

## DOCUMENT CONTROL & APPROVAL

Issue	Amendment Detail	Name	Date Approved
0.1	Templates added to submission library	QAE	
	Academic Director Approval and submission to QAE.		
1.0	QAE Approval		

## COURSE DESCRIPTOR

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*The Course Descriptor provides essential information to students, staff teams and others on a particular course or a group of courses in a programme and is designed to meet the University's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.*

**Please refer to guidance notes on completing Course Descriptors before completing the details below.**

### SECTION 1 - General Course Information

<b>Qualification (course type)</b>	<b>BA (Hons)</b>
<b>Course Title</b>	<b>Creative Intelligence and Innovation</b>
<b>Intermediate Qualification(s)</b>	<b>CertHe, DipHE. BA</b>
<b>Awarding Institution</b>	<b>Falmouth University</b>
<b>Location of Delivery</b> <i>(e.g. Falmouth, London, Detroit)</i>	<b>Cambridge (CSVPA)</b>
<b>Duration of Course</b>	<b>3 years</b>
<b>Course Credits</b>	<b>360</b>
<b>Professional, Statutory and Regulatory Body accreditation</b>	
<b>Accreditation Renewal Date (Month and Year)</b>	
<b>UCAS Course Code</b>	
<b>Relevant External Benchmarking</b>	<b>Subject benchmark statement: 'Art &amp; Design' QAA 238 03/08</b>

## SECTION 2 – Teaching, Learning and Assessment

### **Educational Course Aim**

How will humanity experience life in the future? Working at the intersection of art, design and technology, this course will enable students to understand and respond to the rapidly changing world and to produce work of their own that engages with, and responds to, the challenges posed by these changes. In addition to the creative practice, and drawing on philosophy, media, sociology and history, the theoretical understandings of this course serve to support and drive innovation and experimentation in a range of disciplines and interdisciplinary work.

While studying the BA (Hons) Creative Intelligence and Innovation, students will experiment with, and develop facility in, a variety of art and design media, responding to challenges and projects in their choice of medium or format (image making, two-and-three dimensional design, craft, digital and physical artworks, visual and audio performances), with the intent of developing new ways of understanding and transforming the world through expansive creative practice. Throughout the three years of the course, the BA (Hons) Creative Intelligence & Innovation fosters the development of disciplinary skills and approaches within an explorative and exciting post-disciplinary community of creative practice, characterised by qualities of freedom, ingenuity, and imagination. The future doesn't just happen – it is created, and this course will enable students to develop the skills, concepts, perspectives and values with which to contribute confidently to that vital process.

### **Course Specific Employability Skills**

Employability skills are embedded throughout the course, with subject-specific and generic skills taught and assessed through all work. Fundamental among the skills is how to learn, how to face new challenges and situations and to respond with creativity, intelligence and innovation, and with the confidence that comes from awareness of the self, and of the world.

What this skillset comprises will be extremely personal, since the course engenders an individual approach to contemporary creative enquiry, albeit with a common underpinning of practical, intellectual and conceptual skills and understandings that informs all aspects of the course. At the same time, there is a focus on the development of collaborative skills, in order for graduates to be able to operate and contribute confidently within collective contexts, ensuring that they are properly equipped for success in a wide range of professional circumstances.

Independence and self-management are regarded as key skills to be developed on the course. It is anticipated that students will become increasingly directional in selecting their own choice of projects and responses, becoming confident and articulate in studio practice and in the communication of ideas and understandings that underpin it.

At the same time, collaborative, collective and co-designing experiences help to provide invaluable skills and develop the qualities of resilience and ingenuity that are necessary for future academic and professional prospects.

