-mange your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed.

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**

5.1.3 Why do you assess written work in practice-based courses?

Your course is a postgraduate qualification. To ensure that this is the equal of other subjects at a similar level it is not only essential to test you embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. the collection of appropriate knowledge (research) from primary and secondary sources

2. the organisation of this knowledge in a coherent and logical way (structure)

3. the ability of you as the writer to make the material 'alive' and engaging to the reader (communication)

4. the correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

i) between 'two stated figures', ie, between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits

ii) that is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the tile page, in the bibliography and in appendices are not included in the word count.

5.1.4 Are there examinations on my course?

In line with most other higher education institutions delivering courses in aspects of the creative arts, there are no written examinations within any of the arts modules offered by the School. However elective modules or other modules delivered in your course that belong to other School may have formal examinations as part of their assessment regimes.

Within the School some courses do use **Viva Voces** (oral 'examinations') to allow you to fully demonstrate your range and the depth of your performance work. In the Viva, we ask you to speak about your practical work with a panel of your tutors. You are encouraged to

prepare for these viva voces and you may choose to bring preparatory material, images and working notes to the event to focus the discussion. A good viva will be like a relaxed discussion amongst knowledgeable friends, one in which theory and practice are easily evaluated and reflected upon.

5.1.5 What is the pass mark for the assignments and the modules?

The pass mark for each postgraduate assignment in the UCLan is 50%; therefore the minimum pass mark for each module is also 50%. Some modules only have one assignment submission, but where there are two or more these are weighted as outlined in the Indicative Assessment Strategy listed in each module descriptor; the actual module grade is calculated according this weighting. Occasionally an assignment or a whole module will be listed as pass/fail (these are generally competency-based assessments). In these cases although you must pass the pass/fail assignment to pass the module, the outcome doesn't contribute to the module's % grade.

5.1.6 How can I be certain that my work has been assessed accurately and fairly?

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1.   all work that accounts for 25% or more of a module will be assessed by at least 2 staff members; all work that receives a fail grade (below 50%) will also be assessed by at least 2 staff members;

2.   if, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations, performances or viva voces), then we will ask you to record your work on video so that this becomes available to another staff member;

3.   our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

5.2 Assessment arrangements for students with a disability

Alternate assessment arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact your module tutor for advice and information.

5.3 Notification of assignments

The requirements for assessment are listed in your module's assignment briefs – occasionally further information is provided by your tutors in other documents. If you are in any doubt about deadlines, the application of assessment criteria, practical assessment or written or media submission arrangements, speak to your module tutors.

5.4 Referencing

Your written work should be referenced using the Harvard system. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply Harvard when citing references or compiling a bibliography for an assessment. Guidelines are also on Blackboard in the module areas of DE4101 and DE4201.

5.5 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is your responsibility to discuss fully the content and context of your work with your tutors. You and your supervising tutor should 'risk assess' any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:

i) Present the work to tutors only

ii) Present the work to an invited audience only

iii) Alter or withhold these elements

iv) Place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting

5.6 Dealing with difficulties in meeting assessment deadlines

The University rules concerning late work are clear and unbending – **YOU MUST MEET ALL ASSESSMENT DEADLINES** as printed on your assignment brief. If you anticipate that you will have difficulty in meeting assessment deadlines you must report this at the earliest possible opportunity to your module tutor or course leader.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, and follow the submission information which is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.6.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an

extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php
In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.6.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain a maximum mark of 50% for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

Remember: No matter how late or incomplete, you should always submit some work for each assessment to prove you have attempted the work. You will be treated more favourably if you have attempted work compared to students who submit absolutely no work at all.

5.7 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G3.7). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment within 15 working days of the scheduled submission or examination date; often this is verbal and given to groups or possibly personalised within tutorials. Generic feedback on end-of-module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

This feedback is often more important to your learning than grades. Most of the feedback you will receive will be on a daily basis and will be aural, but because feedback is so important to your learning we will normally provide you with a written digest of the key points to ensure that you can build on your success or correct mistakes in your next assessment submissions.

