

Course Specification

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Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Wolverhampton School of Art		
Course Code(s):	AA033K23UV	Sandwich	4 Years
UCAS Code:	W268		
Course Title:	BA (Hons) Glass and Ceramics with Sandwich Placement		
Hierarchy of Awards:	Bachelor of Arts with Honours Glass and Ceramics with Placement Bachelor of Arts with Honours Glass and Ceramics, having satisfactorily completed a sandwich placement Bachelor of Arts Glass and Ceramics with Placement Bachelor of Arts Glass and Ceramics Diploma of Higher Education Glass and Ceramics Certificate of Higher Education Glass and Ceramics University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	11/Oct/2017		
Last Review:	2017/8		
Course Specification valid from:	2017/8		
Course Specification valid to:	2023/4		

Academic Staff

Course Leader:	Mr Paul McAllister
Head of Department:	Ms Margaret Ayliffe

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

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2017 Entry

- CCC from 'A' levels
- BTEC QCF Extended Diploma grade MMM, BTEC QCF Diploma grade DD
- Successful completion of a Foundation Course in Art and Design
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction)
- If you've got other qualifications or relevant experience, please contact The Gateway for further advice before applying.
- Successful completion of the International Foundation Year in Social Sciences or International Foundation Year in Arts guarantees entry on to this course
- International entry requirements and application guidance can be found [here](#)
- Successful completion of the International Foundation Year in Social Sciences or International Foundation Year in Arts

Distinctive Features of the Course:

The curriculum is delivered through a series of projects which will give you the opportunity to develop making and designing skills, conceptual ideas, contextual knowledge and understanding and experience of live industry briefs/ external projects in the public domain.

Studio and workshop culture is core to our courses and you will be encouraged to become part of the art and design community through time spent working in the studios, workshops and labs available to students across the week.

All courses in the School of Art are now available with a professional placement (sandwich year) option. A professional placement provides an opportunity for professional development in the work place and as such, greatly enhances the student's prospects of finding rewarding and relevant employment at the end of their studies.

The BA Hons Glass and Ceramics with Professional Placement course in particular is distinctive in its approach because:

- The emphasis of 'thinking through making' is key to establishing innovative approaches and responding

to the rich history of material practice within Glass and Ceramics.

- Students are encouraged to play, think, make and thus innovate in a responsive approach to speculative making.
- This approach is supported by some of the best Glass and Ceramics workshops in Europe, with knowledgeable practice led staff teams and excellent industry links.
- Interdisciplinary projects with other specialist courses within the school of Art help to support diverse practice and an understanding of the wider material culture through digital print, rapid prototyping, and more established material practice.
- Our course is designed to provide you with the best possible creative education centred on employability and student support. At each level two yearlong modules allow you to experience and engage with projects of increasing complexity and varied timescales that reflect the breadth and flexibility of the commercial design world.
- This carefully structured approach also encourages independent learning supported by an integrated delivery of the contextual, theoretical, technical and practical skills.

Educational Aims of the Course:

The BA (hons) Glass and Ceramics course at Wolverhampton is an intensive studio based programme, supported by technical workshops, theoretical engagement and a wide range of study visits and opportunities to promote and exhibit your work. The programme aims to support media specialist practitioners in glass and ceramics alongside students who want to work across media and subject disciplines and forge new relationships between conceptual and material approaches to practice.

The BA (Hons) Glass and Ceramics with Professional Placement course encourages students to develop approaches to practice based on 'thinking through making' where learning takes place through direct, responsive engagement with materials and processes, combining tacit knowledge of skills and craft with curiosity, speculation and reflection.

Initially students are given opportunities to engage with materials and processes associated with Glass and Ceramics alongside related activities of print, drawing/image making and digital manufacture. Increasingly students are encouraged to adopt more personal, informed and responsive approaches that will allow for diverse practice across a wide spectrum of craft, design and art contexts.

The course aims to:

- Provide you with an exciting and diverse introduction to contemporary Glass and Ceramics practice.
- Support you to acquire specialist knowledge and practical experience of working in Glass and Ceramics.
- Encourage you to test and explore different approaches to practice and to critically evaluate the relationship between idea, media, method and outcome.
- Enable you to develop an individually negotiated practice informed by a relevant theoretical and contextual framework.
- Produce informed independent and reflective practitioners who can adapt their knowledge, understanding and skills for a variety of professional contexts.

