

Programme Specification for BA (Hons) Fine Art with Psychology

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Fine Art with Psychology
6.	Pathways available	Single Honours only
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full- and part-time some evening attendance required
9.	UCAS Code	Fine Art with Psychology – CW80
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Art & Design (2017) QAA Subject Benchmark Statement: Psychology (2016)
11.	Date of Programme Specification preparation/ revision	April 2019. August 2019 – AQU amendments to Section 19. July 2020 – New module FAPR1104 added. FAWP1400 withdrawn. September 2020 – FAPR2103 added. September 2021 – Award map changes at Level 6: FAWP3600 withdrawn. FAPR3101 (15 credits) recoded as FAPR3104 (30 credits). FAPR3102 module title change. FAPR3103 (30 credits) added. FAPR3105 (30 credits) added.

12. Educational aims of the programme

The Fine Art with Psychology programme is designed to enable students to engage with debates, skills and professional practice that directly relate to the academic and practical demands of both fine art and psychology whilst offering the opportunity to progress to higher study or employment in the fields of fine art, psychology and arts therapies.

The distinct characteristic of fine art at the University of Worcester is the way in which the course merges practice and theory. The course philosophy is based on one of research based practice. Practice and theory are inseparably valuable to students' artistic development.

The Fine Art with Psychology course aims to enable students to:

- perform effectively and creatively in the practice of fine art;
- understand and critically evaluate the relationships between making and thinking within fine art practice;
- develop an understanding of mental health and the psychological approaches to therapy within the context of fine art
- develop intellectual, practical, creative and other transferable skills appropriate to their future interests and needs in relation to further study, employment, or both.
- develop an aesthetic appreciation of a range of fine art disciplines and gain creative skills commensurate with those evident in professional practice
- enable students to communicate ideas effectively using visual, oral, performative and written means;
- encourage students' independent judgement, self-reliance and ability to work co-operatively with others

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		
LO no.		Module Code/s
1.	On successful completion of the named award, students will be able to: Demonstrate cohesion in a chosen visual language and its curatorial contexts in relation to fine art practice.	FAPR3105
2.	Show knowledge and critical understanding of how core areas within the discipline of psychology have conceptualised factors that influence psychological wellbeing.	PSYC2540
3.	Demonstrate a contribution to contemporary debate through an understanding of materials, making and different contexts in both fine art and psychology.	FAPR3104 FAPR2101
4.	Engage in an exchange of learning through the critical evaluation of individual and peers' work.	FAPR3104 PSYC2540

Cognitive and Intellectual skills		
5.	Refine their working methodologies through modes of presentation (practical, written and portfolio-based work).	FAPR2100
6.	Conceptualize a chosen subject matter, showing how their own practice relates to current practice within a wellbeing context.	FAPR2101 PSYC2540
7.	Use scientific and evidence - based reasoning to critically evaluate psychological arguments and develop their own perspectives on the combination of psychology and fine art with respect to psychological wellbeing context.	PSYC2540
8.	Engage in an exchange of learning through a reflective response to visual work and observation.	FAPR3105 FAPR3104

Skills and capabilities related to employability		
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9.	Determine strategies for transforming visual research.	FAPR2100 FAPR3104
10.	Refine a working methodology through professional approaches to practice and presentation.	FAPR3104
11.	Develop strategies for self – reflection in order to learn independently and plan personal and professional development	PSYC3642
12.	Exchange learning through the curation of their own and their peers' visual work	FAPR3105

Transferable/key skills		
13.	Identify strategies for transforming visual material.	FAPR2100 FAPR2101
14.	Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives.	All level 5/6 modules
15.	Communicate practice clearly in a range of media (studio practice, essays, presentations, blogs, portfolios)	All level 5/6 modules

Learning, teaching and assessment

Teaching

Fine Art with Psychology draws upon two distinct yet complementary disciplines and the teaching reflects this. Across the course, students will experience a combination of methods including interactive practical workshops, lectures, seminars, fieldwork, practical activities.

All these forms enable the application of learning through a combination of practical work, group discussion, problem-based learning and smaller group activities. Single sessions may involve lectures, workshops, seminars and practical sessions exploring key methodologies; site based work and formative exercises.

Theory is taught through practice, which in Fine Art is within a Studio culture, to enable students to gain a real understanding on how to apply research in a practical and professional context.

Psychology is normally lecture-seminar based but practical, problem-based and experiential learning is also a key component of the delivery, as well as blended and online delivery of course content.

Seminars enable the discussion and understanding of topics covered in lectures and practical session are focussed on developing specific skills and applied individual and group work, and make extensive use of formative feedback to shape their learning and confidence throughout modules.

