



**PROGRAMME SPECIFICATION**

**ART AND DESIGN  
First Year Degree in Art and Design**

**SCQF 7**

|         |                 |   |          |
|---------|-----------------|---|----------|
| Version | Current Version | 1 | May 2015 |
|         | Prior Version/s |   |          |

**PATHWAY/s**

|                              |   |             |                  |
|------------------------------|---|-------------|------------------|
| <b>Pathway Type</b>          | <b>Undergraduate</b>  |             |                  |
| <b>Pathway Areas</b>         | <b>Art &amp; Design (Communication Design, Fashion &amp; Textiles, 3D Design, Contemporary Art Practice, Painting)</b>  |             |                  |
| Pathways/s                   | Art and Design  |             |                  |
| University SITS Code/s       | -   | -           | -                |
| College MAZE Code/s          | -   | -           | -                |
| Pathway Provision            | College: SCQF Level/s   | 7           |                  |
|                              | University: SCQF Level/s  | 8, 9 and 10 |                  |
| Awarding University          | Robert Gordon University  |             |                  |
| Awards by Pathway            | Degree awards   |             | SCQF Award Level |
|                              | BA (Hons) Communication Design (Illustration, Graphic Design, Photography)  |             | 10               |
|                              | BA (Hons) Fashion & Textile Design (Fashion, Textiles)  |             | 10               |
|                              | BA (Hons) 3 Dimensional Design (Jewellery, Ceramics & Glass, Product Design)  |             | 10               |
|                              | BA (Hons) Contemporary Art Practice (Sculpture, Printmaking, Photography, Moving image)   |             | 10               |
|                              | BA (Hons) Painting  |             | 10               |
| Subject Benchmark Statements | QAA: Art and Design, 2008; Communication, Media, Film and Cultural Studies, 2008.   |             |                  |
| College Status               | Affiliate College   |             |                  |
| College Location             | Aberdeen  |             |                  |
| University Location          | Garthdee Campus, Aberdeen   |             |                  |
| University Faculty           | Design & Technology   |             |                  |
| University School/s          | RGU - Gray's School of Art  |             |                  |
| Rationale                    | <p>The partnership between the College and Robert Gordon University facilitates the acquisition of a degree by international students who, because of their previous educational experience, are not able to gain direct access to the University's degree courses. The pathway has been developed to satisfy important pedagogical, internationalisation, marketing and recruitment objectives:</p> <ol style="list-style-type: none"> <li>1. To satisfy the University's quality protocols, which in turn are directed by the QAA Subject Benchmark requirements, for articulation purposes.</li> <li>2. Support the integrity of the University's QAA commitment by adopting and adapting the University's quality regime to form the basis of a robust, quality driven academic provision and administrative systems and processes.</li> <li>3. To ensure that international students have a dedicated period of time, in a familial and safe setting, to adjust to and acquire the skills to prepare for further studies within a western learning environment.</li> <li>4. Commit to the provision of best practice customer service and student experience for international students.</li> <li>5. Facilitate access to a pathway leading to a University degree award.</li> </ol> |             |                  |

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|  | <ol style="list-style-type: none"> <li>6. Widen access and participation in higher education in line with the University's internationalisation agenda.</li> <li>7. Facilitate effective and efficient, low risk public/private partnership.</li> <li>8. Enhance the global reach of the University into previously untapped markets and market segments and make available the benefits derived from access to Navitas' global reach and corporate marketing arm.</li> <li>9. Add resource, human and financial, to the University's marketing process.</li> <li>10. Facilitate access to a global recruitment process.</li> <li>11. Assist in the diversification of the student body.</li> <li>12. Provide the University with third stream revenue via income flow from service fee payments each trimester and the ongoing pipeline revenue derived from fees paid by those students who progress to the University to complete their prescribed degree.</li> </ol> |
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| Educational Aims | <p>The programme, First Year Degree in Art and Design, has been devised in accordance with Navitas UK general educational aims along with those formulated for the College, see CPR QS4, and the nominated outcomes desired by RGU, Gray's School of Art, to impart a high quality of education in the disciplines required.</p> <p>The educational aims of the programme are to:</p> <ol style="list-style-type: none"> <li>1. To deliver a broad diagnostic experience that will allow the students opportunities to engage in and select the appropriate pathway for their skill set. Culminating in them identifying a specific Gray's School of Art SCQF Level 8 subject area in which to progress.</li> <li>2. Prepare students, who would not normally be considered qualified, to an appropriate standard for entry into the prescribed RGU, Gray's School of Art degrees direct at SCQF Level 8.</li> <li>3. To offer each individual with an educational pathway that augments opportunities for professional employment and development in Art and Design subject areas at both a national and international level.</li> <li>4. Develop in students a fundamental knowledge and understanding that demonstrates; an understanding of the historical and contemporary context of Art and Design, the development of core intellectual, creative and practical skills, as well as embedding creative thinking so as to support their transfer, on successful completion, to the RGU prescribed degree schemes.</li> <li>5. Develop in students an appreciation and desire to learn based on competent intellectual and practical skills building to a set of transferable skills that will support them in all aspects of their onward academic studies/careers and assist informed decision making.</li> <li>6. Ensure that students have attained the prescribed level of inter-disciplinary language competence described as Level B2 'Independent User' by the Council of Europe, see Common European Framework of Reference for languages: Learning, teaching assessment 2001, Council of Europe, CUP, Cambridge, p. 24, Table 1. Common Reference Levels: global scale.</li> <li>7. Ensure that graduates have attained the prescribed level of inter-disciplinary language competence to a minimum pass mark of 65% in the ACL accredited module Interactive Learning Skills and Communication, and therein a minimum 6.5 IELTS equivalent.</li> </ol> |
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| <b>PROGRAMME</b>          |                                      |
|---------------------------|--------------------------------------|
| Title                     | First Year Degree in Art and Design  |
| SCQF                      | 7                                    |
| Credit Points             | 120                                  |
| Duration of Study         | Two (2) semesters                    |
| Weeks of Study            | Twenty Six (26) weeks                |
| Mode of Study             | Full-time                            |
| Mode of Delivery          | Face to Face                         |
| Notional Hours            | Stream 1 = 1,600<br>Stream 2 = 1,200 |
| Contact Hours             | Stream 1 = 608<br>Stream 2 = 408     |
| Directed Study Hours      | Stream 1 = 50<br>Stream 2 = 50       |
| Self-directed Study Hours | Stream 1 = 942<br>Stream 2 = 742     |
| Delivery Model            | Standard Delivery Model (SDM)        |

|                            |   |   |   |   |
|----------------------------|---|---|---|---|
| Language of Delivery       | Delivery  | English   |   |   |
|                            | Assessment  | English   |   |   |
|                            | Council of Europe   | Common language reference level B2 Independent User   |   |   |
|                            | ACL Accreditation   | Interactive Learning Skills and Communication   |   |   |
| Intended Learning Outcomes | <b>Generic:</b><br>All modules have a set of Generic Learning Outcomes (LOs) attached to them, see relevant Definitive Module Documents (DMDs). These provide a basic set of core transferable skills that can be employed as a basis to further study and life-long learning. They are delivered using an interdisciplinary and progressive approach underpinned by the relevant Interactive Learning Skills and Communication (ILSC) module, to build these core skills within the context of subject-specific learning. Incorporated in these core skills are the key themes of relationship-management, time-management, professional communication, technological and numerical understanding and competency.<br>The Generic LOs for the programme are tabled below: |   |   |   |
|                            | Key knowledge will be demonstrated by:  |   | Key skills will be demonstrated by the ability to:  |   |
|                            | Personal organisation and time-management skills to achieve research goals and maintain solid performance levels.   |   | Meet converging assessment deadlines – based on punctuality and organisation with reference to class, group and individual sessions within a dynamic and flexible learning environment with variable contact hours and forms of delivery.   |   |
|                            | Understanding of the importance of attaining fundamental knowledge of professional terminology as used in a given topic area, as a basis to further study.  |   | Communicate clearly using appropriate nomenclature to enhance meaning in all oral and written assessments with no recourse to collusion or plagiarism.  |   |
|                            | Understanding, knowledge and application of appropriate and effective methods of communication to meet formal assessment measures.  |   | Present clearly, coherently and logically in a variety of oral and written formats using a variety of appropriate qualitative and quantitative tools and evidence bases.  |   |
|                            | Understanding and knowledge as to the development of the industry and/or scholarship in relation to a given topic under study.  |   | Demonstrate an understanding of the current themes of a given topic, the academic and practical foundation on which they are based – demonstrated by a lack of plagiarism and need for collusion in both individual and group work.   |   |
|                            | Understanding of the rules applying to plagiarism and collusion.  |   | Collate, summarise, reason and debate/argue effectively on a given topic with appropriate reference to another's work or ideas/concepts.  |   |
|                            | Ability to work as an individual, in a small team and in a larger group to effect data collation, discussion and presentation of evidence.  |   | Meet and succeed in each of the varied assessments presented.   |   |
|                            | <b>Specific:</b><br>Module-based LOs are described as Specific LOs and combine to make up the Intended LOs of the programme/stage of study. Specific LOs for a module are fully expressed in the relevant DMD and Module Content Guide (MG).  |   |   |   |
|                            | <b>Intended:</b><br>Each programme/stage of study incorporates a set of Intended LOs to define the wider academic-based knowledge and skills acquisition. These key areas are described and tabled below:   |   |   |   |
|                            | A   | <b>Knowledge and Understanding</b>  |   |   |
|                            |   | To obtain a knowledge and understanding:  | Teaching/learning methods and strategies:   | Assessment methods and strategies are tested via...   |
|                            | 1   | Develop and demonstrate a range of imaginative and flexible approaches to different Art and Design techniques in the creative development of ideas through studio based practice. | Acquisition of Intended LOs via a combination of: <ul style="list-style-type: none"> <li>• small group lectures (listening, writing and reading)</li> <li>• small group-based tutorials</li> <li>• studio work (oral, reading, listening and written presentation)</li> <li>• individual studio work and summative examination (reading and writing).</li> </ul> Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial and studio support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management. | A.1 to A.10 – A combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews.<br><br>Individual assessment of artwork portfolio. In summary - summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals. |
| 2                          | Recognise the defining characteristics of the creative process in relation to both Fine Art & Design practice.  |   |   |   |
| 3                          | Recognise the defining characteristics of Drawing & Visualisation in relation to both Fine Art & Design and demonstrate an understanding of how different approaches to media and process can aid in the visualisation of ideas in relation to studio based practice.   |   |   |   |
| 4                          | Recall and define what is meant by critical thinking and be able to examine and comment on component parts of a particular argument in order to develop a structured and analytical response.   |   |   |   |
| 5                          | Recall define, discuss and analyse: historical, cultural, social and contemporary practice in relation to   |   |   |   |

