Rose Bruford College

UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

Creative Lighting Control

&

Creative Lighting Control with Lighting Design

Programme Specification

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Creative Lighting Control	3/4 Years	Full Time
	BA (Hons)	Creative Lighting Control with Lighting Design	3/4 Years	

Intermediate Awards

Cert HE	Creative Lighting Control	1 Year	Full Time
Dip HE	Creative Lighting Control or Creative Lighting Control with Lighting Design	2/3 Years	

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	QAA Subject Benchmark Statements for Art and Design (AD)
Other Points of Reference	i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Guidelines for Preparing a Programme Specification (QAA) iii. The statement of characteristics of RBC programmes in the L&T strategy: https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf iv. Development Events, with Industry and Graduate consultation

2. STATEMENT

The Creative Lighting Control Programme / Lighting Design at Rose Bruford College

The BA (Hons) Creative Lighting Control / Lighting Design recognizes that Digital technologies are now at the heart of live entertainment, with automated lighting and extensive use of video becoming familiar features in almost every field of performance. There is a high industry demand for specialist lighting and video programmers technicians and lighting designers who are at ease with technology and who also possess the creativity needed to stage the very best live events and performances. This creates opportunities for enterprising, creative, technically adept people who are able to collaborate to make great events happen. Creative Lighting Control / Lighting Design is a unique programme, which aims to support and guide your development towards a career in the lighting industry. The programme will equip you with specialist skills in lighting technologies and Design and enable you to apply these in a broad range of performance environments. The role of the creative technologist / lighting designer requires imaginative use of technology when interpreting and implementing a design, as well as excellent craft and technical skills. You will focus primarily on the role of the programmer for lighting and video, although you will experience all aspects of lighting, from design and visualisation to management. Our aim is that, on graduation, you will have acquired not only the range of skills and aptitudes to meet the requirements of your chosen career path but a whole other set of transferable skills that might lead you to many more and diverse avenues within our industry and beyond.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, our ambition is for you to…

…seek to make a positive difference to those around you, by working collaboratively to create value

…be curious, creative and take responsibility for your own life-long learning

…be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

…respect and value diversity and difference, showing tolerance and understanding

The BA (Hons) Creative Lighting Control / Lighting Design programme aims:

- Develop you as a creative lighting control specialist/ Lighting designer with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, able to respond to the rapidly-changing live performance industries.
- Give you an understanding of a range of performance forms in their business, cultural, social, ethical, political, historical and theoretical contexts.
- Give you the artistic, technical and organisational skills appropriate to the creative lighting control specialist.
- Develop your critical and analytical skills.
- Enable you to make an effective, responsive and innovative contribution to the performance industries.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning themes The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a Creative technologist. The programme is designed to help you develop these abilities. The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.	►	**Learning and teaching processes** The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes. The specific learning and teaching processes for each module are described in the module specifications.
▲		▼
Assessment Your success in demonstrating the abilities described in the learning themes and in meeting the	◄	**Curriculum content** The curriculum content is outlined in the module specifications, which

expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.		describe the field of knowledge and practice for each module. Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of designer for performance and digital media, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action.

Your success on your programme and as a Creative Technologist / Lighting Designer will depend on your ability to show:

1. **Creativity**
   …make, create, invent, innovate, develop, improvise, be resourceful, problem-solve.
2. **Organisation & collaboration**
   …organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.
3. **Communication**
   …articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.
4. **Professional practice & competences**
   …show knowledge of and apply - processes, practices, techniques, technologies, materials, regulations, protocols.
5. **Research & knowledge skills**
   …investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.
6. **Understanding Context**

	…recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.
7.	**Reflection & learning** …show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning.

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both 'think' and 'do'. Playfulness will be at the core of the practical projects and you will be encouraged to try new things outside your comfort zone in a safe and protected environment. Lectures and seminars deliver basic principles and theoretical knowledge that underpin practical lighting and video work. You will consolidate this through independent study.
You will contextualise your learning in projects, work-based learning opportunities, practical skill application, written assignments and presentations. In addition, you will have the opportunity to participate in productions and events in a variety of venues with a public audience.
Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies.

The specific learning and teaching methods for each module are described in the module specifications.

7. CURRICULUM CONTENT

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. The programme is designed to be broad-based and flexible, so as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements.

