

PROGRAMME SPECIFICATION

University of the West of Scotland Undergraduate Programme Specification

Session: 2024/25

Last Modified: 6/3/24

Status: Draft (subject to validation)

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|----|---------------------------------------------------|--------------------------------------------------------------------------------------------------|--|
| 1 | Named Award Title: | BA Honours Graphic Arts and Moving Image | |
| 2 | Award Title for Each Award: ¹ | BA Graphic Arts and Moving Image BA Honours Graphic Arts and Moving Image | |
| 3 | Date of Validation / Approval: | 25/4/24 | |
| 4 | Details of Cohorts Applies to: | TBC | |
| 5 | Awarding Institution/Body: | University of the West of Scotland | |
| 6 | Teaching Institution(s) ² : | University of the West of Scotland | |
| 7 | Language of Instruction & Examination: | English | |
| 8 | Award Accredited By: | University of the West of Scotland | |
| 9a | Maximum Period of Registration: | [click here to add detail] Authorised Interruption Guidance notes (uws.ac.uk) | |
| 9b | Duration of Study: | BA Hons Graphic Arts and Moving Image (GAMI) Full Time - 2 years, Levels 9 &10. | |
| 10 | Mode of Study: | Full time | |
| 11 | Campus: | Ayr | |

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

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| 12 | School: | Business and Creative Industries |
| 13 | Programme Board: | Arts and Media |
| 14 | Programme Leader: | Chris Mackenzie |

15. Admission Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

[click here to add detail]

SQA National Qualifications/Edexcel Foundation

Year 3

HND in Art, Design, Computer Arts, Contemporary Art Practice, Film craft, Animation, Photography, Visual Communication, Audio Visual Technology, Digital Media, Sound Production, Technical Theatre, Production Arts, or relevant discipline and English Higher (B grade or above) or relevant alternative.

Other Required Qualifications/Experience

All applicants will be expected to submit a personal statement, reference, and portfolio. Full explanation of this will be provided to applicants through an Admissions Staff contact. Initial offers and rejections will be made based on the above. Should places remain available after this first stage, remaining applicants will be invited for interview. Full details of the interview criteria will be provided to the applicants ahead of their interview date through an Admissions Staff contact.

Further desirable skills pre-application (i.e., to satisfy additional PSRB requirements or other)

Applicants should demonstrate at least basic competence in some or all of the following:

Observational drawing.

Familiarity with conventions inherent in the visual arts, such as composition, perspective, and proportion.

Applied knowledge or skill in media such as printmaking, painting, illustration, photography, or sculpture.

Some knowledge of notable historical and current creative practitioners in the visual arts.

Applied knowledge or skill in computer-based applications such as Photoshop, Illustrator, InDesign, Procreate or similar equivalents.

Other routes for admission

Recognition of Prior Learning (RPL)

APL refers to certificated learning of full or part completion of academic qualifications for which there is an agreed, general credit rating or recommendation as set out in the University's Regulatory Framework:

“Appropriate learning, wherever acquired, provided that it has been subject to reliable and valid methods of assessment, is accepted for the purpose of gaining academic credit towards an award of the University.”

Applicants who have successfully completed a programme of certificated learning at a recognised UK awarding institution are considered for admission with credit, at an appropriate point on the programme of study for which entry is being sought.

Accreditation of Prior Experiential Learning (APEL)

APEL is defined as learning that has its source in experience, for example at work or in the community. The assessment of APEL is undertaken by the University.