**Subject specific: Creative process**

- Become conversant in a range of technical art/design/technology skills and in the strategic use of both physical materials and digital media, in response to challenges, problems and opportunities in the world around them.
- Use collaborative and collective approaches to question-setting and problem-resolution, developing key team-working and co-designing skills and understanding of leadership roles in such contexts.
- Demonstrate practical skills and cognitive abilities to support the development and application of innovation and enterprise in creative practice.
- Be independent in practice and research and utilise critical self-awareness in the development and dissemination of work.
- Communicate effectively and appropriately and ask questions that are relevant to their creative ambitions and cultural, societal, political, ethical, environmental, scientific and technological contexts.
- Identify and solve self-initiated problems through intellectual and imaginative thinking and doing, providing solutions informed by the contemporary contexts of art and design practice, and wider creative cultural expression.
- Demonstrate professional development that enhances their abilities in critical reflection, allowing them to speculate on new and effective approaches to art and/or design and/or creative technology practice and to engage with problems and insights at the forefront of their disciplines.

**Subject specific skills within the course will enable graduates to:**

- Develop confidence in the application of artistic, design and creative technology methodologies in response to assignment briefs.
- Develop confidence in the engaging of research-led enquiry within contemporary art, design and creative technology contexts.
- Identify the impact of social and ethical considerations when developing visual and other solutions within art/design/creative technology contexts.
- Employ open-minded thinking and experimentation in the exploration of a range of innovative solutions to real-world and speculative problem-setting.
- Produce professional platforms suitable for the public promotion and presentation of creative practice.
- Develop confidence in the application of technical skills, both analogue and digital, in the delivery of creative outcomes.

**Generic skills within the course will enable graduates to:**

- Manage and evaluate information from a variety of familiar and unfamiliar sources.

- Develop both primary and secondary research skills.
- Apply and use academic writing formats and referencing skills.
- Apply and use creative and experimental writing approaches in the development of visual practice.
- Effectively employ research methodologies using visual, contextual and historical sources.
- Deal with uncertainty when engaging with questioning-setting and problem-solving.
- Use project and time management skills to meet deadlines.
- Confidently employ collaborative skills in the production of assignment solutions.
- Work to a client-led brief, identifying the requirements necessary and accommodating the views of others.
- Write a CV suitable for the academic progression and/or professional practice
- Use effective communication and presentation skills visually, verbally and in writing
- Work independently, set goals, manage own workloads and meet deadlines
- Develop confidence in meeting deadlines

#### **Career/Future Study Opportunities**

The course helps students to identify and pursue academic, professional and personal ambitions. As well as preparing graduates for potential further study in arts, technology or the humanities, the BA (Hons) Creative Intelligence & Innovation aims to produce graduates that are employable across a broad range of professional contexts or specialist fields of practice:

These may include:

- Art & Ecology
- Art Conservation
- Art/Design/Technology Writer
- Art Direction
- Contemporary Art Practice (painting; drawing; sculpture; photography; sound art; moving image; performance; digital media; installation; performance)
- Contemporary Craft Practice (ceramics; jewellery; glass; metalwork)
- Coding for Design
- Concept Design
- Creative Direction
- Creative Education
- Creative Entrepreneurship
- Creative Leadership
- Creative Project Management
- Creative Technology
- Curatorial Practice
- Design for 3D Products
- Design for Advertising
- Design for Animation

- Design for Art Direction
- Design for Augmented/Virtual Experience
- Design for Digital Innovation
- Design for Digital Direction
- Design for Ecology & The Environment
- Design for Exhibitions & Events
- Design for Film & Television
- Design for Games
- Design for Global Innovation
- Design for Information Experience
- Design for Innovation
- Design for Interaction
- Design for Interiors & Interior Experience
- Design for Museums
- Design for Narrative Environments
- Design for Performance
- Design for Products and Product Futures
- Design for Retail and Retail Futures
- Design for Spatial Environments
- Design for Sound
- Design for Textiles and Textile Futures
- Design for the Stage
- Design for Urban Spaces
- Design for User Experience/User Interaction
- Design for Fashion and Costume

### **Structure of Course Delivery**

#### **Integrated Foundation Year**

The initial year at CSVPA is designed to give students an overview and grounding in the conceptual and intellectual basis of the visual arts, and in developing the language and eye they will need to succeed in a Bachelor Degree course in the discipline. It is designed to allow students to explore a broad range of media, approaches and concepts in the arts and design, and to develop their own distinctive voice and direction for further study. The year is common across design awards, with assessments designed to aid students in understanding their own aptitudes and skills, and the understanding of the discipline they have chosen .