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|          | visual culture and Art & Design and demonstrate an understanding of the broad characteristics and contemporary themes of Fine Art and Design, making this understanding relevant through discussion and application to project work.  | Ensuring all students acquire grounding in RGU and associated end-user IT platforms for academic study.   |   |
| 6        | Demonstrate the application of practical skills and ideas in relation to a chosen area in either Fine Art or Design   | The opportunity to interface regularly with noted platforms in College, RGU library and independent environments to develop an understanding of the implications of the use of different e-learning for research.   |   |
| 7        | Engage with media exploration in an open and investigative way in order to analyse and review technical and aesthetic qualities of development work.  | The Programme Specification, DMDs, Module Content Guide, reading lists, lecturers and notes, and assessment regimes are available via the College e-learning portal for queries to be met.  |   |
| 8        | Identify progression aims and opportunities through self learning and accomplishments to shape a reflective practice.   | <i>Students are encouraged throughout the stage of study to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i>  |   |
| 9        | Define a personal Statement of Intent and demonstrate the importance of contextual references for development and presentation of a Final Major Project.  | <i>Feedback is given to all students on all work produced and, where appropriate, confirmed in individual appraisal events associated with modules and specifically ILSC. Additional interviews are made with the tutor and/or the College academic services to evaluate and discuss any emerging learning issues and therein students options.</i> |   |
| 10       | Demonstrate techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference. |   |   |
| <b>B</b> | <b>Cognitive/Intellectual Skills</b>  |   |   |
|          | To obtain intellectual/cognitive skills with the ability to:  | Teaching/learning methods and strategies  | Assessment methods and strategies via...  |
| 1        | Apply basic research techniques to sourcing and select appropriate academic data and or literature.   | Acquisition of B.1 and B.2 via topic specific small workshop lab-based group lectures and the additional support and guidance provided via the provision of small peer-led tutorial group work in differing environments.   | B.1 to B.7 – A combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews. Individual assessment of artwork portfolio. In summary - summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals. |
| 2        | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.  | Ensuring all students acquire grounding in RGU and associated end-user IT platforms for academic study.   |   |
| 3        | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.  | The opportunity to interface regularly with noted platforms in College, RGU library and independent environments to develop an understanding of the implications of the use of different e-learning for research.   |   |
| 4        | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion.   | Acquisition of B.2 to B.5 via a combination of small group lectures (listening, writing and reading); small group-based tutorial labs/studio work /coursework (oral, reading, listening   |   |
| 6        | Ability to generate, analyse reassess and implement creative ideas that are developed through a structure process   |   |   |

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|  | 7                            | Apply critical skills in the selection of ideas and concepts in relation to a specific specialist area of study within either Fine Art or Design.  | and written presentation); and individual coursework (oral, and written presentation) and summative examination (reading and writing).<br><br>Acquisition of B.5 B.6 within topic specific briefings and face to face studio contact and tutorial support.<br><br>Additional support is provided through the provision of small peer-led tutorial group work and of individual tutorial support; College module-specific subject specialists delivering modules; guest speakers (industry/topic specific); monitoring and appraisal by College academic management.  |   |
|  | <b>C Practical Skills</b>    |  |  |   |
|  |                              | To obtain practical skills with the ability to:  | Teaching/learning methods and strategies   | Assessment methods and strategies via...  |
|  | 1                            | Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information.   | Communication skills are central to all teaching, class/studio-based learning and self directed study; these are tested out throughout all assessment practices. Students are encouraged to explore and develop variety of communication skills, under pinned by the ILSC module.  | Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.   |
|  | 2                            | Employ analytical skills and methodologies as a basis to further study.  |  | A combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews. Individual assessment of artwork portfolio. In summary - summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals.  |
|  | 3                            | Employ a range of studio and workshop practical skills as a basis to art and design.   | Application of the central themes of expression and progression throughout all core modules of the programme via examples and topics for assessment regimes.   |   |
|  | 4                            | Approach processes and technologies in an open manner showing willingness to test and reflect on experiences   |  |   |
|  | 5                            | Ability to begin to engage critically with regard to traditional and contemporary art and design techniques and processes.   |  | Integrated themes used across the continuous assessment framework for the programme to test robust capability skills in a number of environments.   |
|  | <b>D Transferable Skills</b> |  |  |   |
|  |                              | To obtain transferable skills with the ability to:   | Teaching/learning methods and strategies   | Assessment methods and strategies via...  |
|  | 1                            | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.                            | Embedded in all aspects of delivery and assessment structures is the need to disseminate information presented in a variety of forms and modalities. Using a combination of all delivery and assessment styles (oral and written, group and individual) used within the programme to demonstrate competence in presentation, reports, long and short essays (to enhance summarisation techniques and limit collusion and plagiarism), timed-assignments (indicating knowledge, organisation, time management and clear communication ability), of the following: design a persuasive message from the audience's perspective; demonstrate effective presentation delivery skills in a variety of situations; leave effective voice-mail messages; write persuasive E-mails, memos letters; and write factual essays and reports in plain English. These skills are reflective of in-context reading, writing, oral and | A combination of formative assessment at the end of key assignments / projects through regular and periodic progress reviews. Individual assessment of artwork portfolio. In summary - summative (closed-book) examinations and summative coursework along with written assignments, portfolios and in-course assessments/tests, computer-based coursework and tests, project reports, presentations and practicals. Indicating an ability to effectively manage a complex and flexible timetable, combining a variety of delivery and assessment modes, some of which are conflicting in submission and style (oral/written and individual/small group, to demonstrate effective organisation, self-reliance and time-management skills. |
|  | 2                            | Use and clearly communicate discursive, numerical, statistical and diagrammatic ideas, concepts, results and conclusions using appropriate technical and non-technical language and language style, structure and form.  |  |   |
|  | 4                            | Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments. |  |   |
|  | 5                            | Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.  |  |   |