5.8 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.

- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.9 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:
1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Course regulations

6.1 Course requirements

Your postgraduate qualification is awarded when you achieve the credits for the target award. MA Graphic Design is the ***Target*** award that you have enrolled upon.

If you withdraw from the course before successfully completing all modules (due to personal reasons or significant failure), you will be offered an ***Exit*** award if you have achieved 60 or more credits; achievement of less than 60 credits will not allow you to gain an exit award.. Note: students enrolled on a PG Cert award (all PG Certs are based on the achievement of 60 credits) are not eligible for an exit award.

STATUS	AWARD	CREDITS ACHIEVED	F/T MINIMUM DURATION
Target	Master of Arts (MA)	180	Three semesters (1 year)
Exit	Postgraduate Diploma	At least 120 (because of the structure of this course you must complete 140 credits to be eligible for for the PGDip exit award)	Two semesters
Exit	Postgraduate Certificate	At least 60 120 (because of the structure of this course you must complete70 credits to be eligible for for the PGDip exit award)	One semester

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in the Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of the Course Assessment Board, on the basis of your overall profile and performance subject to the minimum requirements detailed in I3.9.1.

For most students who successfully complete 180 credits of study at level 7 (as listed in the previous section), the APM -the average mark calculated from their 'counting' modules- will identify the classification of their award.

true APM	APM used to calculate award	Award
70%+	69.50+	distinction
60-69.99%	69.50-69.49%	merit
50-59.99%	49.50-59.49%	pass
0-49.99%	0.00-49.49%	fail

In addition on these courses there is a classification defining module, in your course this is Practice 3, which will set the ceiling for your classification. Specifically, your classification can be no higher than that in which this module sits – so if your APM is 75% but Design Practice 3 was awarded 65%, you will not be awarded a Distinction, but a Merit.

7. Student Voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example: at the SSLC meeting in November 2014, student representatives proposed some improvements to the Design Research module, DE4101 for the benefit of future students. They asked for the course team to increase the word count of the course work assignment; suggested including a lecture in the programme about how to undertake a contextual review and wanted a change of hand-in date from before Christmas to after Christmas. At the following SSLC meeting, Jane fed back that all of these improvements were being discussed by the course leaders for introduction to the course in the next academic year.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Course representatives

Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLMs)

- The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.
-
- Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).
-
- The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The minutes from your SSLC are reviewed by the management of the School and used by the teaching staff in the completion of their Annual monitoring reports.

If you have a problem or issue that affects your learning in one or more modules, then it is likely that some of your peers will be affected in the same way. You can bring this problem to the Course Representative.

During the first few weeks of the first semester we will ask you to elect normally 2 **Course Reps** for each level of study. The course reps will act on your behalf, represent the range of views of the student body and communicate these to staff either informally or in formal Course Reviews.

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings.

Please consider becoming a course representative – speak to your tutors who will advise if there is a vacancy for a rep on your course. If so you should access the UCLan SU on-line Course Rep training.

There will be one Course Committee meeting per semester and all the course reps will be invited to attend and encouraged to bring positive comments and any issues students might have, along to this meeting. At the meeting, notes will be taken and any actions required will be allocated to a relevant member of staff to solve where possible and fed back to the students via the course reps/blackboard.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#)

8. Appendices

8.1 Programme Specification

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

1.	Awarding Institution / Body	UCLan
2.	Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
3.	University School/Centre	School of Art, Design and Fashion
4.	External Accreditation	n/a
5.	Title of Final Award	MA Ceramics
6.	Modes of Attendance offered	Full-time and part-time
7.	UCAS Code	n/a
8.	Relevant Subject Benchmarking Group(s)	n/a
9.	Other external influences	n/a

10. Date of production/revision of this form	July 2014

11. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Ceramics
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
- Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Ceramics and challenge traditional design boundaries

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4309)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4107)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4309)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4309)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)
C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)
C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)
C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)
C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)
C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4309)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4309)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4309	Ceramics Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.