Students will be allocated a Personal Academic Tutor who will be accessible to students throughout their time here via a number of scheduled sessions in each year plus private meetings for help and advice as students need it.

The emphasis is on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment as well as academic achievement.

A mixture of independent study, teaching and academic support from Student Services and Library Services as well as the personal academic tutoring system enables the students to reflect on progress and build up a profile of skills, achievements and experiences that will help towards the students' goals. The course makes extensive use of Blackboard as an e-learning tool and staff have increasingly trialled the use of social media platforms, such as Facebook, as more flexible e-learning.

Students will be guided and assessed by tutors who deliver both studio practice sessions and the critical/theoretical aspects of their study. The resultant incorporation of practice and theory underlines our belief that research, practice and theory are integrated.

Much of this integration takes place through critical writing tasks and studio research pages that students are supported to develop alongside their visual practice. A portfolio of supporting research and writing tasks are submitted that are undertaken throughout the modules. Students are taught how to engage with different registers of writing including: taking lecture notes and reflecting on them; constructing bibliographies; the annotation of visual material and texts through footnotes; techniques of auto-interview and self-reflective critique; manifesto writing; artists texts, producing records of remembered events through text and visual compositions; using blogs and digital media to archive and document

process. They are encouraged to consider how critical thinking provides the tools to individuals and communities of makers to enhance, drive, and create practice.

Contact time

A typical week will have around 12-15 contact hours of teaching. The precise breakdown will depend upon the individual modules for example fine art modules are taught in 3-4 hour blocks, are practice led, and theory is taught within practical sessions to enable students to gain an understanding on how to apply research in a practical and professional context. Psychology is a combination of problem-based learning and lecture-seminar. Seminars enable the discussion and understanding of topics covered in lectures and practical session are focussed on developing specific skills and applied individual and group work.

Independent Self-Study

In addition to the above contact time, students are expected to engage with around 20 hours of personal study per week. Typically, this will involve going to the library, meeting with groups to work on projects and tasks, preparing for assignments, and trips to see work.

This independent learning is supported by a range of excellent facilities, including the Hive library, the virtual learning environment, extensive access to vast electronic learning resources and of course, purpose built contemporary art studios and well equipped workshops and access to print facilities.

Teaching Staff

Students will be taught by a teaching team from across both Fine Art and Psychology, whose expertise and knowledge are closely matched to the modules on the course and includes respected senior academics and professional practitioners with substantial, current industry experience.

Teaching is informed by research, consultancy and professional practice many of whom are fellows or senior fellows of the Higher Education Academy

Assessment

Assessment takes the form of formative (informal) and summative (formal) assessment.

Formative assessments carry no weighting but are really important and designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as student support teams, informal peer assessment or rehearsed presentations and performances. It is also embedded in their ongoing engagement with tutors' and is part of the individual tutorial system and feedback on Item Report Forms

Assessment in fine art is normally requires a combination of practical work and critical reflection, for example a piece of work with subsequent oral assessment or written analysis. These components are not normally disaggregated but are integrated into final submission.

Psychology modules tend to be disaggregated and include problem-based enquiry and there is also one formal written examination in the third year.

The precise assessment requirements for an individual student in an academic year will vary according to the modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

1 x essay
2 x critical writing tasks
4 x practical projects
2 x reflective texts
2 x Individual or group presentations

Year 2

2 x essays
2 x critical writing tasks + studio research pages
4 x practical projects
4 x reflective texts
1 x reflective and skills portfolio

Year 3

4 x reflective texts (Studio Research Pages)
4 x practical projects
1 x individual or group presentations
1 x major independent study (approx. 6,000 or equivalent)
1 x formal examination of 2-hour duration

14. **Assessment strategy**

Assessment is conducted through studio presentations, peer assessment exercises and the submission of portfolios and written work. Portfolios and presentations can take a variety of forms, including exhibition documentation, web-based content, recordings, performances and exhibitions of practical work and the assessment strategy designed to support students to become progressively more independent learners over the three years of the course.

The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Fine art with Psychology;
- is both course-led and student-centred and can be negotiated where appropriate;
- is process- and product-based.

The assessed learning which students may achieve on the course can be broadly classified under four different headings, or domains: **the conceptual** involves research, selection and analysis; **the productive** demands the interpretation and application of research; **the contextual/critical** evidences critical thinking and wider awareness and **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

The assessment strategy reflects the QAA Codes of Practice and offers opportunities for formative, summative and synoptic learning.

The synoptic approach learning and assessment approach allows students to make connections, and the nature of the work enables them to practise and receive feedback via formative assessment.