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|  | 6 Plan, organise and time-manage activities through a structured and reflective process. | speaking skills and enhanced language acquisition. |  |
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| Assessment Regulations | <p><b>Summary:</b></p> <p>The programme is compliant with both the generic assessment regulations of Navitas UK and those of the College, see CPR QS9.</p> <p>Each module within the programme/stage of study has an associated Module Outline that may be broadened into a Definitive Module Document (DMD) either of which will be provided to students at the beginning of their studies. These documents offer generic information on the Aims and Specific LOs of the subject/s under study, basic references and the attendance and notional contact requirements. They also include topics/subject areas of study and outlines of the assessment events.</p> <p>Each module has an associated textbook, as prescribed by the University's Module Outlines, and a specifically developed Module Content Guide (MG) which includes the types of assessment activities employed, teaching methods, resources, assessment criteria and expectations, contact details of the tutor/s, referencing (if applicable) and submission/completion requirements. Contained is also a detailed lecture-by-lecture schedule of subjects students can be expected to cover over the teaching period. This acts as a useful reference for study and revision purposes. All assessment is designed to reflect and measure both an individual's and a cohort's achievement against the Specific LOs of the module and Intended LOs of the programme.</p> <p>In-course written, reading, listening and oral assessment is built in to all modules through general interaction between tutors and students, student peer review and small group tutorials or individual tutorials/appraisals. Modes of assessment include essay/report writing, oral presentation (group or individual, and poster), portfolio, and e-based, in-class or take home exercises/tests.</p> <p>All written assessments must follow certain criteria in style and submission as noted in the relevant Module Content Guides and Student Guide. This form of assessment is considered fundamental to a student's ability to communicate ideas and evidence with clarity, relevance and logic in a planned and organised manner. Plain writing style, syntax and grammar are core skills that can be enhanced to support the maturing of individual students' composition and thus academic and transferable proficiency.</p> <p>Oral presentations, whether part of formal or informal assessment practice, are encouraged within all modules as they promote, among others, transferable skills and can identify those students who may be plagiarising material. It is advised, however, that they should not make up more than 60% of the final module mark unless as part of the learning rational. Oral group presentations should ideally contain no more than five (5) students, unless specific reasoning is applied. Each member, irrespective of their role, should be awarded the same mark unless where obvious differentiation arises, for management of this process see CPR QS9. This form of expression should not be allocated more than fifty (50) minutes per group, with less than a 30% weighting. Time limits must be upheld by tutors so as to ensure all students have the same opportunity to perform. Furthermore, tutors ought to notify students as to the materials available to them before preparation takes place.</p> <p>Final summative examination normally adheres to closed-book, invigilated, timed conditions and takes place during allocated exam periods of a programme. It represents a more Abstract measure of a student's achievement as a consequence of the Specific LOs associated with a module. It is utilised as a key measure of quality in teaching standards and provides a basis to aspects of delivery and environment which takes place at the conclusion of a semester by College academic services, see CPR QS9. Marks indicated in the relevant DMDs cannot be referred. Only in extenuating circumstances, sickness, personal tragedy or in the possibility of a clerical error, will deferral take place, see CPR QS9.</p> <p>Formal assessment modalities (coursework and examination, respectively), combine to produce the following weightings applied to any give module:</p> <table border="1" data-bbox="943 1756 1326 1966"> <thead> <tr> <th>Coursework</th> <th>Examination</th> </tr> </thead> <tbody> <tr><td>100%</td><td>0%</td></tr> <tr><td>80%</td><td>20%</td></tr> <tr><td>70%</td><td>30%</td></tr> <tr><td>60%</td><td>40%</td></tr> <tr><td>50%</td><td>50%</td></tr> <tr><td>40%</td><td>60%</td></tr> <tr><td>30%</td><td>70%</td></tr> <tr><td>20%</td><td>80%</td></tr> <tr><td>0%</td><td>100%</td></tr> </tbody> </table> <p>Successful completion of a module is based on attaining the required overall pass grade prescribed. All students must achieve a 65% in the Interactive Learning Skills and Communication (see DMD ILS000). The</p> | Coursework | Examination | 100% | 0% | 80% | 20% | 70% | 30% | 60% | 40% | 50% | 50% | 40% | 60% | 30% | 70% | 20% | 80% | 0% | 100% |
|------------------------|---|------------|-------------|------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|------|
| Coursework             | Examination   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 100%                   | 0%  |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 80%                    | 20%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 70%                    | 30%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 60%                    | 40%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 50%                    | 50%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 40%                    | 60%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 30%                    | 70%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 20%                    | 80%   |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |
| 0%                     | 100%  |            |             |      |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |    |      |

assessment mode for a given module is based on the desired Specific LOs, their expressions can be found in the relevant DMD. Students must be briefed at the beginning of each module as to which weightings are in use. They should also be clearly advised as to the marking criteria and, hence, the achievement requirements for each grade cluster.

Where a student has a special need or disability, appropriate steps must be taken by the College, academic staff and/or internal/external invigilators to ensure that the need is recognised and a justified outcome identified, see CPR QS9.

Students must pass all modules at the prescribed grade in order to progress to the next stage of their educational continuum, see Progression Criteria, below.

Categories of performance and grading levels:

These criteria mirror the RGU grading criteria. Each module generates a specific grading matrix, further detailing how specific LOs match these generic criteria. These will be available to students within the Module guides.

**Grade A 70% or more**

*Definition of Grade:* Excellent - Outstanding Performance

*Description of Grade:* Outstanding performance and achievement overall. The work of the student has much exceeded the threshold standard. The characteristics of work at this standard are:

- a thorough grasp of the **subject matter**
- a very high ability and originality in applying **key process skills**
- a very high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- very high order ability over the specified range of **subject-specific/professional practice skills**.

**Grade B 60% - 69%**

*Definition of Grade:* Commendable/Very Good - Meritorious Performance

*Description of Grade:* A very high standard performance and achievement overall. The work of the student is well above the threshold standard. The characteristics of work at this standard are:

- a very good grasp of the **subject matter**
- a high ability and originality in applying **key process skills**
- a high ability in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- high order ability over the specified range of **subject-specific/professional practice skills**.

**Grade C 50% - 59%**

*Definition of Grade:* Good – Highly Competent Performance

*Description of Grade:* A highly competent performance and achievement overall. The work of the student has exceeded the threshold standard. The characteristics of work at this standard are:

- a good level of knowledge and understanding of the **subject matter**
- highly competent and displaying some originality in applying **key process skills**
- highly competent in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- a highly competent performance over the specified range of **subject-specific/professional practice skills**.

Presentation – due credit, specified as a percentage of the marking criteria, will be given for a succinct and fluent writing style.

**Grade D 40% - 49%**

*Definition of Grade:* Satisfactory – Competent Performance

*Description of Grade:* A satisfactory performance overall (as specified in the detailed grading schemes for each assessment). The work of the student overall is at the threshold standard. The characteristics of work at this standard are:

- a satisfactory knowledge and understanding of the **subject matter**
- competence in applying **key process skills**
- adequacy in analysis, synthesis, evaluation and problem-solving (**higher cognitive skills**)
- competence over the specified range of **subject-specific/professional practice skills**.

**Grade E 35% - 39%**

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|--------------------------|---|
|                          | <p><i>Definition of Grade:</i> Borderline Fail – Failure Open to Condonement</p> <p><i>Description of Grade:</i> A standard of performance overall which marginally fails to achieve competence. The work of the student overall is just below the threshold standard. The characteristics of work at this standard are:</p> <ul style="list-style-type: none"> <li>– marginally unsatisfactory knowledge and understanding of the <b>subject matter</b></li> <li>– near competence in applying <b>key process skills</b></li> <li>– some evidence of ability in analysis, synthesis, evaluation and problem-solving (<b>higher cognitive skills</b>)</li> <li>– competence over most of the specified range of <b>subject-specific/professional practice skills</b>.</li> </ul> <p>N.B. Safe working practice as appropriate to the discipline must be demonstrated for a student to be awarded this grade or higher grades.</p> <p><b>Grade F 0% - 34%</b></p> <p><i>Definition of Grade:</i> Unsatisfactory – Fail</p> <p><i>Description of Grade:</i> Where a submission has been made the standard of performance demonstrated by the student overall is well below the threshold standard. The characteristics of work at this standard are:</p> <ul style="list-style-type: none"> <li>– no or very limited knowledge and/or understanding of the <b>subject matter</b>, exhibited in a very patchy manner</li> <li>– no or very limited success in the application of <b>key process skills</b></li> <li>– no or very limited evidence of <b>some of</b> analysis, synthesis, evaluation and problem-solving (<b>higher cognitive skills</b>)</li> <li>– no or very limited competence over the specified range of <b>subject-specific/professional practice skills</b>.</li> </ul> |
| Moderation               | See CPR QS9 – summary: moderation is normally applied to each main assessment point of a module; the main assessment of a module is that with the highest weighting; moderation is inclusive of the instruments of assessment and scripts; scripts are moderated from a 30% sample and includes those with the highest, lowest and borderline percentiles; moderation is undertaken by RGU, with the exception of ILSC which is subject to moderation by a subject specialist from Navitas UK.  |
| Progression Criteria     | See CPR QS9 – summary: minimum overall pass mark of 40% to be achieved in each module with a minimum pass mark of 35% in assessments weighted over 30% of a module assessment regime; with the exception of the ILSC module 'Preparation and Progression in Art and Design with Interactive Learning Skills and Communication' which requires a minimum pass mark of 65% achieved in all assessment events.   |
| Failure to Progress      | See CPR QS9 – summary: where a student fails a module assessment, they have the opportunity to re-sit that assessment; if the student fails the re-sit assessment then they are deemed to have failed the module; on failure of the module a student may re-take the entire module, at full cost; failure of a student to meet the Progression Criteria on the re-take of a module will result in referral to the College Learning and Teaching Board for a student management decision. The University will not be incumbent to progress students who fail.  |
| Associated Documentation | <p>Definitive Module Documents (DMDs) as follows: DMD/ILS000; DMD/ AA101; DMD/ AA102; DMD/ AA103; DMD/ILSC1ART; DMD/ AA1004; DMD/ AA1005; DMD/ AA1006; DMD/ AA1007; DMD/ART1008</p> <p>Module Content Guides (MGs) as follows: MG ILS000; MG AA101; MG AA102; MG AA103; MG ILSC1ART; MG AA1004; MG AA1005; MG AA1006; MG AA1007; MG ART1008</p> <p>Associated teaching aids for a module as required</p> <p>Associated Student Handbook</p> <p>College Policies and Regulations (CPRs)</p>  |
| Human Resource           | <p>Academics (tutors) – with appropriate qualifications, experience and abilities.</p> <p>Guest speakers – relevant industries as requested by the College.</p>   |
| Built Environment        | Lectures/classes and small group tutorials are held in the ICRGU class rooms, seminar rooms and dedicated IT laboratories; students are encouraged to use RGU's library and e-learning facilities for self-directed study; students are encouraged to use their private IT facilities where possible; field-trips will be taken as required. Studio classes will be held in RGU dedicated studio space.   |
| E-learning               | College Portal; College Moodle and University Moodle; Library   |
| Library                  | RGU library   |