This level of the course is taught through workshops and studio projects, with tutored support for the development of critical thinking, research and academic skills embedded in the course.

#### **Modules:**

- Introduction to Art and Design Practice
- Beginning Art and Design Research
- Developing Art and Design Practice
- Developing your critical voice

## **Bachelors' degree levels**

### **Level 4:**

During the first year, students acquire knowledge of both historical and contemporary creative practices and perspectives, by means of a series of introductory and developmental creative briefs, practical and theoretical sessions, experimental workshops, individual and collaborative projects, lectures, field trips, seminars and tutorials, which collectively introduce students to the possibilities presented by the course.

Students are introduced to specialist skills, technologies, materials, approaches and methodologies, intended to help them develop their capacities for creative and critical enquiry in creative practice, across a range of disciplines, approaches, techniques and contexts. Collaboration and co-creation skills are introduced, as key contemporary perspectives. Course activities and experiences help inform their understanding of creative practice as both contemporary academic discipline as well as future-facing professional context.

Students are supported to develop and research their own ideas and outcomes, in relation to a series of innovative project briefs. They will be encouraged to experiment with technical skills, technologies and materials, as they develop their own emerging personal identity as creative innovators. Students are also encouraged to participate in a range of enrichment activities such as exhibitions, collaborative projects and symposia in collaboration with the wider intellectual and social community of Cambridge.

### **Level 5:**

With progression to Level 5, students expand on their existing skills, and further develop a distinctive voice within their respective fields of practice, recognising their own investments and how to mobilise the practices in relation to them. Level 5 builds on the foundations established in Level 4, deepening engagement with experimental practice and critical perspectives for contemporary creative practices and contexts for professional development.

Students receive the opportunity to develop their engagement with concepts and materials through specialist fields of practice, in relation to a choice of experimental briefs representing significant contemporary themes. They also begin to recognise the importance of ethical perspectives in relation to creative practice research.

In Study Block 2, students develop a personal Manifesto in the form of a video essay, which helps them towards the identification and selection of a dissertation topic, as well as a module which culminates in a public exhibition of student project responses.

Throughout the year, learning and experiential skills are developed through individual and collaborative projects, exhibitions and publications. Students are also encouraged to participate in a range of enrichment activities, often in collaboration with the University of Cambridge.

## **BA (Hons) Creative Intelligence and Innovation**

### **Level 6:**

Level 6 consolidates and develops students' ability to direct and plan their own work through the production of three substantial areas of work – a sustained piece of critical writing (*Dissertation*), professional context outputs (*Positioning your practice*) and an Independent Major Project (*Showcase*). By this point, they will have a sense of the possibilities of their creative practice, as well as the importance of potency, as the means to engage those possibilities. An awareness of the power at their disposal, in terms of the form-producing potential of their creative practice, will help them develop independent projects which are both outward and future-facing.

There are opportunities to focus on applying to postgraduate courses, through focussing on defining a portfolio of creative practice, the writing a personal statement, and developing study proposals. All three units in Year 3 are designed to enable students to develop and sustain their practice, and conceive of exciting progression opportunities, whether onto a postgraduate programme, or into the creative/design industries. Students are also encouraged to participate in a range of enrichment activities, often in collaboration with the University of Cambridge.