The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.

A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Ceramics programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Ceramics. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Ceramics providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4309	Ceramics Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X						X								
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

13. Awarding Institution / Body	UCLan
14. Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
15. University School/Centre	School of Art, Design and Fashion
16. External Accreditation	n/a
17. Title of Final Award	MA Children's' Book Illustration
18. Modes of Attendance offered	Full-time and part-time
19. UCAS Code	n/a
20. Relevant Subject Benchmarking Group(s)	n/a
21. Other external influences	n/a
22. Date of production/revision of this form	July 2014

23. Aims of the Programme
• Provide a framework to develop the student's full design potential.
• Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Children's Book Illustartion
• Stimulate an analytical and creative approach through the application of advanced research methodologies
• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Children's Book Illustration and challenge traditional design boundaries

24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4310)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4310)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4310)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work
Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)

C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4310)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)

D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)

D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)

D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4310)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4310	Children's' Book Illustration Practice 3	60	**Masters Degree** Requires 180 credits at Level 7
	DE4101	Design Research 1	20	
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.

The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.

A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Children's' Book Illustration programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their

ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Children's Book Illustartion. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Children's' Book Illustration providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4310	Children's Book Illustration Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

25. Awarding Institution / Body	UCLan
26. Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
27. University School/Centre	School of Film, Media and Performance
28. External Accreditation	n/a
29. Title of Final Award	MA Animation
30. Modes of Attendance offered	Full-time and part-time
31. UCAS Code	n/a
32. Relevant Subject Benchmarking Group(s)	n/a
33. Other external influences	n/a
34. Date of production/revision of this form	July 2014

35. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Animation
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Animation and challenge traditional design boundaries

36. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4320)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4320)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4320)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work
Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4320)
Teaching and Learning Methods
Lectures, seminars and tutorials
Learning agreement
Assessment methods
Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review
D. Other skills relevant to employability and personal development
D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4320)
Teaching and Learning Methods
Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review
Assessment methods
Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4320	Animation Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning
Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.
Students on the MA Animation programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and

design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Animation. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Animation providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4320	Animation Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X						X								
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.

Sources of information on the programme can be found in Section 17

37. Awarding Institution / Body	UCLan
38. Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
39. University School/Centre	School of Art, Design and Fashion
40. External Accreditation	n/a
41. Title of Final Award	MA Graphic Design
42. Modes of Attendance offered	Full-time and part-time
43. UCAS Code	n/a
44. Relevant Subject Benchmarking Group(s)	n/a

45. Other external influences	n/a
46. Date of production/revision of this form	July 2014

47. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Graphic Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
- Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Graphic Design and challenge traditional design boundaries

48. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4313)

Teaching and Learning Methods

Lectures, seminars and tutorials

External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4313)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4313)

Teaching and Learning Methods

Lectures, seminars and tutorials

Supervised projects and studio time

Demonstrations, practical classes and workshops

External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4313)

Teaching and Learning Methods
Lectures, seminars and tutorials
Learning agreement

Assessment methods
Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development
D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4313)

Teaching and Learning Methods
Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods
Written and practical course work

Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4313	Graphic Design Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.

The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.

A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Graphic Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Graphic Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible.

Course applicants will be considered from other backgrounds other than Graphic Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4313	Graphic Design Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X	X								X							
	DE4108	Design Practice 2	comp							X						X						X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

49. Awarding Institution / Body	UCLan
50. Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
51. University School/Centre	School of Art, Design and Fashion
52. External Accreditation	n/a
53. Title of Final Award	MA Design
54. Modes of Attendance offered	Full-time and part-time
55. UCAS Code	n/a
56. Relevant Subject Benchmarking Group(s)	n/a
57. Other external influences	n/a
58. Date of production/revision of this form	July 2014

59. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

- Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Design and challenge traditional design boundaries

60. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)
A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)
A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)
A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4317)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)
B2. Generate initial practical studies. (DE4107)
B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)
B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)
B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4317)
B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4317)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work
Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)
C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)
C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)
C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)
C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4317)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4317)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4317	Design Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.
Students on the MA Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design

activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4317	Design Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X						X	X

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

61. Awarding Institution / Body	UCLan
62. Teaching Institution and Location of Delivery	Preston main campus
63. University School/Centre	School of Art, Design and Fashion
64. External Accreditation	n/a
65. Title of Final Award	MA Fashion and Lifestyle Promotion
66. Modes of Attendance offered	Full-time and part-time
67. UCAS Code	n/a
68. Relevant Subject Benchmarking Group(s)	n/a
69. Other external influences	n/a
70. Date of production/revision of this form	July 2014

71. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion and Lifestyle Promotion
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion and Lifestyle Promotion and challenge traditional design boundaries

72. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments. (FS4300)

Teaching and Learning Methods

Lectures, seminars and tutorials

External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (FS4300)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study. (FS4300)

Teaching and Learning Methods

Lectures, seminars and tutorials

Supervised projects and studio time

Demonstrations, practical classes and workshops

External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

| C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201) |
| C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints. (FS4300) |

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (FS4300)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FS4300	Fashion and Lifestyle Promotion: Final Project Realisation	60	**Masters Degree** Requires 180 credits at Level 7
	DE4101	Design Research 1	20	
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Fashion and Lifestyle Promotion programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Fashion and Lifestyle Promotion. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Fashion and Lifestyle Promotion providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	FS4300	Fashion and Lifestyle Promotion: Final Project Realisation	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X						X	X

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

73. Awarding Institution / Body	UCLan
74. Teaching Institution and Location of Delivery	Preston main campus
75. University School/Centre	School of Art, Design and Fashion
76. External Accreditation	n/a
77. Title of Final Award	MA Fashion Design
78. Modes of Attendance offered	Full-time and part-time
79. UCAS Code	n/a
80. Relevant Subject Benchmarking Group(s)	n/a
81. Other external influences	n/a
82. Date of production/revision of this form	July 2014

83. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

	• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion Design and challenge traditional design boundaries

84. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(FS4302)

Teaching and Learning Methods

Lectures, seminars and tutorials

External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline.(FS4302)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study.(FS4302)

Teaching and Learning Methods

Lectures, seminars and tutorials

Supervised projects and studio time

Demonstrations, practical classes and workshops

External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

| C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201) |
| C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(FS4302) |

| **Teaching and Learning Methods** |
| Lectures, seminars and tutorials |
| Learning agreement |

| **Assessment methods** |
| Written course work |
| Written course work, including learning agreement and position of Practice Report |
| Reflective journal |
| Literature & Contextual Review |

| **D. Other skills relevant to employability and personal development** |
| D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101) |
| D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108) |
| D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108) |
| D4. Plan, organise and present a body of work to an appropriate professional standard. (FS4302) |

| **Teaching and Learning Methods** |
| Lectures, seminars and tutorials |
| Demonstrations, practical classes and workshops |
| Supervised projects |
| External visits |
| Literature & Contextual Review |

| **Assessment methods** |
| Written and practical course work |
| Written course work, including learning agreement and position of Practice Report |

13. Programme Structures*				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FS4302	Fashion Design: Final Project Realisation	60	**Masters Degree** Requires 180 credits at Level 7
	DE4101	Design Research 1	20	
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

| **15. Personal Development Planning** |

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.

The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.