**Stream 1**

| ICRGU First Year Degree in Art and Design     |                     |   |                          |             |        |              |
|---|---------------------|---|--------------------------|-------------|--------|--------------|
| Core Modules                                  |                     |   | Credit Points            | Pass Mark % | Exam % | Coursework % |
| Contact Hrs/Week                              | College Module Code | Module Name   |                          |             |        |              |
| <b>Semester 1a</b>                            |                     |   |                          |             |        |              |
| 4   | ILS000              | Interactive Learning Skills and Communication   | 10                       | 60          | 30     | 70           |
| 4   | AA101               | Introduction to Art & Design Studies  | 10                       | 40          | -      | 100          |
| 4   | AA102               | 2 & 3D studies  | 10                       | 40          | -      | 50           |
| 4   | AA103               | Critical Thinking   | 10                       | 40          | 50     | 100          |
| <b>Semester 1</b>                             |                     |   |                          |             |        |              |
| 5   | ILS1ART             | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication | 20 (40)                  | 60          |        |              |
| 5   | AA1004              | Drawing & Visualisation   | 10                       | 40          | -      | 100          |
| 5   | AA1005              | Creative principles & Methods   | 15                       | 40          | -      | 100          |
| 2   | AA1006              | Critical & Contextual Studies   | 15 (30)                  | 40          |        |              |
| <b>Semester 2</b>                             |                     |   |                          |             |        |              |
| 5   | ILS1ART             | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication | 20 (40)                  | 60          | -      | 100          |
| 3   | AA1006              | Knowledge and Understanding of Creative Practice in Art and Design                            | 10                       | 40          | -      | 100          |
| 3   | AA1007              | Independent Specialist Studies  | 15                       | 40          | -      | 100          |
| 2   | AA1008              | Critical & Contextual Studies   | 15 (30)                  | 40          | -      | 100          |
| <b>Undergraduate Stage 1 : Art and Design</b> |                     |   | <b>160 credit points</b> |             |        |              |

**Stream 2**

| ICRGU First Year Degree in Art and Design    |                     |   |                          |             |        |              |
|--|---------------------|---|--------------------------|-------------|--------|--------------|
| Core Modules                                 |                     |   | Credit Points            | Pass Mark % | Exam % | Coursework % |
| Contact Hrs/Week                             | College Module Code | Module Name   |                          |             |        |              |
| <b>Semester 1</b>                            |                     |   |                          |             |        |              |
| 5  | ILS1ART             | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication | 20 (40)                  | 60          |        |              |
| 5  | AA1004              | Drawing & Visualisation   | 10                       | 40          | -      | 100          |
| 5  | AA1005              | Creative principles & Methods   | 15                       | 40          | -      | 100          |
| 2  | AA1006              | Critical & Contextual Studies   | 15 (30)                  | 40          |        |              |
| <b>Semester 2</b>                            |                     |   |                          |             |        |              |
| 5  | ILS1ART             | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication | 20 (40)                  | 60          | -      | 100          |
| 3  | AA1006              | Knowledge and Understanding of Creative Practice in Art and Design                            | 10                       | 40          | -      | 100          |
| 3  | AA1007              | Independent Specialist Studies  | 15                       | 40          | -      | 100          |
| 2  | AA1008              | Critical & Contextual Studies   | 15 (30)                  | 40          | -      | 100          |
| <b>Undergraduate Stage 1: Art and Design</b> |                     |   | <b>120 credit points</b> |             |        |              |

The First Year Degree in Art and Design is delivered by ICRGU on the Garthdee campus of Robert Gordon University. Studio modules are conducted at RGU. ICRGU students and first year RGU students are taught in the same studio alongside each other, an ICRGU lecturer facilitates ICRGU student learning in this environment. This scenario seeks to provide the necessary resources to ensure that all students enrolled with ICRGU are afforded an educational experience that not only provides assimilation into campus and student life but is aligned with the standards and protocols of the University experience.

The programme operates under and according to the general compliance structures determined by the Quality and Standards Office Navitas UK. This Office has oversight of all Navitas programmes operating in the UK. Any changes to a programme must be submitted via the normal Navitas UK processes through the Quality and Standards Office.

|                       |   |
|-----------------------|---|
|                       | <p>The general operational management of the programme lies with ICRGU's academic services which assumes overall responsibility for the administrative and implementation functions.</p> <p>The ICRGU College Principal/Director or nominee, is responsible for the day-to-day management of the programme inclusive of attendance monitoring.</p> <p>ICRGU provides additional tutorial support to any student who may require it, to the amount of two (2) extra contact hours per week per enrolled student.</p> <p>The various academic module lecturers/tutors are responsible for the delivery and initial assessment of modules whilst appraisal of delivery and programme content is advised by the ICRGU College Principal/Director or nominee in consultation with the Quality and Standards Office Navitas UK, the Head of Scott Sutherland School of Architecture and associated appropriate Programme Directors/Leaders and/or Link Tutor.</p> |
| Monitoring and Review | <p>Formal review of the (ICRGU) First Year Degree in Art and Design programme, takes place as an annual review between ICRGU, the Quality and Standards Office Navitas UK and representation from the RGU Scott Sutherland School of Architecture. Strategic, logistical and operational issues are developed within the remit of the Academic Advisory Committee (AAC) held on a trimester basis and chaired by Robert Gordon University. Progression is determined via the ICRGU Board of Examiners. For details of this review and quality management of this and all ICRGU programmes, see, CPR QS9.</p> <p>Informal Review takes place on a regular basis via interface between students, academic services and the teaching staff using both student surveys (inclusive of i-graduate) and teaching observation.</p>  |
| Entry Requirements    | Standard and approved requirements for academic international benchmark qualifications, see CPR QS3. English language entry is at CEFR level B2 in line with UKVI requirements for SCQF level 10.   |
| Appendix 1            | Intended Learning Outcomes in the constituent modules – table inserted indicating direct mapping of LOs per module.   |
| Appendix 2            | Delivery schedule incorporating notional, contact and self-directed hours of study applied to each module and therein the programme.  |
| Appendix 3            | Module conversion codes and descriptors and module mapping by pathway.  |
| Appendix 4            | University Module Outlines for cross-check and parity.  |
| Appendix 5            | College DMDs.   |

## Appendix 1

### Development of Programme Learning Outcomes (LOs) in the Constituent Modules:

The tables below map where the intended LOs of the programme are assessed in the core/constituent modules. It provides an aid to (i) academic staff in understanding how individual modules contribute to the programme aims, (ii) a checklist for quality control purposes, and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses. **Key:** LOs which are assessed as part of a given module ✓✓; LOs which are not explicitly assessed as part of a given module ✓.