Intakes:

September

Major Source of Funding:

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	H	Full Time / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00

PSRB:

None

Course Structure:

September (Sandwich)

Year 1

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; to include a sandwich placement.

Module	Title	Credits	Period	Type
4VA005	Contexts and Methods	60	YEAR	Core
4VA006	Studio Practice & Communication	60	YEAR	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 2

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; to include a sandwich placement.

Module	Title	Credits	Period	Type
5VA005	Conceptual Development	60	YEAR	Core
5VA010	Glass and Ceramics: Practice	60	YEAR	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 3

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; to include a sandwich placement.

Module	Title	Credits	Period	Type
5AD011	Professional Placement (Sandwich)	40	YEAR	Core

September (Sandwich)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Year 4

Full time and Sandwich Undergraduate Honours students normally study 120 credits per academic year; to include a sandwich placement.

Module	Title	Credits	Period	Type
6VA005	Professional Practice & Career Opportunities	60	YEAR	Core
6VA010	Glass and Ceramics: Negotiated Project	60	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

AFRSC/17/6.2.3 FoA Undergraduate Arts Degree Portfolio.

Section 1.3.1 - Exemption to exceed normal module credits within the standard University Academic Framework allowing for use of all 60 credit taught modules (Level 3 to Level 6) delivered Year Long on the following programmes;

BA (Hons) Photography

BA (Hons) Fashion

BA (Hons) Fine Art

BA (Hons) Glass and Ceramics

BA (Hons) Graphic Design

BA (Hons) Illustration

BA (Hons) Painting and Printmaking

BA (Hons) Sculpture and Environmental Art

BA (Hons) Textiles and Surface Pattern

BDes (Hons) Furniture Design

BDes (Hons) Interior Design

BDes (Hons) Product Design

Effective date: September 2018.

APPROVED (by Chair's Action on 6/10/2017)

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

Learning Outcomes:

CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate experience of working with a range of materials, processes and technologies associated with Glass and Ceramics.

CertHE Course Learning Outcome 2 (CHECLO2)

Be experimental and show the ability to use speculative and reflective approaches to making and designing.

CertHE Course Learning Outcome 3 (CHECLO3)

Research and respond to contemporary historical and cultural contexts and show the curiosity to develop personally focused research.

CertHE Course Learning Outcome 4 (CHECLO4)

Evaluate and reflect on your performance and that of your peer group in relation to appropriate contextual references and audiences.

CertHE Course Learning Outcome 5 (CHECLO5)

Document and communicate with others about how your ideas have evolved and explain your decision making in support of project outcomes.

DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate specialist skills, techniques, processes, technologies and material knowledge relevant and pertinent to contemporary practice in Glass and/or Ceramics.

DipHE Course Learning Outcome 2 (DHECLO2)

Explore a range of creative, speculative and research methods in your work and use the knowledge to inform the development of your practice.

DipHE Course Learning Outcome 3 (DHECLO3)

Understand the external contexts of Glass and/or Ceramics and resolve projects through informed decision making in relation to these contexts.

DipHE Course Learning Outcome 4 (DHECLO4)

Research, identify and evaluate appropriate contextual knowledge relevant to Glass and Ceramics through written and verbal presentations.

DipHE Course Learning Outcome 5 (DHECLO5)

Develop an engagement with external communities and audiences and use appropriate forums to discuss and reflect on your practice.

DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate a sustained commitment to discussion and engagement with your art and design community.

Ordinary Course Learning Outcome 1 (ORDCLO1)

Demonstrate a sustained and independent approach to generating ideas in the production of work.

Ordinary Course Learning Outcome 2 (ORDCLO2)

Select and employ appropriately the materials, media, techniques, methods, technologies and tools necessary to resolve your practical work.

Ordinary Course Learning Outcome 3 (ORDCLO3)

Identify, reflect and communicate the connections between intention, process, outcome and context in your work.

Ordinary Course Learning Outcome 4 (ORDCLO4)

Demonstrate knowledge of the specific critical and contextual dimensions of your work and engage in the work of practitioners and theorists relevant to your final project.

Ordinary Course Learning Outcome 5 (ORDCLO5)

Critically reflect on and benefit from engagement with others and utilise personal development planning effectively to progress your work.

Honours Course Learning Outcome 1 (DEGCLO1)

Think creatively to resolve your work to a professional standard within your discipline.

Honours Course Learning Outcome 2 (DEGCLO2)

Demonstrate knowledge of the specific critical and contextual dimensions of your practice and engage in the work of practitioners and theorists relevant to your final project.