A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Fashion Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and

design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Fashion Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Fashion Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	FS4302	Fashion Design: Final Project Realisation	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

85. Awarding Institution / Body	UCLan
86. Teaching Institution and Location of Delivery	Preston main campus
87. University School/Centre	School of Art, Design and Performance
88. External Accreditation	n/a
89. Title of Final Award	MA Fashion and Lifestyle Brand Studies
90. Modes of Attendance offered	Full-time and part-time
91. UCAS Code	n/a
92. Relevant Subject Benchmarking Group(s)	n/a
93. Other external influences	n/a
94. Date of production/revision of this form	July 2014

95. Aims of the Programme

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Fashion and Lifestyle Brand Studies
- Stimulate an analytical and creative approach through the application of advanced research methodologies
- Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice

• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Fashion and Lifestyle Brand Studies and challenge traditional design boundaries

96. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments. (FS4301)

Teaching and Learning Methods

Lectures, seminars and tutorials

External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (FS4301)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study. (FS4301)

Teaching and Learning Methods

Lectures, seminars and tutorials

Supervised projects and studio time

Demonstrations, practical classes and workshops

External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)

C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)	
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints. (FS4301)	

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (FS4301)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FS4301	Fashion and Lifestyle Brand Studies: Integrated Report	60	**Masters Degree** Requires 180 credits at Level 7
	DE4101		20	
	DE4201	Design Research 1	20	
	DE4107	Design Research 2	40	
	DE4108	Design Practice 1	40	
		Design Practice 2		

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Fashion and Lifestyle Brand Studies programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Fashion and Lifestyle Brand Studies. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Fashion and Lifestyle Brand Studies providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	FS4301	Fashion and Lifestyle Brand Studies: Integrated Report	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X						X	X

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

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Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

97. Awarding Institution / Body	UCLan
98. Teaching Institution and Location of Delivery	Preston main campus AAS, Greece
99. University School/Centre	School of Film, Media and Performance
100. External Accreditation	n/a
101. Title of Final Award	MA Games Design
102. Modes of Attendance offered	Full-time and part-time
103. UCAS Code	n/a
104. Relevant Subject Benchmarking Group(s)	n/a
105. Other external influences	n/a
106. Date of production/revision of this form	July 2014
107. Aims of the Programme	

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Games Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies

	• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice • Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Games Design and challenge traditional design boundaries

108.   Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4319)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4319)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4319)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work
Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)
C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4319)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4319)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4319	Games Design Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Games Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Games Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Games Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4319	Games Design Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

109.	**Awarding Institution / Body**	UCLan
110.	**Teaching Institution and Location of Delivery**	Preston main campus AAS, Greece
111.	**University School/Centre**	School of Art, Design and Fashion
112.	**External Accreditation**	n/a
113.	**Title of Final Award**	MA Interior Design
114.	**Modes of Attendance offered**	Full-time and part-time
115.	**UCAS Code**	n/a
116.	**Relevant Subject Benchmarking Group(s)**	n/a
117.	**Other external influences**	n/a
118.	**Date of production/revision of this form**	July 2014

119.	**Aims of the Programme**

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Interior Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies

• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Interior Design and challenge traditional design boundaries

120. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)   A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)   A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)   A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4324)
Teaching and Learning Methods
Lectures, seminars and tutorials   External visits
Assessment methods
Written course work, including learning agreement and position of Practice Report
B. Subject-specific skills
B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)   B2. Generate initial practical studies. (DE4107)   B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)   B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)   B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4324)   B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4324)
Teaching and Learning Methods
Lectures, seminars and tutorials   Supervised projects and studio time   Demonstrations, practical classes and workshops   External visits
Assessment methods
Practical course/project work   Written course work, including learning agreement and position of Practice Report
C. Thinking Skills
C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)   C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)   C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)   C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)
C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4324)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4324)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4324	Interior Design Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Interior Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Interior Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Interior Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4324	Interior Design Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X							X						X	X	

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

121.	**Awarding Institution / Body**	UCLan
122.	**Teaching Institution and Location of Delivery**	Preston main campus AAS, Greece
123.	**University School/Centre**	School of Art, Design and Fashion
124.	**External Accreditation**	n/a
125.	**Title of Final Award**	MA Product Design
126.	**Modes of Attendance offered**	Full-time and part-time
127.	**UCAS Code**	n/a
128.	**Relevant Subject Benchmarking Group(s)**	n/a
129.	**Other external influences**	n/a
130.	**Date of production/revision of this form**	July 2014
131.	**Aims of the Programme**	