At Level 4 you will acquire a solid foundation in basic lighting and video skills and production aesthetics through theory lectures and practical project with an eye on playfulness. At Level 5, you will gain advanced theory knowledge of lighting and video technology, production techniques and advanced lighting and AV design. At this level, you can negotiate projects, placements or roles on events or productions to tailor your learning according to your interests and ambitions and help you prepare for professional practice with creativity at the heart of every project. At Level 6, you can further develop your professional practice and undertake further theory study or practical projects with a creative focus, leading to a BA (Hons) qualification.

The programme is complemented by a further strand, shared with several other design and technological focused programmes at the College. This strand focuses on developing your understanding of events and performance in their wider context, collaborative working across disciplines, and research: The Practitioner in Context at level 4, The Sustainable Practitioner at level 5, and the Independent Research Project at level 6.

PROGRAMME STRUCTURE

LEVEL 4

Module code	Module name	Credits
CLC 431	Essential Production Skills	20
CLC 432	Essential Lighting	40
CLC 433	Essential Video	20
TEX411CLC	The Practitioner in Context	40

LEVEL 5

Module code	Module name	Credits
CLC531	The production Process	20
EITHER: CLC 532	Advanced Show control	40
OR: LD 532	Advanced Lighting and AV Design (for Lighting Design pathway)	40
CLC533	Lighting and Video for Live Events	40
TEX511CLC	The Sustainable Practitioner	20

LEVEL 6

Module code	Module name	Credits
CLC631	Professional development	20
CLC632	Vocational practice 1	30
CLC633	Vocational practice 2	30
TEX611CLC	Independent research project	40

Indicative Content

Level 4	Level 5	Level 6
CLC 431 **Areas of study** Maintenance of electrical equipment, in a theatre and/or outdoor events setting; Test & tagging Manual handling tasks and working at heights; "Performance" etiquette, including a comprehensive knowledge of theatre traditions, protocol and terminology. General knowledge of electricity and safety procedures Basic knowledge of various control systems, lighting effects, testing equipment, fault finding techniques. General venue policies and occupational health and safety	**CLC 531** **Areas of study** Health and Safety training. Planning and scheduling Analysis and problem solving Budgets and quality control Conflict management	**CLC631** **Areas of study** Analysis of economic and business context within which different types of performance occur. Analysis of possible future roles as a professional practitioner and find relations to established and emerging career paths and patterns.
CLC 432 **Areas of study** Contribution and processes of the lighting programmer and the principal concepts of lighting programming. A range of lighting control protocols and the basic principles of automated lighting systems. Principal properties of light to manipulate or alter the viewer's perception of objects and space. Appropriate programming strategies for a range of theatre production contexts. Visualisation and communication techniques and processes	**CLC 532 OR LD532** **Areas of study** Lighting control technologies, operational processes and management theories. Prepare, set up and operate a range of visual control technologies safely and efficiently. How to support a lighting/video designer in the planning, communication and documentation of the design, using appropriate technologies. Plan and implement the technical delivery a lighting/video design effectively and accurately, while showing sensitivity	**CLC 632** **Areas of study** Lighting and or video programming

Level 4	Level 5	Level 6
in relation to those used in wider professional practice. Operation of a designated lighting console to a degree of proficiency appropriate for small/mid-scale theatre performance.	to the artistic requirements of the production/project. **LD532** **Areas of study** The creative process behind making a theatre lighting and AV design. Study of separate texts. Rigging, focusing and plotting process leading to a finished design. A clear and concise method of design. Language and communication. Create and execute designs of your own assessable project, fulfilling the brief for this module. Play text with actual model and working drawings to provide all the appropriate paperwork needed to present a lighting or AV design to a lighting crew up to the point of the fit-up. Analyse and experiment with equipment and its application.	
CLC 433 **Areas of study** Learn to use a range of software to develop visual content initially in classes, becoming increasingly independent and self-directed as you become more proficient. Workshops will allow you to experiment with techniques and materials in order to meet specific design briefs, culminating in a performance design	**CLC 533** **Areas of study** Lectures will focus on exploring and identifying theoretical aspects of the subject through presentations and demonstrations. Workshops will be student led and facilitated by the tutor. This module will make use of simulated professional environments, in which students will work with students from other	**CLC 633** **Areas of study** Lighting and or video programming