### **Course Assessment Strategy**

The assessment strategy takes a holistic approach to learning; that is to say, success is not purely measured by the quality of a creative outcome. Assessments take the form of:

- Portfolios
- Essays
- Presentations
- Journals/Logbooks
- Group Reports
- Individual Reports
- Artefacts
- Other (Video Essays; Exhibitions)

**BA (Hons) Creative Intelligence & Innovation** uses both formative assessment and summative assessment to support students in their progression and their achievement on the programme.

#### **Formative / Summative assessment**

##### **Formative assessment**

The intention is to give students the opportunity to reflect on what they have done, what went well, what might not have gone so well, and what they would like to improve. This is a two-way process, not simply about tutor comments, but a shared dialogue. Further review points within the levels support the monitoring of progress and offer formative feedback in the form of group critiques, peer reviews, group and individual tutorials.

##### **Summative assessment**

Is the formal marking of all the work, using the learning outcomes, assessment criteria matrix, produced during the year and takes place at the end of each study block where the Assessment Board will discuss and confirm all summative assessment decisions for progression and final classifications.

## **Learning Outcomes**



No.	Learning Outcome Category
1	Enquiry
2	Conceptualisation
3	Experimentation
4	Evaluation
5	Realisation
6	Communication
7	Professionalism
8	Impact
9	
10	

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Enter the Learning Outcomes in this table.  
This populates the rest of the document and  
ensures the order and numbering remains  
consistent throughout the award.

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**Course Level Learning Outcomes**

Course Learning Outcome	Descriptor	Initial year	Level 4 / learning outcome	Level 5 / learning outcome	Level 6 / learning outcome
		<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>	<i>On completion of a module a student should typically be able to:</i>
<b>01</b> Enquiry	Demonstrate analysis of relevant written, visual and material research.	Demonstrate a basic understanding of the context and history of visual art and design (and creativity?) in relevance to their chosen or current path of study/	Evidence knowledge and understanding of a selected range of contemporary and historical practice and theory in real-world professional contexts.	Demonstrate knowledge and understanding of a range of contemporary historical practice and theory in real-world professional contexts.	Develop specialist knowledge and understanding of contemporary and historical practice and theory in real world professional contexts.
<b>02</b> Conceptualisation	Demonstrate idea generation utilising effective research in the development of creative work.	Demonstrate research skills in the development of creative ideas	Experiment with creative idea generation through research, risk-taking and through enquiry into creative practice.	Apply creative idea generation drawing on research and analysis, experimentation, application of risk-taking, and generation of new solutions through creative practice.	Identify opportunities through in-depth investigation, bringing together research and analysis, experimentation, application of risk taking, generation of new ideas and/or artefacts through independent creative practice.
<b>03</b> Experimentation	Demonstrate a process of discovery based on exploration and risk taking.	Begin to engage with new ideas and <del>risks</del> risk-taking in their own work	Identify and engage with new ideas, take risks and experiment with and challenge conventional thinking in your emerging creative practice.	Analyse a range of possibilities leading to appropriate solutions, informed by experimentation, risk taking and challenging conventions.	Analyse a range of possibilities leading to appropriate solutions, informed by experimentation, risk taking and challenging conventions.
<b>04</b> Evaluation	Demonstrate critical judgement through review, selection and reflection.	Consider their work and reflect on it with consideration and judgement.	Review and analyse information and begin formulating independent critical judgement.	Apply analytical skills that develop independent critical judgement, incorporating reflection and analysis of divergent information.	Evaluate and demonstrate independent critical judgement in the assessment of complex and divergent information leading to a well-informed and insightful argument.
<b>05</b> Realisation	Produce outcomes using effective process, materials and methods.	Demonstrate the development of skill and technique in media appropriate to their chosen or current course of study.	Build competence in the use of selected techniques and processes associated with the production of graphic design.	Demonstrate competency in a range of techniques and processes associated with the production of graphic design.	Produce a range of sophisticated techniques and processes associated with the production of graphic design work to a professional standard.
<b>06</b> Communication	Demonstrate professional communication skills appropriate to the audience.	Communicate ideas and concepts effectively in written, verbal, visual (and non-visual) form	Select effective communication and presentation methods in visual, oral or written form, ensuring they are appropriate for an identified audience.	Demonstrate effective communication and presentation skills in visual, oral or written form, demonstrating sensitivity to audiences and professional contexts.	Devise appropriate modes of professional communication and presentation skills in visual, oral or written form for audiences, demonstrating fluency, reflection and adaptability.