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| <p>16</p> | <p>General Overview</p> <p>Students on the BA (Hons) Graphic Arts and Moving Image degree will develop the essential professional and technical skills required to work in creative industries such as publishing, cultural heritage, animation, contemporary art practice, advertising, film and television design, helping them build up a portfolio of work to prepare them for employment and future developments in the ever-changing landscape of visual arts, culture, and communications.</p> <p>Keeping up with these cultural and industry trends, the programme will equip them with the creative and critical learning skills to effectively explore relationships between visual art-making, the emerging technologies in their practice areas and how these relate to and reflect the political, social, cultural, and historical contexts around them.</p> <p>By gaining this practical and critical knowledge that underpins practice, and working with industry specialists, such as designers, publishers, writers and artists, this degree will provide students with a range of skills to help them find employment within the multi-platform environment of the creative industries in which we work.</p> <p>Within the Division of Arts and Media, students on this programme will have <u>crossover and collaborative opportunities with degree programmes such as BA Hons Performance, BA Hons Film and Television, BA Hons Commercial Music and BA Hons Broadcast Production</u></p> <p>For example, students are working on a collaborative project with music students, creating animated videos of their performances, others are creating album covers and identities for our UWS music label.</p> <p>Opportunities also exist for collaboration with external agencies that we have strong links with; students have been involved in projects with partners such as Jupiter Artland, Renfrewshire Council, One Ren, FableVision Studios, Civil Disobedience Theatre Company, The Grain Exchange, Ayr, and Impact Arts, with more joint ventures planned in the future with these and other organisations.</p> <p>This cross-disciplinary approach mirrors the real world, team-based working structures that exist in most creative service industry providers today, giving the student an authentic, professional, and developmental learning experience.</p> |
| <p>17</p> | <p>Graduate Attributes, Employability & Personal Development Planning</p> |
| | <p>UWS Graduate Attributes</p> <p>The University of the West of Scotland developed the 'I am UWS' graduate attributes in 2017. Described as “the skills, personal qualities and understanding to be developed through your university experience that will prepare for life and work in the 21st century”, these state that graduates from UWS will be Universal, Work Ready and Successful.</p> <p>This involves the development of attributes across three dimensions: academic, personal, and professional. This is outlined in the diagram below:</p> |

| I am UWS | Academic | Personal | Professional |
|------------|-------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------|
| UNIVERSAL | Critical Thinker Analytical Inquiring | Emotionally intelligent Ethically-minded Culturally aware | Collaborative Research-minded Socially responsible |
| WORK-READY | Knowledgeable Digitally literate Problem-solver | Effective communicator Influential Motivated | Potential leader Enterprising Ambitious |
| SUCCESSFUL | Autonomous Incisive Innovative | Creative Imaginative Resilient | Driven Daring Transformational |

The Graphic Arts and Moving Image degree aligns well with these graduate attributes, allowing students opportunities to develop their skills related to high-level academic study through flexible, hybrid delivery, authentic assessment, and opportunities for reflection and personal development. The Creative Research Project (60 credits) module provides bespoke opportunity for this at the core of the programme at Level 10, with the wider curriculum, designed to support students in preparing for success within and beyond university, encouraging rigorous academic research to underpin their creative specialisms.

Example of mapping overarching Level 10 core modules to I am UWS:

| Core Module | Academic | Personal | Professional |
|---------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|
| Presentation and Promotion L10 | Problem solver Digitally literate Knowledgeable | Effective communicator Creative | Driven Enterprising Research minded |
| Creative Research Project L10 | Critical thinker Analytical Innovative Research Minded | Imaginative Culturally aware Ethically minded | Transformational Socially responsible Knowledgeable |
| Practice in Context L10 | Inquiring Motivated Autonomous | Creative Resilient Emotionally intelligent | Ambitious Enterprising Collaborative Freelance ready |

[click here to add detail]

18 Work Based Learning/Placement Details

Professional work-based skills are embedded in the Creative, Critical and Technical modules of the programme, and students will be introduced to relevant professionals,