| (SCQF 7)  |             | Intended LOs                |     |     |     |     |     |     |     |     |      |
|---|-------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|
|   |             | Knowledge and Understanding |     |     |     |     |     |     |     |     |      |
| Core Modules  | Module Code | A.1                         | A.2 | A.3 | A.4 | A.5 | A.6 | A.7 | A.8 | A.9 | A.10 |
| Interactive Learning Skills and Communication   | ILS000      |                             |     |     | ✓   |     |     |     | ✓✓  |     | ✓✓   |
| Introduction to Art & Design Studies  | AA101       | ✓✓                          | ✓✓  | ✓   |     |     |     | ✓✓  | ✓   |     |      |
| 2&3D Studies  | AA102       | ✓✓                          | ✓✓  | ✓   |     |     |     | ✓✓  |     |     |      |
| Critical Thinking   | AA103       |                             |     |     | ✓✓  | ✓   |     |     |     |     | ✓✓   |
| Progression in Fine Art and Design with Interactive Learning Skills and Communication | ILS1ART     | ✓✓                          | ✓✓  |     | ✓   | ✓   | ✓✓  |     | ✓✓  | ✓✓  | ✓✓   |
| Drawing & Visualisation   | AA1004      | ✓✓                          |     | ✓✓  |     |     |     | ✓✓  |     |     |      |
| Creative principles & Methods   | AA1005      | ✓✓                          | ✓✓  | ✓   | ✓✓  |     |     |     | ✓✓  |     |      |
| Critical & Contextual Studies   | AA1006      |                             |     |     | ✓   | ✓✓  |     |     |     | ✓   | ✓✓   |
| Knowledge and Understanding of Creative Practice in Art and Design                    | AA1007      |                             |     |     |     | ✓✓  |     |     |     | ✓✓  | ✓    |
| Independent Specialist Studies  | AA1008      | ✓✓                          | ✓✓  | ✓   |     | ✓   | ✓✓  | ✓✓  | ✓   | ✓   |      |

### Knowledge and understanding:

|     |  |
|-----|--|
| A.1 | Develop and demonstrate a range of imaginative and flexible approaches to different Art and Design techniques in the creative development of ideas through studio based practice.  |
| A.2 | Recognise the defining characteristics of the creative process in relation to both Fine Art & Design practice.   |
| A.3 | Recognise the defining characteristics of Drawing & Visualisation in relation to both Fine Art & Design and demonstrate an understanding of how different approaches to media and process can aid in the visualisation of ideas in relation to studio based practice.  |
| A.4 | Recall and define what is meant by critical thinking and be able to examine and comment on component parts of a particular argument in order to develop a structured and analytical response.  |
| A.5 | Recall define, discuss and analyse: historical, cultural, social and contemporary practice in relation to visual culture and Art & Design and demonstrate an understanding of the broad characteristics and contemporary themes of Fine Art and Design, making this understanding relevant through discussion and application to project work. |
| A.6 | Demonstrate the application of practical skills and ideas in relation to a chosen area in either Fine Art or Design  |
| A.7 | Engage with media exploration in an open and investigative way in order to analyse and review technical and aesthetic qualities of development work.   |
| A.8 | Identify progression aims and opportunities through self learning and accomplishments to shape a reflective practice.  |
| A.9 | Define a personal Statement of Intent and demonstrate the importance of contextual references for development and presentation of a Final Major Project.   |

|      |   |
|------|---|
| A.10 | Demonstrate techniques and forms of effective and clear communication expressed in a variety of academic and professional settings in accordance with Level B2 'Independent User' as described by the Council of Europe, see benchmarking documentation of this document for reference. |
|------|---|

| (SCQF 7)  |             | Intended LOs        |     |     |     |     |     |                  |     |     |     |     |                     |     |     |     |     |     |
|---|-------------|---------------------|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|---------------------|-----|-----|-----|-----|-----|
| ICRGU Core Modules  | Module Code | Intellectual skills |     |     |     |     |     | Practical Skills |     |     |     |     | Transferable Skills |     |     |     |     |     |
|   |             | B.1                 | B.2 | B.3 | B.4 | B.6 | B.7 | C.1              | C.2 | C.3 | C.4 | C.3 | D.1                 | D.2 | D.3 | D.4 | D.5 | D.6 |
| Interactive Learning Skills & Communication   | ILS000      | ✓✓                  | ✓✓  | ✓✓  | ✓✓  | ✓   | ✓✓  | ✓✓               | ✓✓  |     |     |     | ✓✓                  | ✓✓  | ✓✓  | ✓   | ✓   | ✓✓  |
| Intro to Art & Design Studies   | AA101       | ✓✓                  | ✓   | ✓   | ✓   | ✓✓  | ✓✓  | ✓✓               | ✓✓  | ✓✓  |     | ✓✓  | ✓                   |     | ✓✓  | ✓   | ✓✓  |     |
| 2 & 3D Studies  | AA102       | ✓                   | ✓   | ✓   | ✓   | ✓✓  | ✓✓  | ✓                | ✓✓  | ✓✓  | ✓✓  | ✓✓  |                     |     | ✓   | ✓   | ✓   |     |
| Critical Thinking   | AA103       | ✓✓                  | ✓✓  | ✓✓  | ✓   | ✓   |     | ✓✓               | ✓✓  |     |     |     | ✓✓                  |     | ✓   |     | ✓   | ✓✓  |
| Progression in Fine Art and Design with Interactive Learning Skills & Communication | ILS1ART     | ✓✓                  | ✓✓  | ✓✓  | ✓✓  | ✓✓  | ✓✓  | ✓✓               | ✓✓  | ✓✓  | ✓✓  | ✓✓  | ✓✓                  |     | ✓✓  | ✓✓  | ✓✓  | ✓✓  |
| Drawing & Visualisation   | AA1004      | ✓                   | ✓   | ✓   | ✓   | ✓   | ✓   | ✓                | ✓✓  | ✓✓  | ✓✓  | ✓✓  |                     |     | ✓✓  | ✓   | ✓   |     |
| Creative principles & Methods   | AA1005      | ✓✓                  | ✓   | ✓   | ✓   | ✓✓  | ✓✓  | ✓                | ✓✓  | ✓✓  | ✓✓  | ✓✓  |                     |     | ✓   | ✓   | ✓   |     |
| Critical & Contextual Studies   | AA1006      | ✓✓                  | ✓✓  | ✓✓  | ✓   | ✓   | ✓   | ✓✓               | ✓✓  |     |     |     | ✓✓                  |     | ✓✓  | ✓✓  | ✓✓  | ✓✓  |
| Knowledge and Understanding of Creative Practice in Art and Design                  | AA1007      | ✓✓                  | ✓✓  | ✓✓  | ✓   | ✓   | ✓   | ✓✓               | ✓✓  |     |     |     | ✓✓                  |     | ✓   | ✓   | ✓   |     |
| Independent Specialist Studies  | AA1008      | ✓✓                  | ✓   | ✓   | ✓   | ✓✓  | ✓✓  | ✓✓               | ✓✓  | ✓✓  | ✓✓  | ✓✓  | ✓                   |     | ✓✓  | ✓✓  | ✓✓  |     |

Intellectual skills:

|     |   |
|-----|---|
| B.1 | Apply basic research techniques to sourcing and select appropriate academic data and or literature.   |
| B.2 | Make full use of library and College/University e-learning search (catalogue and bibliographic) resources.  |
| B.3 | Integrate oral, written, listening, reading, non-verbal and diagrammatic skills to effect clear communication.  |
| B.4 | Ability to begin to evaluate and start to apply, reasoned thinking and supportive evidence collation to conflicting sets of information and academic opinion. |
| B.6 | Ability to generate, analyse reassess and implement creative ideas that are developed through a structure process   |
| B.7 | Apply critical skills in the selection of ideas and concepts in relation to a specific specialist area of study within either Fine Art or Design.             |

Practical skills:

|     |  |
|-----|--|
| C.1 | Employ key communication skills appropriate to undergraduate study, inclusive of written, oral, reading, speaking, numerical, graphical and diagrammatic manipulation and presentation of information. |
| C.2 | Employ analytical skills and methodologies as a basis to further study.  |
| C.3 | Employ a range of studio and workshop practical skills as a basis to art and design.   |
| C.4 | Approach processes and technologies in an open manner showing willingness to test and reflect on experiences   |
| C.5 | Ability to begin to engage critically with regard to traditional and contemporary art and design techniques and processes.   |

Transferable skills:

|     |  |
|-----|--|
| D.1 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy.                            |
| D.2 | Embed the importance of self-study and reliance. This involves cultivating and developing a responsibility within each student to take cognizance for their own learning, initiative, effective time-management and self-discipline within the academic and professional environments. |

|     |   |
|-----|---|
| D.3 | Begin to develop a very good conceptual understanding and evaluation of the main aspects of the cognate area and the wider commercial and economic context.   |
| D.4 | Plan, organise and time-manage activities through a structured and reflective process.  |
| D.5 | Select, read, digest, summarise and synthesise information material in a variety of forms, both qualitative and quantitative (text, numerical data and diagrammatic) and in an appropriate manner to identify and determine key facts/themes and relevancy. |