Level 4	Level 5	Level 6
proposal. Be introduced to projection system design and technologies. Examine a range of conventions, concepts and practices, as well as the key practitioners, who have adopted digital media as a central element of performance.	disciplines to produce live productions/projects. Group tutorials encourage discussion and reflection on the working experience and ensure you will gain from shared experiences.	
TEX411CLC **Areas of study** Research skills Visual, cultural, historical context Collaboration with colleagues across design and technical arts programmes Communication, mediation and negotiation Professional etiquette and ethics Health & Safety Time management Writing, reflection and practical articulation of ideas	**TEX511CLC** **Areas of study** Sessions on sustainability: the sustainability of the environment, the individual, the career and the industry. Sessions on research, focus on interweaving your practice with research, critical thinking and academic writing practices. These sessions support you build a proposal and a strategy for your Independent Research Project (to undertake in L6).	**TEX611CLC** **Areas of study** Research Methodology: What is a research methodology? What are research methods and how to organise your research. Practice Research: What is practice research and how does that relate to my IRP? Writing as Practice: How to incorporate reflective methods and journaling as part of your practice. Structuring written work: Structuring the thesis and critical commentary. Using writing tools. Referencing primary and secondary material. Documentation of practice: Skills workshop on how to document live work and artefacts. Research Colloquium: What to expect of the colloquium and what things to consider in preparing your presentation. Presenting practice: Considerations for practical displays and presentations including booking and using resources. Research poster: how to present your research findings through a poster.

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment and the marking criteria on the assessment brief as part of each module. The College has high expectations of you and expects you to have high expectations of yourself. The assessment expectations are written to provide clarity about what you might need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

The programme uses two approaches to assessment: Formative and Summative. There is a strong focus on formative assessment the purpose of which is to monitor your learning and provide ongoing feedback to you and your tutors as to your progress. Formative assessment is focused on assessment for learning. It helps you to identify your strengths and weaknesses and enables you to maximise how you manage your learning. Formative assessment also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are a number of formative assessment points throughout the programme where you will receive feedback on your work, this could be written, in class or during scheduled meetings with a tutor and/or mentor to discuss your work. Formative assessment is a dialogic process in which you are an agent in the assessment of your own work and, possibly, that of other students. Although there is no grade attached to formative assessment it is essential that you engage fully with it as it has a significant impact on the summative assessment grade that you receive at the end of the year.

Summative assessment is an ‘end point’ form of assessment and takes the form of a grade or mark. You will get feedback which will enable you to enhance your future performances.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, presentations, productions, performances and written and oral submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

In addition, some skills-based technical competencies are assessed on a pass/fail basis, setting a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. ***(Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.***

1. Creativity

Your work is expected to demonstrate:

- high levels of engagement in and commitment to making/creating/inventing/innovating/ developing/improvising.
- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, taking responsibility, motivating yourself and others, negotiating, valuing difference, leading others, creating value for others.

3. Communication

Your work is expected to demonstrate the ability to articulate clearly, coherently and effectively (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience. You are also expected to demonstrate the ability to listen and respond to others in a positive and constructive way. Your work is expected to demonstrate a clear ability to communicate ideas of significance and sophistication through presentations/performances/written or oral presentations demonstrating method and medium unified with personal style.

4. Professional practice & competences

Your work is expected to be relevant to task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role/performance/project/subject-matter/audience. It will exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies/materials/processes/practices/techniques/regulations/protocols.

Where technical competences and abilities are assessed your work is expected to demonstrate that the technical aspects of the work – within the control and skill range expected in the level of study – have been skilfully dealt with, demonstrating

a relevance that contributes to the concept of the work, and – where applicable - a complete and satisfying fusion of the technical and the creative.

5. Research & knowledge skills

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments.

6. Understanding Context

Your work is expected to demonstrate your ability to recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Your work is expected to demonstrate:

- your ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness.

- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future action based on past experience, and be responsible for your own learning.

- clear evidence that your learning journey - which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method
CLC431	Essential Production Skills	20	2 show roles as LX crew Self-evaluation presentation
CLC 432	Essential Lighting	40	Practical project portfolio Programming or design role portfolio Self-evaluation presentation
CLC 433	Essential Video	20	Practical project: video mapping Self-evaluation presentation
TEX411 CLC	The Practitioner in Context	40	Practical project: Realised creative project (for example: installation, laboratory-scale performance, event)