Honours Course Learning Outcome 3 (DEGCLO3)

Employ models of professional presentation appropriate to the dissemination of your work.

Honours Course Learning Outcome 4 (DEGCLO4)

Demonstrate a sustained ability to reflect on your work and use the information to develop new work and an informed understanding of your practice.

Honours Course Learning Outcome 5 (DEGCLO5)

Understand and locate your work appropriately within the broad and specialist contexts of your subject and research appropriate personal and career objectives.

Overview of Assessment:

Module	Title	Course Learning Outcomes
4VA005	Contexts and Methods	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5, CHECLO6
4VA006	Studio Practice & Communication	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5, CHECLO6
5AD011	Professional Placement (Sandwich)	DHECLO1, DHECLO3
5VA005	Conceptual Development	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5VA010	Glass and Ceramics: Practice	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6VA005	Professional Practice & Career Opportunities	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5
6VA010	Glass and Ceramics: Negotiated Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5

Teaching, Learning and Assessment:

Teaching is focussed in (though not limited to) a studio environment in which tutor-student engagement and peer-to-peer learning supports a creative, experimental, professional and independent approach to development from Level 4 onwards. Teaching, supervised practice and independent exploration also takes place in well-equipped material workshops and computer labs. Throughout the course students are encouraged to explore, develop and build material and technical competencies towards developing their own rich, challenging and distinct visual language as artists and designers.

The School of Art houses a range of purpose built studio spaces and workshops with an extensive range of professional equipment not available in schools and colleges. Students at the School of Art are taught by practicing artists and designers working in academic and technical roles. These specialist practitioners teach both fundamental skills, support experimental and speculative practice and ensure practice is underpinned by knowledge and awareness of contemporary contexts.

The course is structured over three years and each year is divided into two year-long 60 credit modules. This framework is designed to provide opportunities for full and part-time study and to allow students the time and space to develop their own specialist approach to Glass and Ceramics over an extended time frame.

Students are assessed 100% on their coursework and are supported to progress and achieve their potential through careful tracking by staff in project feedback sessions, personal tutorials and formative assessment points. Each module has two points of formative assessment that provide key performance indicators for the student and staff teams to use in personal development planning. Assessment reviews and tutorials will be used to assess progress, galvanise the student to understand and map their own learning journey and to use this information to improve their indicative grades and project work. The assessment strategy has been designed to provide students with a number of opportunities throughout the year to test their work against

the learning outcomes and to further develop aspects of their practice before receiving a final summative grade for the module. These formative reviews will also be used by staff to trigger university and subject support mechanisms for students who are not achieving at an appropriate level before summative results start to affect progression and achievement at each level.

Summative assessment takes place at the end of each module as an event in which students evaluate their own work and select work to present in a portfolio that best demonstrates their achievement over the year.

Employability is core to the ethos of the School of Art's learning and teaching, and the BA (hons) Glass and Ceramics provides opportunities from Level 4 to experience and engage with professional and industrial contacts. At Level 4 students are encouraged to encounter and experience all aspects of their specialist area and further embed themselves into the subject through visits and speakers. At Level 5 students will have the opportunity to experience professional practice and will work on subject-specific briefs led by external clients/organisations. At this level there will also be an emphasis on off-site/live projects/placements that offer opportunities for interdisciplinary collaborative practice. Level 5 is designed to give students the opportunity to risk take and experiment within their subjects but also to meet and network with other students across the School of Art. Level 6 emphasises self-negotiated projects and provides students with the time and support to develop their individual voices as artists and designers. There is also provision for interdisciplinary teams working together on ambitious final outcomes where appropriate, and student will be supported to maintain placement learning and external networks established at Level 5. In addition, the University offers a Career Development Week each year, which is intended to provide cross-curricula activities that enable students to extend or galvanise their skill and employability goals.

The modules embed theoretical and contextual practice within studio-based teaching. We have an extensive and specialist library collection, supported by a subject librarian with whom staff and students work closely. Level 4 provides opportunities for exploring these resources and is structured around a range of contextual learning opportunities from traditional lectures to creative thinking workshops, mirroring the breadth offered in studio practice. Levels 5 and 6 provide opportunities for students to develop their own trajectories in a way that reflects their practice in the studio through a choice of theoretical and theory-practice combined projects. External visiting speakers and staff research projects and practice contribute to a thriving contextual diet; Students can experience staff working, and gain additional insight into the importance of ideas, research and conceptual experimentation to creative production.