In order to support assessment as a driver for learning, there is a developed a set of coherent and structured assessment criteria, which are used for every module's formative peer assessments and summative assessments.

All work encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

15. Programme structures and requirements

Please see the award map at Appendix 1.

16. QAA and professional academic standards and quality

The Fine Art with Psychology programme adheres to the QAA Benchmark Statements for Art & Design (2017) and Psychology (2016). The award is located at level 6 of the FHEQ.

These educational aims are consistent with the QAA subject benchmarks, and are intended to define a learning narrative, which fosters in students:

- the capacity to be creative
- an aesthetic sensibility and intellectual enquiry
- skills in team working
- an appreciation of diversity
- the ability to conduct research in a variety of modes
- the quality of reflecting on one's own learning and development
- the capacity to work independently, determining one's own future learning needs

17. Support for students

The Fine Art with Psychology course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition to University life is assisted by an initial short, one week's induction programme which, through a range of activities, introduces students to the university, their peers, the course and the staff who will be teaching them. In addition the School organises a Fresher's Week party for all new Arts students and staff to break the ice and establish an arts community.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

Progressing Students are additionally provided with a brief induction into their second and third years. Direct entry students coming into year two are also provided with a brief and informal induction to help them settle and to understand expectations.

The Schools of Arts and Psychology monitor attendance closely in the first year and provides support for first year students through the Personal Academic Tutor, who will be from the School of Arts with additional support from a named tutor in the School of Psychology.

The Personal Academic Tutor will advise them on issues related to the course throughout their study at the University and monitors progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions when notes are taken and

stored on SOLE, or group-based sessions during which general points and issues relating to the course are dealt with. Students are invited to meet their academic tutors twice a semester.

Staff teaching students on modules support students through one-to-one and small group tutorials; they provide students with clear indications of when they will be available to see them - either on their office door, via email or in module outlines.

Students are further supported through a range of online support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include, for example:

- The [Disability and Dyslexia Service](#) within Student Services, which provides specialist support on a one-to-one basis.
 - Writing support from the Royal Literary Fund Writer in Residence.
 - Writing support for international and EU students from the Language Centre.
- The Students' Union which, as an independent charity devoted to the educational interests and welfare of all students studying at the University, rep

18. Admissions

Admissions policy

The admissions policy for [Fine Art with Psychology](#) seeks to be inclusive and the course is committed to widening participation to include all groups in society.

Candidates for the course will be students who wish to pursue a career as a practitioner in the creative industries within their chosen media or in a related area of work. They will not be expected to have a substantial prior knowledge of the subject but must demonstrate an ability to think visually, have some facility with a range of media (eg drawing, textiles, painting etc.) and demonstrate an intellectual ability to engage with the demands of a degree course.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

DBS may be required for the Work Experience module FAWP3600 Fine Art with Psychology Portfolio. If required this will be clearly communicated to students prior to the selection of modules.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS - 7CW2

Part-time applicants apply directly to University of Worcester (UW)

It is also standard practice to invite prospective students to an applicant visit day details for which will be sent upon invitation.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Top-up from an HND to BA (Hons) degree

Students with an HND in Fine Arts plus a good 'A' level in Psychology will normally be invited in for an interview and if successful be invited to join the course into the second year of study. Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111).

Fine Art with Psychology is an inclusive programme and open to all students regardless of any disability and every effort is made to provide parity in terms of experience and opportunity. We are keen to minimise or eradicate disability-related barriers to study and will make reasonable adjustments whenever it is possible to do so.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE in Fine Art with Psychology	In order to be eligible for the exit award of Certificate in Higher Education in HE in Fine Art with Psychology, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE HE in Fine Art with Psychology	In order to be eligible for the exit award of Diploma in Higher Education in HE in Fine Art with Psychology, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree in Fine Art with Psychology (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules at level 4 and 5 plus the psychology mandatories at level 6 of the award as specified on the award map.
Degree with honours in Fine Art with Psychology	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, including the mandatory modules for level 5 and level 6 of the award (not the Independent Study module) as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Student employability

The Fine Art with Psychology course has employability at the core of its design and what makes this course unique as a single honours is that in addition to developing skills in fine art, there is also a dedicated pathway that will explore key areas and topics in psychology including therapy, communication and applied psychology. As a result, the core combination of fine art and psychology opens up future careers in applied and therapeutic arts and supports entry into postgraduate courses that confers eligibility for Graduate Basis for Chartership with the British Psychological Society. The Fine Art courses benefits from being part of the New Art West Midlands initiative, which offers opportunities and residencies for graduating students and strong links with Meadow Arts who sponsor an award at the Degree Show for graduating students.