Code	Module Title	Credits	Summative Assessment Method
			Reflective journal or seminar presentation offering a critical reflection on the creative production process. Risk Assessment Assignment
CLC531	Production Process	20	Show role as a technical manager -Reflective journal Viva-voce
CLC 532	Advanced Show control	40	Practical: Quiz show Practical: Escape room Viva-voce
LD532	Advanced Lighting and AV Design **(Lighting Design pathway)**	40	Show reel Viva-voce
CLC533	Lighting and Video for Live Events	40	Practical: Live Event Project Viva voce
TEX511 CLC	The Sustainable Practitioner	20	Environmental Practices: Reflection and Research Project proposal - Research proposal for DMT611 Independent Research Project, with literature review and research methodology
CLC631	Professional development	20	Industry Analysis -Illustrated document:
CLC632	Vocational practice 1	30	Work of a show -Submit portfolio documenting the process. Viva-voce
CLC633	Vocational practice 2	30	Work of a show inside or outside the college. Submit portfolio documenting the process. Viva-voce
TEX611 CLC	Independent research project	40	Option A Research Colloquium Dissertation Option B Research Colloquium Critical Commentary and Event / Artefact

10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	CLC431	CLC432	CLC433	DMT411	Weighted av. for L 4*	CLC531	CLC532	DL532 (optional)	CLC533	DMT 511	Weighted av. for L5*	CLC 631	CLC 632	CLC 633	DMT611	Weighted av. For L6*	Weighted av. for degree
Credits	20	40	20	40	120	20	40	40	40	20	120	20	30	30	40	120	360
1. Creativity	20 %	30 %	40 %	15 %	10%	10 %	30%	30 %	30 %	10 %	10%	10 %	20 %	20 %	10 %	4.5 %	24.5 %
2. Organisation & Collaboration	10 %	20 %	0%	10 %	3.5 %	40 %	10%	10 %	10 %	15 %	4.75 %	0%	20 %	20 %	10 %	4%	13%
3. Communication	20 %	0%	0%	15 %	2.5 %	20 %	20%	10 %	10 %	15 %	4.75 %	20 %	10 %	10 %	20 %	4.5 %	11%
4. Professional practice & competences	30 %	40 %	0%	15 %	8%	20 %	20%	10 %	30 %	20 %	8%	10 %	30 %	30 %	10 %	8%	21%
5. Research & knowledge skills	0%	0%	0%	15 %	1.5 %	0 %	0%	10 %	0%	10 %	0.5 %	20 %	0%	0%	20 %	2%	4%
6. Understanding context	0%	0%	0%	15 %	1.5 %	0%	0%	10 %	0%	15 %	0.5 %	10 %	0%	0%	20 %	2.5 %	5.5%
7. Reflection & learning	20 %	10 %	20 %	15 %	6%	10 %	20%	20 %	20 %	15 %	7%	30 %	20 %	20 %	10 %	8%	21%

* With rounding errors

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	**Block 2 (11Weeks)**	**Block 3 (8 Weeks)**
CLC 431	**CLC 432**	**CLC 433**
TEX411CLC	**TEX411CLC**	**TEX411CLC**
Level 5		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
CLC531	**CLC532 OR LD532**	**CLC533**
TEX511CLC	**TEX511CLC**	**TEX511CLC**
Level 6		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
CLC631	**CLC632**	**CLC633**
TEX611CLC	**TEX611CLC**	**TEX611CLC**

12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme and module level:

- The Programme Director and Year Leaders have responsibility for leading the programme and for your academic and professional development with the support of the Module Tutors and Programme Administration team. You will be encouraged to discuss module-related issues with your Module Tutors.
- The College's Virtual Learning Environment (VLE) contains all key information, including a year page which outlines requirements and provides access to information about processes and procedures.
- Each module throughout the programme is introduced with a briefing and accompanied by a VLE page with core resources, module specification, and assignment briefing.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria so you know what you need to demonstrate to get a grade in each classification.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all summative assessment tasks and will be debriefed in a tutorial following all practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

The services available within the College's Student Life include general, wellbeing, counselling, disability support and a range of learning support.

- Student counsellors are available to all students via Student Life.
- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities or learning needs). You can also disclose your disability or inform us about your new diagnosis during your studies.
- Study support is available, including specialist dyslexia and English writing support.
- You will be introduced to the Learning Resources Centre at induction and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorials, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level teaching and learning approach reflects this.