## Appendix 2

### Teaching Rotations: First Year Degree in Art and Design

#### Semester 1a – Stream 1

| Week                           | Total Hours               |                     |                                      |               |                   |               |                           |    | Contact hours/week | Self-directed study hours/week |
|--------------------------------|---------------------------|---------------------|--------------------------------------|---------------|-------------------|---------------|---------------------------|----|--------------------|--------------------------------|
|                                | ILS000                    |                     | AA???                                |               | AA???             |               | AA???                     |    |                    |                                |
|                                | Interactive Communication | Learning Skills and | Introduction to Art & Design Studies |               | Critical Thinking |               | 2 & 3 Dimensional studies |    |                    |                                |
| Contact hours                  | Self-dir Study            | Contact hours       | Self-dir Study                       | Contact hours | Self-dir Study    | Contact hours | Self-dir Study            |    |                    |                                |
| 1                              | 4                         | 2                   | 4                                    | 2             | 2                 | 6             | 2                         | 2  | 12                 | 12                             |
| 2                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 3                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 4                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 5                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 6                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 7                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 8                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 9                              | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 10                             | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 11                             | 4                         | 4                   | 4                                    | 4             | 2                 | 6             | 4                         | 4  | 14                 | 18                             |
| 12                             | 4                         | 4                   | 4                                    | 4             | 2                 | 5             | 4                         | 4  | 14                 | 17                             |
| 13                             | 2                         | 4                   | 2                                    | 4             | 1                 | 4             | 4                         | 4  | 9                  | 18                             |
| <b>Total hours / module</b>    | 50                        | 50                  | 50                                   | 50            | 25                | 75            | 50                        | 50 | 175                | 225                            |
| <b>Notional hours / module</b> | 100                       |                     | 100                                  |               | 100               |               | 100                       |    | 400                |                                |
| <b>Credit Points</b>           | 10                        |                     | 10                                   |               | 10                |               | 10                        |    | 40                 |                                |

Semester 1 – all streams

| Week                               | Total Hours   |               |                         |               |                               |               |                                      |     |                    |                                |
|------------------------------------|---|---------------|-------------------------|---------------|-------------------------------|---------------|--------------------------------------|-----|--------------------|--------------------------------|
|                                    | ILS1ART   |               | AA1004                  |               | AA???                         |               | AA???                                |     | Contact hours/week | Self-directed study hours/week |
|                                    | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication |               | Drawing & Visualisation |               | Creative Principles & Methods |               | Contextual & Critical Studies        |     |                    |                                |
| Contact hours (directed study hrs) | Self-dir Study  | Contact hours | Self-dir Study          | Contact hours | Self-dir Study                | Contact hours | Self-dir Study                       |     |                    |                                |
| 1                                  | 5 (2)   | 8             | 10                      | 4             | 0                             | 4             | 1                                    | 5   | 16 (2)             | 21                             |
| 2                                  | 5 (2)   | 8             | 10                      | 4             | 2                             | 5             | 1                                    | 10  | 18 (2)             | 27                             |
| 3                                  | 5 (2)   | 8             | 10                      | 4             | 2                             | 5             | 2                                    | 10  | 19 (2)             | 27                             |
| 4                                  | 5 (2)   | 9             | 5                       | 4             | 3                             | 5             | 4                                    | 10  | 17 (2)             | 28                             |
| 5                                  | 5 (2)   | 10            | 5                       | 4             | 3                             | 5             | 2                                    | 10  | 15 (2)             | 29                             |
| 6                                  | 5 (2)   | 10            | 5                       | 4             | 5                             | 5             | 1                                    | 10  | 16 (2)             | 29                             |
| 7                                  | 5 (2)   | 10            | 5                       | 4             | 5                             | 5             | 2                                    | 10  | 17 (2)             | 29                             |
| 8                                  | 5 (2)   | 10            | 0                       | 4             | 5                             | 5             | 4                                    | 10  | 14 (2)             | 29                             |
| 9                                  | 5 (2)   | 10            | 0                       | 4             | 6                             | 5             | 2                                    | 10  | 13 (2)             | 29                             |
| 10                                 | 5 (2)   | 9             | 0                       | 4             | 7                             | 8             | 2                                    | 10  | 14 (2)             | 31                             |
| 11                                 | 5 (2)   | 5             | 0                       | 5             | 10                            | 10            | 1                                    | 10  | 16 (2)             | 30                             |
| 12                                 | 5 (3)   | 5             | 0                       | 5             | 10                            | 10            | 4                                    | 9   | 19 (3)             | 28                             |
| 13                                 | 5 (2)   | 8             | 0                       | 0             | 10                            | 10            | 1                                    | 9   | 16 (2)             | 27                             |
| <b>Total hours / module</b>        | 65 (25)   | 110           | 50                      | 50            | 68                            | 82            | 27                                   | 123 | 210 (25)           | 365                            |
| <b>Notional hours / module</b>     | <b>200</b>  |               | <b>100</b>              |               | <b>150</b>                    |               | <b>150</b>                           |     | <b>600</b>         |                                |
| <b>Credit Points</b>               | <b>20</b><br>(final 40 credit point)  |               | <b>10</b>               |               | <b>15</b>                     |               | <b>15</b><br>(final 30 credit point) |     | <b>60</b>          |                                |

Semester 2 – all streams

| Week                               | Total Hours   |               |  |               |                                |               |                                      |     |                    |                                |
|------------------------------------|---|---------------|--|---------------|--------------------------------|---------------|--------------------------------------|-----|--------------------|--------------------------------|
|                                    | ILS1ART   |               | ART103   |               | ART104                         |               | ART105                               |     | Contact hours/week | Self-directed study hours/week |
|                                    | Progression in Fine Art and Design studies with Interactive Learning Skills and Communication |               | Knowledge and Understanding of Creative Practice in Art and Design |               | Independent Specialist Studies |               | Contextual & Critical Studies        |     |                    |                                |
| Contact hours (directed study hrs) | Self-dir Study  | Contact hours | Self-dir Study   | Contact hours | Self-dir Study                 | Contact hours | Self-dir Study                       |     |                    |                                |
| 1                                  | 5 (2)   | 8             | 5  | 10            | 4                              | 0             | 1                                    | 4   | 15 (2)             | 22                             |
| 2                                  | 5 (2)   | 8             | 5  | 10            | 4                              | 5             | 1                                    | 10  | 15 (2)             | 33                             |
| 3                                  | 5 (2)   | 8             | 5  | 10            | 2                              | 5             | 2                                    | 10  | 14 (2)             | 33                             |
| 4                                  | 5 (2)   | 9             | 5  | 10            | 2                              | 5             | 2                                    | 10  | 14 (2)             | 34                             |
| 5                                  | 5 (2)   | 10            | 5  | 10            | 3                              | 5             | 4                                    | 10  | 17 (2)             | 35                             |
| 6                                  | 5 (2)   | 10            | 5  | 5             | 3                              | 5             | 1                                    | 10  | 14 (2)             | 30                             |
| 7                                  | 5 (2)   | 10            | 5  | 5             | 5                              | 5             | 2                                    | 10  | 17 (2)             | 30                             |
| 8                                  | 5 (2)   | 10            | 2  | 3             | 5                              | 5             | 1                                    | 10  | 14 (2)             | 28                             |
| 9                                  | 5 (2)   | 10            | 0  | 0             | 5                              | 5             | 4                                    | 10  | 14 (2)             | 25                             |
| 10                                 | 5 (2)   | 9             | 0  | 0             | 7                              | 10            | 2                                    | 10  | 14 (2)             | 29                             |
| 11                                 | 5 (2)   | 5             | 0  | 0             | 10                             | 10            | 2                                    | 10  | 17 (2)             | 25                             |
| 12                                 | 5 (3)   | 5             | 0  | 0             | 10                             | 10            | 4                                    | 10  | 19 (3)             | 25                             |
| 13                                 | 5 (2)   | 8             | 0  | 0             | 10                             | 10            | 1                                    | 10  | 16 (2)             | 28                             |
| <b>Total hours / module</b>        | 65 (25)   | 110           | 37   | 63            | 70                             | 80            | 26                                   | 124 | 198 (25)           | 377                            |
| <b>Notional hours / module</b>     | <b>200 (400)</b>  |               | <b>100</b>   |               | <b>150</b>                     |               | <b>150 (300)</b>                     |     | <b>600</b>         |                                |
| <b>Credit Points</b>               | <b>20</b><br>(final 40 credit point)  |               | <b>10</b>  |               | <b>15</b>                      |               | <b>15</b><br>(final 30 credit point) |     | <b>60</b>          |                                |