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| | <p>protocols and employment opportunities which will prepare them for the two level ten exit modules, Practice in Context and Presentation and Promotion.</p> <p><u>Practice in Context</u> offers students the opportunity to gain credit for a specific contemporary practice-based specialism within the arts and media industries. The module is designed to assist students to enhance their skills in such a way that it facilitates career and practice development in a professional manner/environment. Students will be required to demonstrate ability to apply evidence-based methods in a practical setting, demonstrating their skills with art based related issues as a 'reflective practitioner' in a relevant genre. Students will be expected to demonstrate their awareness and relevancy of their choices leading them to deploy a range of professional creative skills to realise a contemporary practice-based specialism.</p> <p><u>Presentation and Promotion</u> module aims to develop students' critical thinking about career choice and work ethics in combination with their practical projects. The outcome of all student work should demonstrate a critical knowledge and understanding of the ways in which their career plans are developed and conceptualised. The students will utilise a number of processes specific to their cultural study in relation to the wider cultural industries chosen career path such as showreels, exhibitions, installations, audio examples, CV's, covering letters and promotional portfolio websites to demonstrate their own personal skills. The module will allow students to consider career routes and opportunities and supply them with presentation, communication, and generic cognitive skills to move towards employment in the cultural sector.</p> <p>Graduates will develop specialist skills and experience to support careers in:</p> <ul style="list-style-type: none"> • Animation and Motion Graphics • Illustration and Graphic Design • Contemporary Art Practice • Visual Communications • Storyboarding, Concept Art, and Production Design • Social Media and Online Content generation • Self-employment • Post Graduate Research. |
| 19 | Attendance and Engagement |
| | <p>In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <p>As personal and professional development within this programme is dependent on studio practice and involves autonomous self-directed study, group critique, collaborative</p> |

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| | <p>practice and discussion, students are expected to demonstrate a commitment to this learning journey by consistent attendance and involvement.</p> <p>Please see the Programme Handbook for general Programme Attendance protocol.</p> <p>Where a student has failed to engage in the programme, the Dean of School or nominee may convene a School Panel to consider withdrawal of the student on the grounds of nonattendance.</p> <p>A student may appeal against the decision of withdrawal on the basis of failing to meet engagement requirements.</p> |
| 20 | <p>Equality and Diversity</p> |
| | <p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>This programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.</p> <p>Where appropriate, scribes, interpreters and guides will be deployed to assist students.</p> <p>BA Hons Graphic Arts and Moving Image will follow the UWS Equality and Diversity policy and in the process of curriculum design, refer to the Equality Impact Assessment Toolkit as a guideline, which incorporates Human Rights to ensure widening of access to education from socially and economically disadvantaged areas and promoting (from first contact to graduation) equality in terms of disability, age, gender, race, religion, belief or non-belief, sexual orientation, identity, campus, or community.</p> <p>Our approaches to teaching and learning ensure that students are able to engage in their learning regardless of their personal circumstances. We provide additional support to students who require it, taking advice from colleagues in Student Support Services as required. Often, students who identify as having disabilities will address these issues in their creative practice and assessment on our programmes and we are currently in discussion to see how some of this work can be utilised in staff CPD in order to further improve our accessibility and inclusiveness at UWS.</p> <p>Many of the modules taught on these programmes will have content in-built that encourages students to engage with and produce critical and creative discourse, examining areas such as gender orientation, race, social justice, environment, community engagement, poverty, and mental health.</p> |

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

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| 21 | Learning Outcomes (Maximum of 5 per heading) |
| | <p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p> |

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| | SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading) |
| Knowledge and Understanding | |
| A1 | Demonstrate an appreciation of the histories, forms, and traditions of graphic arts and moving image practice |
| A2 | Understand and explain foundational art contexts in terms of production and reception. |
| A3 | Demonstrate knowledge and understanding of the foundational principles of research and inquiry. |
| A4 | Demonstrate knowledge and understanding of a range of practitioners, and routine practices, crafts and techniques. |
| A5 | Demonstrate an awareness of the educational, pedagogical, community, social and cultural context of visual arts practice. |
| Practice - Applied Knowledge and Understanding | |
| B1 | Apply basic historical and social concepts to specific arts practices. |
| B2 | Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of specific graphic arts and moving image disciplines |
| B3 | Apply foundational research techniques in exercises of inquiry. |
| B4 | Deploy a range of basic and routine technical skills in creative and critical modes of expression. |
| B5 | Apply understanding of the social and cultural context of graphic arts and moving image disciplines |
| Communication, ICT and Numeracy Skills | |
| C1 | Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners. |