- At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are guided in developing core skills and a critical and aesthetic framework.
- At Level 5, you will develop your work and begin to integrate it into a simulated professional context. You will take on projects in either simulated or real-life professional contexts and productions and develop a greater sense of personal and professional responsibility. You will also begin to explore and develop your practice-research skills and your own research interests.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. At this level your work will often be driven by practice-research processes. Taught sessions and tutorials will guide you and ensure that your learning is appropriately contextualised

13. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Undergraduate Academic Regulations

15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The BA (Hons) Creative Lighting Control Programme has been developed using the QAA Subject Benchmark Statements for Art and Design (AD). The benchmark statements underpin the programme's Learning Themes as shown below:

Creativity …make, create, invent, innovate, develop, improvise, be resourceful, problemsolve.

● AD 6.8 i generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs

● AD 6.8 ii employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making

● AD 6.8 iv show judgement and self-critique in the development ideas through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts

● AD 6.8 vi be resourceful, ethical and entrepreneurial.

Organisation & collaboration …organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

● AD 6.10 (Self-management) i study independently, set goals, manage workloads and meet deadlines

● AD 6.10 (Self-management) ii anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

● AD 6.10 (Group/team working and social skills) i interact effectively with others, for example, through collaboration, collective endeavor and negotiation

● AD 6.10 (Group/team working and social skills) ii articulate ideas and information comprehensibly in visual, oral and written forms

● AD 6.10 (Group/team working and social skills) iii communicate and present ideas and work to audiences in a range of situations.

● AD 6.8 vi be resourceful, ethical and entrepreneurial. Communication …articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

● AD 6.10 (Group/team working and social skills) iii communicate and present ideas and work to audiences in a range of situations.

● AD 6.10 (Critical engagement) ii articulate reasoned arguments through reflection

● AD 6.10 (Research and information skills) ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources

● AD 6.10 (Research and information skills) iii select and employ communication and information technologies

● AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.

Professional practice & competences …show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

● AD 6.8 iii select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail

● AD 6.9 ii the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment

● AD 6.9 iv knowledge and understanding of the role and impact of IP within the art and design practice.

● AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes. Research & knowledge skills …investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

● AD 6.8 ii employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making

● AD 6.8 iv show judgement and self-critique in the development ideas through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts

● AD 6.8 v manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination ● AD 6.10 (Critical engagement) i analyse information and experiences, and formulate independent judgements

● AD 6.10 (Critical engagement) ii articulate reasoned arguments through reflection

● AD 6.10 (Critical engagement) iii question, review and evaluate

● AD 6.10 (Critical engagement) iv use the views of others in the development or enhancement of their work

● AD 6.10 (Research and information skills) i source and research relevant material, assimilating and articulating relevant findings

● AD 6.10 (Research and information skills) ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources

● AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.

Understanding Context …recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

●AD 6.9 i the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general

● AD 6.9 ii the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment ● AD 6.9 iii the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design ● AD 6.9 iv knowledge and understanding of the role and impact of IP within the art and design practice Reflection & learning …show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning ● AD 6.8 vi be resourceful, ethical and entrepreneurial. ● AD 6.10 (Critical engagement) v identify personal strengths and needs, and reflect on personal development. ● AD 6.10 (Personal qualities) i enquire into their discipline, their place within that discipline, and the motivation to advance it. ● AD 6.10 (Personal qualities) i apply ethical principles and personal values to their work.

16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 (Certificate of Higher Education)	Descriptor for a higher education qualification at level 4 on the FHEQ: Certificate of Higher Education The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ. Certificates of Higher Education are awarded to students who have demonstrated: • knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study • an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Typically, holders of the qualification will be able to: • evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work • communicate the results of their study/work accurately and reliably, and with structured and coherent arguments • undertake further training and develop new skills within a structured and managed environment. And holders will have:

	• the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
Level 5 (Diploma of Higher Education)	Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc. Foundation degrees are awarded to students who have demonstrated: • knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed • ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context • knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study • an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Typically, holders of the qualification will be able to: • use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis • effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively. • undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. And holders will have: • the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Level 6	Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours

(Bachelor's Degree with Honours)	The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas. Bachelor's degrees with honours are awarded to students who have demonstrated: • a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline • an ability to deploy accurately established techniques of analysis and enquiry within a discipline • conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline • an appreciation of the uncertainty, ambiguity and limits of knowledge the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). Typically, holders of the qualification will be able to: • apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects • critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. And holders will have: • the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Updated June 2026 (module codes and assessments to align with modifications June 2025)

Updated Sep 2026 post LTQC removal of poster from TEX611