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Product Design
- Stimulate an analytical and creative approach through the application of advanced research methodologies

	• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
	• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Product Design and challenge traditional design boundaries

132. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4311)

Teaching and Learning Methods

Lectures, seminars and tutorials

External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4311)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4311)

Teaching and Learning Methods

Lectures, seminars and tutorials

Supervised projects and studio time

Demonstrations, practical classes and workshops

External visits

Assessment methods

Practical course/project work

Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

C2. Systematically research, identify, organise, analyse, use and present information which supports a reasoned argument, a critical position or a research conclusion in relation to design issues. (DE4101)

C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

C5. Articulate a developing personal design philosophy and viewpoint that has been influenced by the work of others in practice. (DE4201)
C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4311)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
Literature & Contextual Review

D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4311)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4311	Product Design Practice 3	60	**Masters Degree**
	DE4101	Design Research 1	20	Requires 180 credits at Level 7
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

Each student will negotiate a Learning Agreement with the MA Course Leader. The Learning Agreement defines a student's personal framework for study and defines the project rationale and areas of research as the programme progresses.
The minimum Learning Agreement requirements are detailed in the Postgraduate Student Handbook.
A record of the PDP will be kept as part of the reflective diary. Activities will be recorded in a visual journal that will include discussions regarding personal strengths and weaknesses along with goal setting and career progression aims.

Students on the MA Product Design programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Product Design. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

Project work will be exhibited in a final show that will be open to the public for a period of time, this is a popular showcase for the students and the University. It is well attended by the public, family, friends, students, industry and potential employers.

16. Admissions criteria

There are many routes open for students to engage in the MA programme. The criterion for entry is normally through a first degree (with acceptance onto the programme by negotiation for awards of a classification of 2:2 or above). However, entry arrangements are flexible and as a result all applicants to the course will be interviewed whenever possible. Course applicants will be considered from other backgrounds other than Product Design providing they can offer clearly articulated and informed reasons for wishing to study the subject area at an advanced level at interview (or by mail enquiry with CV and Portfolio attached). Furthermore students should be able to demonstrate an ability to critically examine, analyse, and evaluate contextual and philosophical issues relating to their intended programme of study.

APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4311	Product Design Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X							X							
	DE4108	Design Practice 2	comp						X							X						X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the 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.
Sources of information on the programme can be found in Section 17

133.	**Awarding Institution / Body**	UCLan
134.	**Teaching Institution and Location of Delivery**	Preston main campus AAS, Greece
135.	**University School/Centre**	School of Art, Design and Fashion
136.	**External Accreditation**	n/a
137.	**Title of Final Award**	MA Surface Pattern & Textiles
138.	**Modes of Attendance offered**	Full-time and part-time
139.	**UCAS Code**	n/a
140.	**Relevant Subject Benchmarking Group(s)**	n/a
141.	**Other external influences**	n/a
142.	**Date of production/revision of this form**	July 2014

143.	**Aims of the Programme**

- Provide a framework to develop the student's full design potential.
- Facilitate advanced personal investigation (research) and creative expression (design or problem solving) within the broad subject field of contemporary Surface Pattern & Textiles
- Stimulate an analytical and creative approach through the application of advanced research methodologies

• Provide opportunity for the development of significant understanding and awareness and to investigate, develop original, intelligent, creative solutions to visual communication practice
• Challenge students to take a critical position in relation to existing theories and generate new connections within the field of contemporary Surface Pattern & Textiles and challenge traditional design boundaries

144. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Formulate appropriate questions related to chosen design discipline that expands the boundaries of contemporary art and design practice. (DE4107)

A2. Provide evidence of an awareness of a range of contemporary practitioners, their works and their working methodologies. (DE4201)

A3. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

A4. Articulate independent viewpoints, critically interpret and clearly justify relevant arguments.(DE4314)