Recent graduates have progressed to the following areas of employment:

- Teaching at home and abroad
- Setting up own business or creative enterprise
- Arts administration
- Art therapy
- MA Art courses
- MSc Psychology to achieve Graduate Basis for Chartership with the British Psychological Society
- MSc Counselling
- Arts Residencies

The transferable skills of graduates in this domain are those much sought after in a range of other environments such as business and commerce; they enhance students' profiles and employability and they are explicitly found in all work undertaken in both Fine Art and Psychology. The development of an appropriate work ethic, including taking on roles and responsibilities, negotiation and decision making, leadership, interpersonal engagement and serving the whole are essential in any kind of production work, and this is embedded in the learning and teaching and assessment strategies employed by the department

Links with alumni

In addition to the university's mechanisms for keeping in touch with alumni, we have a Exit tutorial web page for sharing information and for posting employment opportunities: (<http://exittutorial.tumblr.com/>) We also have a policy of inviting back graduates who are now working in areas related to the course to give talks or to run workshops for current students.

Links with employers

A number of Fine Art with Psychology modules are designed to help students develop specific career and professional skills in, for example, fundraising, presentation, business planning, CV writing, networking and applying Fine Art to wellbeing contexts.

During the course of their degree, Fine Art with Psychology students will have opportunities to:

- Develop an artist statement and applications for residences and exhibition proposals
- Produce professional development plan based on National Occupational Standards for Psychology
- Produce high quality documentation of their work for use in portfolios making and applications.
- Develop an online website and digital portfolio for interviews and applications.
- Engage with guest professionals and practitioners;
- Work with professional artists on live projects that have public impact and visibility.
- Apply their fine art practice to a wellbeing context.

Extra-curricular opportunities

Fine Art with Psychology recognises the importance of students building up professional experience and, to that end, provides opportunities for students. Recent projects of this kind included the following:

- Students worked with Turner prize nominee, Mark Titchner, on a large scale public art project in Worcester in collaboration with Worcester Museum and Art Gallery
- Working with professional agencies dedicated to intervention and therapy such as Anawim in Birmingham,
- Students were invited to apply for a residency programme on a canal boat as part of the 'Boat Studio' based in Cardiff and around the West midlands.
- Engage with a range of artists and projects as part of 'The Ring' a large scale public art programme, developed with Meadow Arts.
- Develop a professional and public exhibition throughout the city as part of the second year programme. This gives the students a set of practical and conceptual skills to set up spaces and make choices on how they display their work, before opening it to the public.
- Tutorials and advice with professional artist through the Garage public lecture series.
- The presentation of work alongside professional artists through the PiLOT performance, installation and film programme.

The arts culture at Worcester serves to enhance students' career prospects, where the drive to work across disciplines and in innovative ways keeps work and ideas at the forefront of practice.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award map

Course Title: Fine Art with Psychology					Year of entry: 2019/20
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			Single Hons		
FAPR1100	Research: Looking through Writing	30	O	None	None
FAPR1101	Making: Space, Surface, Time	30	M	None	None
FAPR1104	Site and Participation: Connecting Spaces	30	M	None	None
PSYC1437	Introduction to Studying Psychology	15	M	None	None
PSYC1439	Therapeutic Approaches in Psychology	15	M	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 30-credits of optional modules listed.

Students may take up to 15 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/studentsr-home/language-centre-module-options.html>.

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons		
FAPR2100	Research: Writing as Practice	30	M	None	None
FAPR2101	Making: Experimentation, Presentation, Reflection	30	M	None	None
FAPR2102	Exhibition: One Day Propositions	30	O	None	None
FAPR2103	Site and Public Presentation	30	O	None	None
PSYC2538	Diversity and Inclusivity	15	O	None	None
PSYC2540	Applied Psychological Science	30	M	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and 30-credits of optional modules listed.

Single Honours students may take up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/studentsr-home/language-centre-module-options.html>.

Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
FAPR3104	Research: Critical Commentary (Dissertation equivalent module)	30	M	None	None
FAPR3105	Making: Exit Portfolio	30	M	None	None
FAPR3102	Exhibition: Solo Shows and Professional Development	30	O	None	None
FAPR3103	Site and Context	30	O	None	None
PSYC3634	Clinical Psychology	15	O	None	None
PSYC3641	Professional and Ethical Issues In Counselling	30	O	None	None
PSYC3642	Interpersonal Communication Processes and Skills	15	O	None	None

Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above, to include 90 credits from Fine Art modules and 30 credits from Psychology modules.