<b>07</b> Professionalism	Demonstrate time-management collaboration planning and professional behaviour.	Evidence engagement with employability and professional practices in education and the creative industries	Evidence emerging employability skills, including the ability to manage workload, work to deadlines, creatively communicate your practice and respond to set briefs both individually and/or collaboratively.	Demonstrate employability skills, including an increasing ability to manage workload, work to deadlines, respond to change, effectively communicate your practice and respond to set briefs both individually and/or collaboratively.	Refine your employability skills, set and manage workloads, meet project deadlines, respond to change, professionally communicate your practice and respond to set briefs both individually and/or collaboratively.
<b>08</b> Impact	Analyse and reflect on the impact of work within a broader context.	Demonstrate basic understanding of the impact of design on themselves and others.	Identify emerging issues and concepts relevant to the field of graphic design.	Demonstrate an understanding of the impact of creative practice within the broader context.	Evaluate and reflect on the potential impact of your practice on the broader context.

Curriculum Structure, Assessment Methods and Learning Outcomes

							1	2	3	4	5	6	7	8
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	Enquiry	Conceptualisation	Experimentation	Evaluation	Realisation	Communication	Professionalism	Impact
	0	Introduction to art and design practice	30	1	C	PO	TP	TPA	TPA	TP	TP	TP	TPA	
	0	Beginning Art and Design Research	30	1	C	PO	TPA	TPA	TP	TP		TPA	TP	
	0	Developing art and design practice	30	2	C	PO	TP		TPA	TPA	TPA	TP	TP	TP
	0	Developing your critical voice	30	2	C	ES	TPA			TP		TPA	TPA	TP

Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	Enquiry	Conceptualisation	Experimentation	Evaluation	Realisation	Communication	Professionalism	Impact
	4	Approaching a problem	30	1	C	GR, AR	TPA	T	TPA		TPA	P	P	
	4	Experimentation	30	1	C	PO, CE			TPA	TPA	TPA	P		TP
	4	Theories in Practice	30	2	C	PR, ES	TPA			TP	TPA	TP	TPA	TPA
	4	Material Encounters, Digital Dialogues	30	2	C	PO	P	TPA	TPA	TP	TPA			TP
	5	Constructed Identities, Imagined Communities	30	1	C	PO	TPA	TPA	TPA	P		P		
	5	Image, Object, Space and Place	30	1	C	PO		TPA	TPA		TPA		P	TP
	5	Manifesto	30	2	C	GR, ES	TPA	TP	P	P		TPA		TPA
	5	Fiction as Method	30	2	C	PO CE	TPA	TPA	P	P	TPA			
	6	Positioning your Practice: Creative Intelligence & Innovation	30	1	C	PO RE	PA					PA	PA	
	6	Dissertation: Creative Intelligence & Innovation	30	1	C	DI, PR	TPA			TPA		TPA		
	6	Showcase: Creative Intelligence & Innovation	60	2	C	PO		TPA	TPA		TPA			TPA

\*The following codes for assessment methods apply  
*(additional codes can be proposed through this process, if necessary):-*

AR	Artefact	LR	Literature Review
CB	Computer-based	OR	Oral
CE	Critical evaluation	PC	Practical
CS	Case study	PF	Performance
DI	Dissertation or project	PL	Placement
ES	Essay	PO	Portfolio
EX	Exam	PR	Presentation
GR	Group Report	RE	Individual report
IT	In-module Test	SP	Studio Practice
JL	Journal / Logbook	OT	Other