### Appendix 3 – See DMDs

| SCQF Level 7 – Art and Design – Module Conversion   |   |                          |               |              |
|---|---|--------------------------|---------------|--------------|
| Core Modules  |   | Credit Points            | % Examination | % Coursework |
| Robert Gordon University (RGU) Module Code / Module Name  | BCUIC College Module Code /Module Name  |                          |               |              |
| Entry Point 1   |   |                          |               |              |
| -   | <i>ILS000 Interactive Learning Skills and Communication</i>   | 10                       | 30            | 70           |
| -   | <i>AA101 Introduction to Art &amp; Design Studies</i>   | 10                       | -             | 100          |
| -   | <i>AA102 2 &amp; 3D Studies</i>   | 10                       | -             | 50           |
| -   | <i>AA103 Critical Thinking</i>  | 10                       | 50            | 100          |
| Entry Point 2   |   | 40 Credit Points         |               |              |
| <i>Blend of elements from the following old RGU modules to ensure curriculum parity:<br/>Fine Art &amp; Design &amp; Craft Studies, Independent Specialist Studies, Intro to Art &amp; Design</i> | <b>ILS1ART</b><br>Progression in Fine Art and Design studies with Interactive Learning Skills and Communication | 40                       | -             | 100          |
| <b>AA1001</b><br>Drawing & Visualisation  | <b>AA1004</b><br>Drawing & Visualisation  | 10                       | -             | 100          |
| <b>AA1005</b><br>Creative Principles & Methods  | <b>AA1005</b><br>Creative Principles & Methods  | 15                       | -             | 100          |
| <b>AA1007&amp;8</b><br>Core Fine Art Studies & Core Design Studies  | <b>AA1006</b><br>Knowledge and Understanding of Creative Practice in Art and Design                             | 10                       | -             | 100          |
|   | <b>AA1007</b><br>Independent Specialist Studies   | 15                       | -             | 100          |
| <b>AA1009</b><br>Critical & Contextual Studies – Introduction to Visual Culture   | <b>AA1008</b><br>Critical & Contextual Studies  | 30                       | -             | 100          |
| <b>Stage 1 : Art and Design</b>   |   | <b>120 Credit Points</b> |               |              |

## **Appendix 4 – RGU Gray’s School of Art DMDs for cross check and parity**

### **Module Title: Drawing & Visualisation, AA1001**

SCQF Level SCQF 7, SCQF Points 30, ECTS Points 15

Keywords: Drawing, Visualisation, Analysis, Translation, Media–Sensitivity, Mark–Making, Proportion.

#### **Aims of Module**

To introduce a wide range of processes, techniques and experiences relevant to visualising, problem solving and explaining concepts.

To provide you with the ability to demonstrate fundamental skills, processes and media relevant to their thinking.

To introduce and embed a broad recognition of Drawing & Visualisation as a foundation of thinking and visual understanding.

To establish Drawing & Visualisation as a core set of effective material and conceptual skills relevant to all areas of study.

#### **Learning Outcomes for Module**

On completion of this module, students are expected to be able to:

1. Apply a range of drawing skills, processes and media to specific studio based and external projects through taught and independent study.
2. Use a range of 2D and/or 3D, analogue and/or digital visualisation processes, media and techniques to explore concepts visually and apply a range of creative methods, systems and Drawing & Visualisation approaches to present them.
3. Apply critical judgement through Drawing & Visualisation in relation to their other studio activities.
4. Demonstrate evidence of reassessment, analysis and reflection within a structured, sequential framework for the development and resolution of work.
5. Develop and apply transferable skills such as: selection, editing and time management through the process of observational recording.

#### **Indicative Module Content**

The module will introduce the practical and theoretical aspects and use of drawing and visualisation, which may typically include the introduction to:

- Formal and experimental 2D/3D drawing and visualization processes and media.
- Problem solving and creative thinking.
- Observation analysis, composition, proportion and measurement.
- The use and sensitivity to media through line, tone and colour.
- The exploration of volume and structure through perspective and spacial relationships.
- Time management and other transferable skills.
- Specific talks and contextual delivery.

#### **Indicative Student Workload**

Full Time

Contact Hours; Assessment 15, Seminars & Lectures 10, Studio 140

Directed Study 95

Private Study 40

#### **Mode of Delivery**

This module involves both studio based and external Drawing and Visualisation exercises and projects and student centred learning. The relationship between directed learning and self–directed learning is carefully structured. Demonstrations and discussion of examples are used to introduce projects and lectures, presentations, crits and seminars are used to underpin the contextualisation of learning.

#### **Assessment Plan**

Learning Outcomes Assessed Component 1 1,2,3,4,5

Submission through portfolio of projects.

#### **Indicative Bibliography**

1. DEXTER, E., 2005. VITAMIN D, New Perspectives in Drawing. London: Phaidon Press.
2. EDWARD, B., 1999. Drawing on the Right Side of the Brain. 2nd ed. New York: Tarcher.
3. KINGSTON, A., 2003. What is Drawing?. London: Black Dog.
4. SIMPSON, I., 2004. Drawing and Observation. London: A&C Black.

### **Additional Notes**

Students will be directed to particular readings relevant to the individual projects.

### **Module Title: Creative Principles & Methods, AA1005**

SCQF Level SCQF 7, SCQF Points 30, ECTS Points 15

Keywords: Investigation, Development, Research, Selection, Critical-Thinking, Problem-Solving, Context.

### **Aims of Module**

To introduce the key practical & theoretical aspects of study in Art & Design including terminology, communication and practice. To provide you with an understanding of and to develop skills in, principles and methods relevant to 2D and 3D practice within both Fine Art and Design.

To raise an awareness of the contextual issues surrounding the above practice and to develop critical and evaluative skills in relation to contemporary Fine Art and Design practice.

To nurture an awareness of the responsibilities for learning and an independence in thinking.

### **Learning Outcomes for Module**

On completion of this module, students are expected to be able to:

1. Differentiate and appropriately apply the defining characteristics of a creative process.
2. Explore a range of research strategies and methods, analysing and applying them in response to a specific brief or problem.
3. Explore a range of strategies and processes for the generation, exploration and development of ideas and concepts within practical studio projects.
4. Apply critical judgment to the identification and selection of appropriate visual information towards the resolution of projects and to apply practical skills through experimentation with process and materials in both 2 and 3 dimensions, in response to set studio projects.
5. Demonstrate an understanding of the broad characteristics and contemporary themes of Fine Art and Design and make this understanding relevant through discussion and application to project work.

### **Indicative Module Content**

The module will initially raise awareness of the following issues;

- The nature of research, information gathering and investigation.
- Methods and strategies for generating, exploring and

The module will subsequently apply this learning through the introduction of practical and theoretical aspects of 2 and 3 dimensional Fine Art and Design, which will typically include:

- The investigation and exploration of a wide ranging theme.
- Analysing and identifying relevant information capable of sustaining a number of outputs.
- Testing and experimenting with visualisation through media exploration to reveal a range of possible interpretations and options.
- Projects will address formal issues involving line, tone, colour, composition, pattern, texture, surface, scale, form, volume, mass, structure and construction as well as relevant contextual and conceptual issues.
- A parallel lecture programme will introduce contextual and contemporary issues relating to the areas of Design & Fine Art.

### **Indicative Student Workload**

Full Time

Contact Hours; Assessment 15, Lectures/seminars 15, Studio 130

Directed Study 110

Private Study 30

### **Mode of Delivery**

The module is studio and workshop based supported by lectures, seminars, practical sessions and group crits. Delivered by both team and individual teaching. Projects are introduced or expanded upon using relevant background material which will typically include visual presentations.

### **Assessment Plan**

Learning Outcomes Assessed Component 1 1,2,3,4,5

Submission through portfolio of projects.

### **Indicative Bibliography**

1. CHILVERS, I., 1999. A Dictionary of Twentieth Century Art. Oxford: Oxford University Press.

2. HARRISON, C., 1997. *Modernism*. London: Tate Gallery Publishing Ltd.
3. HARRISON, C. and WOOD, P., 2002. *Art in Theory 1900–2000*. Oxford: Wiley–Blackwell.
4. HONOUR, H. and FLEMING, J., 2002. *A World History of Art*. 6th ed. London: Laurence King.
5. JULIER, G., 1993. *The Thames and Hudson Dictionary of 20th–Century Design and Designers*. London: Thames and Hudson.
6. WILK, C, ed, 2006. *Modernism – Designing a New World – 1914–1939*. London: V&A Publications.

## **Module Title: Contextual and Critical Studies – Introduction to Visual culture, AA1009**

Keywords: Art, Design, Visual Culture, Research, Critical Thinking, Context, Communication

SCQF Level SCQF 7, SCQF Points 30, ECTS Points 15

### **Aims of Module**

This module will introduce students to Contextual and Critical Studies by examining existing and emerging critical themes, issues, and ideas, which contribute to visual and material culture. It aims to enable students to begin to relate these themes to art and design studio practice through the development of the core skills of research, analysis, independent critical thinking, synthesis and communication.

### **Learning Outcomes for Module**

On completion of this module, students are expected to be able to:

1. Apply basic research and information gathering methods related to historical and contemporary visual culture.
2. Apply critical thinking through the contextualisation and development of ideas related to visual culture and studio practice.
3. Synthesise information and communicate effectively both orally and in writing.