Teaching and Learning Methods

Lectures, seminars and tutorials
External visits

Assessment methods

Written course work, including learning agreement and position of Practice Report

B. Subject-specific skills

B1. Research, reflect upon and define a specialist line(s) of enquiry to investigate.(DE4107)

B2. Generate initial practical studies. (DE4107)

B3. Demonstrate, through design ideas, a capacity to expand accepted creative practice norms. (DE4108)

B4. Articulate an appreciation of current critical thinking within their own design discipline and demonstrate an ability to create new and unique connections and associations in relation to their personal practice. (DE4201)

B5. Produce a body of work that indicates a highly personal statement, contributing to the wider debate current in the chosen specific design discipline. (DE4314)

B6. Work independently to produce a cohesive body of design work that reflects professional standards within their field of study (DE4314)

Teaching and Learning Methods

Lectures, seminars and tutorials
Supervised projects and studio time
Demonstrations, practical classes and workshops
External visits

Assessment methods

Practical course/project work
Written course work, including learning agreement and position of Practice Report

C. Thinking Skills

C1. Conduct a critical enquiry through using the basic principles of traditional research methodologies. (DE4101)

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C3. Deploy acquired literacy, critical and practical skills in a focused manner to initiate new designs.(DE4107)

C4. Utilise design practice to analyse, debate and discuss emerging issues, theories and philosophies. (DE4108)

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C6. Work as a fully independent learner and define a series of personal study targets and goals. (DE4201)
C7. Articulate research interests, theoretical investigations, and critical and contextual viewpoints.(DE4314)

Teaching and Learning Methods

Lectures, seminars and tutorials
Learning agreement

Assessment methods

Written course work
Written course work, including learning agreement and position of Practice Report
Reflective journal
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D. Other skills relevant to employability and personal development

D1. Apply a range of research methods to demonstrate an in-depth, critical understanding of a variety of concepts, theories and issues relevant to current and future design practice. (DE4101)
D2. Identify and disseminate, in a manner appropriate to a creative project, observations and innovations. (DE4108)
D3. Respond to specific markets whilst providing design examples that introduce new approaches to the constraints offered by Industry or professional practice. (DE4108)
D4. Plan, organise and present a body of work to an appropriate professional standard. (DE4314)

Teaching and Learning Methods

Lectures, seminars and tutorials
Demonstrations, practical classes and workshops
Supervised projects
External visits
Literature & Contextual Review

Assessment methods

Written and practical course work
Written course work, including learning agreement and position of Practice Report

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	DE4314	Surface Pattern & Textiles Practice 3	60	**Masters Degree** Requires 180 credits at Level 7
	DE4101	Design Research 1	20	
	DE4201	Design Research 2	20	
	DE4107	Design Practice 1	40	
	DE4108	Design Practice 2	40	

15. Personal Development Planning

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Students on the MA Surface Pattern & Textiles programme are encouraged to engage in networking activities with their year group and other MA students in order to exchange their ideas and design activities. This should generate a sense of community that is especially important for the growing numbers of International students.

Throughout the course students are encouraged to pursue a unique personal line of inquiry within the broad subject area of Surface Pattern and Textiles. Students will generate a portfolio of work to track their development as an artist or designer towards the goals set for themselves in consultation with their personal tutor. Both theory and practical work will contribute to the student's portfolio so that by the end of the programme, all students should have completed a cohesive body of work to a professional standard and be able to clearly articulate a sound intellectual rationale and a broad critical viewpoint.

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APE/CL is recognised in line with School/University policy.