In addition the School of Art provides many opportunities throughout the year for students to join study visits to UK and European destinations. These visits underpin student learning by providing an opportunity for students to see professional practice in their field, engage with new ideas, materials, sites and scale, consider display and presentation strategies and explore other roles associated with art and design such as curation, marketing, education. The visits also provide opportunities for students to spend time in an expanded community of their own peers to support interdisciplinary and cross year support and collaboration.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

The university has an extensive range of support options for students. For Art and Design students this begins with Arts Support Central, an online resource through which academic study support, careers and enterprise, counselling, enabling services, Chaplaincy services, nursery and carer support, financial services and distance learning can all be accessed. Students can access student advisors and mentors and there is support and representation also offered by the Students' Union and can also find support based on whether they are International students, TNE students, research students, mature students or students with families.

Course Specific Support

The course has a personal tutor system in which students see a tutor assigned to them regularly throughout the year and this provides them with pastoral support outside of their immediate academic studies on specific modules.

The course has a number of peer support assistants who are level 5, 6 and 7 students employed to support students at Level 4.

There is a specialist Art and Design librarian who works closely with the staff team to support the subject-specific research and writing skills of students at all levels. University Learning Centres also provide general academic skills support to all students. You can make an appointment with a study skills advisor for help and advice on areas such as academic writing, assignment planning, and time management. In addition, there is a timetable of drop-in and bookable workshops covering broad subjects such as digital literacy skills and academic referencing. This support is situated within the library, which has an extensive and long-standing collection of printed materials and monographs that can be accessed 24 hours a day in term time. Students can also access a range of texts and journals electronically both on campus and at home.

Our academic and technical staff team are available to support your studio work outside of timetabled sessions, ensuring access to advice and support for your studies is available throughout the week. Additional technical workshops allow you to learn, develop and hone your skills.

You can also expect to receive support and guidance in the area of Personal Development Planning, enabling you to understand and develop your skills during your transition from student to practitioner; readying you for employment effectively and successfully.

Employability in the Curriculum:

The Faculty of Arts promotes student enterprise and enhances their employability. There are Employability Co-ordinators and Champions who can assist students in securing work placements, undertaking live briefs, engaging directly with employers and developing key employability skills. The Faculty is committed to raising student awareness of the opportunities that exist post-graduation, and can assist as the interface between education and industry within the region.

This course will give you the necessary skills to pursue the huge range of exciting career opportunities associated with Contemporary Visual Arts Practice. For many Glass and Ceramics graduates the ultimate ambition is to become a successful artist, designer or maker. The Glass and Ceramics course is designed to support students in achieving this goal and indeed, graduates from the University of Wolverhampton are now exhibiting and selling their work and designs nationally and internationally on a regular basis. The next step towards achieving this ambition is to undertake a post graduate or Masters qualification and students from this course are very successful in making applications at this level. The course aims to provide students with the practical, theoretical and promotional skills to support such career choices.

The Glass and Ceramics course also aims to support and develop students' vocational awareness and provides opportunities for educational placements and professional practice. As a result a number of students each year successfully apply to postgraduate teaching courses and many School of Art and Design graduates are now teaching in the regions' schools and colleges. Glass and Ceramics graduates are also working in museums and galleries as curators, educationalists, workshop facilitators, archivists and technicians, having taken specialist postgraduate courses in these fields.

In addition, the course aims to introduce students to less conventional approaches to building careers in the cultural industries and many of our graduates are actively involved in artist led projects for example curatorial cooperatives, independent galleries and studio groups which are now widely acknowledged to contribute to

urban regeneration and economic revival. To support this career trajectory our students develop a vast range of transferable skills which include entrepreneurial, project management and marketing experience, the ability to initiate, reflect and problem solve in a range of situations and the presentation skills appropriate to working in professional and academic life.

All of our students have the opportunity to engage with an additional 'Employability Award' associated with their degree, and a high percentage of our students achieve the gold standard as a result of our employment-focused curriculum.

All courses in the School of Art are now available with a professional placement option. A professional placement provides an opportunity for professional development in the work place and as such, greatly enhances the student's prospects of finding rewarding and relevant employment at the end of their studies. The school assists students in securing work placements, undertaking live briefs, engaging directly with employers and developing key employability skills. The School is committed to raising student awareness of the opportunities that exist post-graduation.



THE UNIVERSITY OF OPPORTUNITY