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| C2 | Describe, theorise, interpret, and evaluate texts and events. |
| C3 | Produce written work within appropriate scholarly and or professional conventions. |
| C4 | Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships. |
| C5 | Consume and interpret contemporary creative practice in the field of graphic arts and moving image. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Articulate ideas and communicate information comprehensively, in oral or textual forms. |
| D2 | Create and present information in forms appropriate to content and in a range of contexts. |
| D3 | Articulate ideas and concepts via a range of communication technologies. |
| D4 | Articulate ideas and communicate information comprehensively, in visual or physical forms. |
| D5 | |
| Autonomy, Accountability and Working with Others | |
| E1 | Work under pressure and to deadlines. |
| E2 | Accept supervision in less familiar areas of work. |
| E3 | Work independently, set goals and manage limited resources within defined areas of work. |
| E4 | Work in a planned and improvisatory way to anticipate and accommodate change. |
| E5 | Work, under guidance, with others to acquire an understanding of current professional practice. |

Learning Outcomes - Level 9 Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|---------------------------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 9 | New Module | Arts Research Methods | 20 | ✓ | | | |
| 9 | New Module | Illustration for comics and graphic novels* | 20 | | ✓ | | |
| 9 | DAAD09011 | Moving Image and Time-Based Art | 20 | ✓ | | | |

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| 9 | New Module | Figurative Studies | 20 | | ✓ | | |
| 9 | FILM10003 | Motion Graphics for Film and TV | 20 | ✓ | | | |

Footnotes for Core Modules:

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Learning Outcomes - Level 9 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 9 | DAAD09009 | Experimental Animation | 20 | | ✓ | | |
| 9/10 | New Module | Constructed Narratives* | 20 | | ✓ | | |
| 9 | DAAD09007 | Projection Art | 20 | | ✓ | | |
| 9/10 | New Module | Production Design* | 20 | | ✓ | | |
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| 22c | Level 9 Criteria for Progression and Award |
| | <p>To progress to L10, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13). For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).</p> <p>Those students who initially enter the programme at SCQF level 9 and who achieve the required credits including all cores, can exit with BA Graphic Arts and Moving Image, should they decide not to progress to the next level of the programme.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> |

For information on the award of distinction please refer to University Regulation, Chapter 3 (3.25).

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Honours Classification will be awarded in line with the University Regulation, Chapter 3 (3.25)

No Distinction is awarded at Honours level (Regulation 3.25).

Learning Outcomes - Level 10 Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|----------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 10 | JOUR10004 | Creative Research Project | 60 | ✓ | ✓ | | |
| 10 | DAAD10003 | Presentation and Promotion | 20 | ✓ | | | |
| 10 | DAAD10007 | Practice in Context | 20 | | ✓ | | |

Footnotes for Core Modules:

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Learning Outcomes - Level 10 Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 9 | DAAD09009 | Experimental Animation | 20 | | ✓ | | |
| 9/10 | New Module | Constructed Narratives* | 20 | | ✓ | | |
| 9 | DAAD09007 | Projection Art | 20 | | ✓ | | |
| 9/10 | New Module | Production Design* | 20 | | ✓ | | |

Footnotes for option modules

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| 22d | Level 10 Criteria for Award |
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| | <p>The award of BA (Hons) Graphic Arts and Moving Image is awarded to students who have at least 480 credits of which a minimum of 200 Points are at SCQF Levels 9 and 10, and of which a minimum of 100 are at SCQF Level 10.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> |
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| 23 | Regulations of Assessment |
| <p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.</p> <p>To qualify for an award from the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.</p> | |
| 24 | Combined Studies |
| <p>There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the school. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p> | |

Change/Version Control

Changes made to the programme since it was last published:

| What | When | Who |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|
| <p><u>Updated Links:</u></p> <ul style="list-style-type: none"> • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links | 19/10/2023 | C Winter |
| Guidance Note 2023-24 provided | 12/12/23 | D Taylor |
| <p>General housekeeping to text across sections and addition of links and some specific guidance.</p> <p>Addition of Duration of Study and some other text – for CMA.</p> | 12/12/23 | D Taylor |

Version Number: UG 1 (2023-24)