17. Key sources of information about the programme

- **www.uclan.ac.uk**

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills						Thinking Skills							Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4
Level 7	DE4314	Surface Pattern & Textiles Practice 3	comp				X					X	X							X				X
	DE4101	Design Research 1	comp											X	X						X			
	DE4201	Design Research 2	comp		X	X					X							X	X					
	DE4107	Design Practice 1	comp	X				X		X						X								
	DE4108	Design Practice 2	comp						X								X					X	X	

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*

8.2 Glossary

Aims	the intentions and purpose that underpin your modules and learning (see Learning Outcomes)
Analysis	this leads to an in-depth understanding of the effectiveness of your working process and, ultimately, will make you a more successful student and professional
APM	the average mark you achieve at stage two
Assessment Board	the team who agree the marks given by your module tutors
Assessment	the University rules that we have to apply during the Regulations assessment process
Assignments	the documents that define your learning and assessment
Award	the qualification you get when you finish University – for most people on your course this will be an 'FdA'
Contact time	the time you spend in class with a tutor (see self-study time)
Context	the social or creative background to your study
Course Leader	the tutor who has the responsibility for co-ordinating all the modules within your course (see module tutor)
Creativity	the freedom to experiment, hopefully successfully!
Criteria	the rules we assess your work by
Critical	analytical examination leading to understanding
Evaluation	self-analysis of your own working process and experiments, and those of others
Experimentation	trying something new and personally challenging
Formative	assessment, either verbal or written, that helps you to Assessment develop or 'form' your work (see summative assessment)
Group work	most of your assignments at level 1, and some at level 2, are designed to be successful only when you work in small groups
Honours Degree	if you pass a 360 credits with 120 at level 6 then you will graduate with an honours degree – the honours 'bit' also allows us to give your degree a classification (3rd. 2.2, 2.1 or 1st)
Independent learner	The ability to set your own leaning goals, define learning activities and evaluate your personal achievement
Induction	this means either the first week of your time at University or being shown how to use a technique or piece of technology
Innovation	creating something new, rather than replicating some existing model
Integrated	linking several media forms together
Inter-disciplinary	synthesis of media forms into something new
Journal	a daily or regular record of the processes you apply in the creation of work and evaluation of the ensuing product
Key skills	some of the things employers look for in their employees

Learning outcomes	what we expect you will be able to do on completion of a module (see aims)
Learning resource	the technology and expertise available to you
Learning	what your course is about – this University operates a 'learning' rather than a 'teaching' culture
Levels	put simply, for full-time students, these are the equivalents of years. You study level 4 modules in year one and all students progress from one to the next until you complete levels 5 and 6
MODCATS	the credit system applied to the modules you study. Each single module is worth 20 credits, regardless of its level – a 40 credit module is occasionally referred to as a 'double module'
Module	one of the 18 (or equivalent) 'building blocks' of your hours degree (24 or equivalent for students who start their studies at Year 0)
Module tutor/leader	the tutor responsible for each module
Non-Contact Time	(see self-study time)
Options	available in some courses, these are modules that you choose to take and that allow you to direct your study in a way that interests you most
Original	creating your own work through experimentation
Academic Advisor	the tutor assigned to help you if you have academic problems
Plagiarism	passing someone else's work ideas or work as your own
Portfolio	a number of pieces of work submitted for the same assessment
Practice	the process and methodology of making work
Pre-requisites	modules that you must pass at a before progressing
Process	the ideas and techniques you use to make work
Programme	The term we use for a number of related courses
Progression	moving from one level of learning to the next
Protocols	appropriate 'professional' standards of behaviour
Psychomotor skill	your physical dexterity, particularly relevant to performance but also any technical skill
Scheme of Work	the teaching schedule for each module
Self-study time	the time you spend learning, but out of class
Semester	half of a teaching year
Site-specific	work created to absorb or reflect the qualities of a specific location (
Strategies	applied theoretical models relating to ways of doing things
Student-centred	a learning approach that allows you to direct your study
Subject-specific	knowledge or skill necessary for success in your discipline area
Summative Assessment	the mark and written feedback you get upon completion of an assignment or module (see formative assessment)
Synthesis	integrating knowledge or forms to create something original
Technique	physical performance skills and ability

Theory	this comes in a variety of forms but is normally linked to practical study
Time-management	techniques to make sure you are up-to-date with your workload
Viva voces	spoken, rather than written, assessment
Vocational	learning directly related to the requirements of the workplace