### **Indicative Module Content**

The module will introduce students to the subject of visual culture and its relation to art and design practice, considering both contemporary and historic contexts as appropriate. The study of visual culture involves not only the examination of images, but also other forms of visual media and material artefacts, which might typically include fashion, product design, crafted objects, sculpture and architecture. In this module, students will be introduced to core skills of research, analysis, independent critical thinking, synthesis and communication, through lectures, seminars and tutorials based around the theme of visual and material culture. Emphasis is placed on developing independent critical thinking and encouraging students to make links with their emerging studio projects and activities. Students will also receive a library induction programme, image databases, finding information on the internet and referencing.

### **Indicative Student Workload**

Contact Hours Full Time

Lectures/seminars/group tutorials/individual tutorials 50

Assessment 15

Directed Study 100

Private Study 135

### **Mode of Delivery**

Contextual and Critical Studies is inherently interdisciplinary. This module is lecture and seminar based, with allocated time for private study and further reading. Visits from professionals in the field and national and international study visits, may form part of the curriculum.

### **Assessment Plan**

Learning Outcomes Assessed

Component 1 1,2,3

Component 2 1,2,3

Students are required to submit two assignments: one formative (feedback provided and fed forward to students) at the end of semester 1; the other summative (formally assessed) at the end of semester 2.

### **Indicative Bibliography**

1. BARNARD, M., 2001. *Approaches to Visual Culture*. London:Palgrave.
2. BERGER, J., 1972. *Ways of Seeing*. London: Penguin.
3. CHILVERS, I. ed., 2004. *The Oxford Dictionary of Art*. Oxford: Oxford University Press.
4. ELKINS, J., 2008. *How to Use Your Eyes*. London: Routledge.
5. HOWELLS, R., 2003. *Visual Culture: An Introduction*. London: Polity.

6. KEMP, M., 2000. *The Oxford History of Western Art*. Oxford: Oxford University Press.
7. RAIZMAN, D. S., 2003. *History of Modern Design: Graphics and Products Since the Industrial Revolution*. London: Laurence King.
8. RAMPLEY, M., ed. 2005. *Exploring Visual Culture: Definitions, Concepts, Contexts*. Edinburgh: Edinburgh University Press.

## **Module Title: Core Fine Art Studies, AA1006**

Keywords: Painting, Printmaking, Sculpture, Lens-based, Investigation, Development, Context  
 SCQF Level SCQF 7, SCQF Points 30, ECTS Points 15

### **Aims of Module**

To provide a series of challenging experiences that will stimulate you to further explore the broad concepts, practices and philosophies associated with the study of Fine Art.

To provide you with an understanding of and to develop skills in, processes and methods relevant to study in Fine Art (Lens based, Painting, Printmaking, Sculpture). Simultaneously, to develop skills associated with the critical reading of images, objects and behaviours in relation to both historical and contemporary Fine Art practice.

To provide you with the ability to apply prior learning of methods, processes, Drawing & Visualisation skills and techniques to themes relevant to Fine Art study.

### **Learning Outcomes for Module**

On completion of this module, students are expected to be able to:

1. Apply research and information gathering methods, appropriate to both the practice and theory of Fine Art, which demonstrate an understanding of the fundamental characteristics and components of contemporary visual culture.
2. Apply critical skills in the exploration and development of ideas and concepts in practical studio projects.
3. Demonstrate practical skills through application of processes and materials, in response to prescribed Fine Art projects.
4. Analyse and select information appropriate to the resolution of ideas and concepts.
5. Select and apply appropriate transferable skills from corequisite Modules in relation to the theme or subject being studied.

### **Indicative Module Content**

The module will build upon previous practical and theoretical aspects of Fine Art and introduce new processes, techniques and concepts. Study will typically include both set and self-determined studio projects, which continue to introduce a variety of research & development methods and strategies. These studio projects will include individual contact, group seminars, discussions and crits, which may include individual presentation of completed projects. These projects will be supported by practical workshop experience and technical demonstrations. As well as this they will continue to develop your critical and analytical skills and inform your contextual awareness. The module will also provide students with the opportunity to explore given themes within more specific Fine Art areas. Students will be expected to utilise and integrate skills previously developed, including Drawing & Visualisation, knowledge of materials, processes and technologies and contextual understanding relevant to that subject. Key to this is engaging in cultural events and exhibition visits both nationally and internationally where appropriate and a Study Trip is available to facilitate this.

### **Indicative Student Workload**

Contact Hours Full Time: Assessment 15, Lectures/Seminars 15, Studio 130, Directed Study 110, Private Study 30

### **Mode of Delivery**

The module is studio/lecture based with allocated time for private study and further reading. It is supported by lectures, crits, student centred seminars and tutorials. Projects are introduced and expanded upon by using relevant background material, which may include video, audio-visual and/or multi-media presentations. These introductions are supported by online material.

### **Assessment Plan**

Learning Outcomes Assessed, Component 1 1,2,3,4,5 Submission through portfolio of projects.

### **Indicative Bibliography**

1. BARRETT, T., 2005. *Criticizing Photographs*. New York: McGraw-Hill Humanities.
2. BARRY S., 2004. *Vitamin P*. London: Phaidon Press.
3. JUDITH C., 2007. *Sculpture Today*. London: Phaidon Press.
4. LUCIE-SMITH, E., 1999. *Art Today*. London: Phaidon Press.

5. TONY G., 2009. *Painting Today*. London: Phaidon Press.
6. WYE D., 2004. *Artists & Prints – Masterworks From The Museum Of Modern Art*. NY: The Museum of Modern Art.

### **Additional Notes**

Students will be directed to particular readings relevant to individual projects

## **Module Title: Core Design Art Studies, AA1008**

Keywords: Communication–Design, Fashion, Textiles, 3 Dimensional–Design, Research, Investigation, Context.  
SCQF Level SCQF 7, SCQF Points 30, ECTS Points 15

### **Aims of Module**

To provide a series of challenging experiences that will stimulate you to further explore the broad concepts, practices and philosophies associated with the study of Design.

To provide you with an understanding of and to develop skills in, methods and processes relevant to study in Design.

Simultaneously, to develop skills associated with the critical reading of images and objects in relation to both historical and contemporary Design practice.

To provide you with the ability to apply prior learning of methods, processes, visualisation skills and techniques to solve Design problems.

### **Learning Outcomes for Module**

On completion of this module, students are expected to be able to:

1. Apply methods for the investigation and research of information, appropriate to the practice and theory of Design, which demonstrate an understanding of the basic characteristics and components of contemporary visual culture.
2. Apply critical skills, creative methods, strategies and visualisation techniques to explore, develop and present Design ideas and concepts.
3. Demonstrate practical designing skills through application of processes and materials in response to a Design brief.
4. Demonstrate a fundamental understanding of the elements of Design and apply critical judgment to the resolution of Design problems.
5. Demonstrate a fundamental understanding of the structure and nature of a Design brief and respond appropriately in the context of supporting project work.

### **Indicative Module Content**

The module will build upon previous practical and theoretical aspects applying them specifically to Design briefs, introducing new processes, techniques and concepts. Study will typically include both set and self-determined studio projects, which continue to introduce a variety of research & development methods and strategies as well as problem solving & creative methods within a systematic approach, harnessing experimental & formal 2D/3D drawing and visualisation.

These studio projects will include individual contact, group learning, seminars, discussions and crits, which may include individual presentation of completed projects, where presentation techniques will be applied

These projects will be supported by practical workshop experience and technical demonstrations. As well as this they will continue to develop your critical and analytical skills and inform your contextual awareness.

The module will also provide students with the opportunity to explore given themes within more specific subject areas.

Students will be expected to utilise and integrate skills previously developed, including Drawing & Visualisation, knowledge of materials, processes and technologies and contextual understanding relevant to that subject. Key to this is engaging in exhibition and studio visits both nationally and internationally where appropriate and a Study Trip is available to facilitate this.

### **Indicative Student Workload**

Contact Hours Full Time; Assessment 15, Lectures/Seminars 15, Studio 130, Directed Study 110, Private Study 30

### **Mode of Delivery**

The module is lecture/studio based with allocated time for private study and further reading. It is supported by lectures, crits, student centred seminars and tutorials. Projects are introduced and expanded upon by using relevant background material, which may include video, audio-visual and/or multi-media presentations. These introductions are supported by online material.  
Assessment Plan

**Learning Outcomes Assessed**

Component 1 1,2,3,4,5, Submission through portfolio of projects.

**Indicative Bibliography**

1. Sparke. P. 2010. The Genius of Design. Quadrille Publishing
2. BAKKER, G., 1998. Droog Design. Rotterdam: 010 Uitgeverij.
3. Sudjic. D. 2009. The Language of Things. Penguin Books.
4. Bayley. S, Conran T. 2007. Design: Intelligence Made Visible. Conran Octopus Ltd.

**Additional Notes**

Journals - There are many excellent and relevant journals in the Library.