

## Programme Specification for BA (Hons) Fine Art

This document applies to Academic Year 2018/19 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA Hons
5.	<b>Programme title</b>	Fine Art
6.	<b>Pathways available</b>	Single, major, joint, minor
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Full-time and part-time
9.	<b>UCAS Code</b>	<u>Single Honours</u> Fine Art BA - W100 BA/FAP  <u>Joint Honours</u> Animation and Fine Art BA - WW61 BA/AniFAP Drama & Performance and Fine Art BA - WW41 BA/DPFAP  Education Studies and Fine Art BA - XW31 BA/EdSFAP  English Literature and Fine Art BA - QW31 BA/ELSFAP  Fine Art and Illustration BA - WW1F BA/FAPIII
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Art & Design March 2008
11.	<b>Date of Programme Specification preparation/revision</b>	January 2013 April 2014 - JOIN coded modules added to Level 6 JH options. August 2014 and October 2014 – regulations amended. July 2015 – Programme title changed from Fine Art Practice to Fine Art. August 2017 - AQU amendments. August 2018 – AQU amendments. April 2019 – Change to Level 5 and Level 6 module titles.

## 12 Educational aims of the programme

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 practice as research. Practice and theory are inseparably valuable to students' artistic development.

The course aims are that students will:

- perform effectively and creatively in the practice of fine art;
- understand and critically evaluate the relationships between observation and methodology within 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.

The educational aims are to:

- develop students' observational and visual research skills;
- develop students' analytical skills through their practical work;
- encourage the exploration and understanding of materials;
- broaden and contextualise students' knowledge base;
- 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;
- assist students to reflect critically on their own development.

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

### Knowledge and understanding

On successful completion of the course students will be able to:

- Refine their practice methodology
- Create a coherent visual language
- Exchange learning with peers
- Expound contemporary debate
- Demonstrate the capacity to be creative
- Demonstrate skills in team working
- Conduct visual research in a variety of modes
- Reflect on their own learning and development
- Work independently, determining their own future learning needs

Through project-based enquiry, working independently and in learning teams, students engage in reflexive, creative and critical knowledge acquisition. This skills-based, investigative and solution-focused approach enables students to demonstrate their capacity to synthesise creative, conceptual and visual thinking and is evidenced in the range of delivery and assessment modes. (Delivery through practical work, demonstrations, seminars, lectures, tutorials, visits and field trips; assessment through practical submissions, learning journals, learning reports, essays, presentations and the development of a coherent portfolio of work).

Learning, teaching and assessment methods in Fine Art are based around studio work. Individual and group tutorials are augmented by seminars and student-led presentations. Whilst students are encouraged to develop their own practices through self-directed study, group work is also encouraged. This might take the form of curatorial activities and collaborations. The student experience is enhanced through keynote lectures from tutors and visiting

speakers/artists and through e-learning (via use of Blackboard and email), screenings and gallery visits.

Assessment is conducted through presentations, peer assessment exercises and the submission of portfolios. Portfolios and presentations can take a variety of forms, including web-based content, recordings, performances and exhibitions of practical work.

Students will be tutored 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 is not typical of fine art courses; it underlines our belief that research, studio practice and theory have to be integrated in the studio.

Much of this integration takes place through learning journals that students are supported to develop alongside their visual practice. A learning report is submitted as a critical portfolio of writing tasks 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; 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.

At Level 4, students learn how to become undergraduates. A series of contained practical and written tasks are introduced to assist them to experiment and research creatively and comprehensively.

Level 5 enables students to reflect, discuss and communicate clearly the emerging concerns of their practices. Students are taught to evaluate different critical approaches to their practices, through integrated studio practice and critical reflection. They are encouraged to learn how to benefit from and to give constructive criticism. Opportunities are introduced to enable student exchange with staff and peers and for students to be actively involved in discussing their own work and that of others.

Level 6 is based on the production of a body of work for exhibition, examining the context of the work and how it relates to and engages with an audience and with society. Students' integration of critical and visual practice is consolidated through writing a research proposal in the *Exit Portfolio* module and through generating an in-depth reflective paper in the *Dissemination of Research* module. Further opportunities to develop an autonomous approach to integrating students' practices and theory are offered through the *Professional Practice and Work Placement* aspects of Level 6.

The course is designed to develop students' knowledge and understanding of the subject area, and to provide them with the opportunity to develop a range of practical skills for their chosen career paths.

## **14 Assessment strategy**

The assessment strategy of Fine Art is designed to support students to become progressively more independent learners over the three years of the course. At Level 4, modules have four points of assessment:

- A guided peer assessment around week 10 (formative)
- An interim review presentation with written feedback around week 14 (summative)
- An exhibition presentation around week 27 (formative)

- A portfolio submission with written feedback around weeks 29 or 30 (summative)

At Level 5, modules have three points of assessment:

- A peer assessment around week 9 (formative)
- An interim review presentation with written feedback around week 14 (formative)
- A portfolio submission with written feedback around weeks 29 or 30 (summative)

At Level 6, modules have fewer points of assessment. FAPR3100, as a 45 credit module, has three points of assessment:

- A peer assessment around week 9 (formative)
- An interim review presentation with written feedback around week 14 (formative)
- An exhibition presentation with written feedback around weeks 29 or 30

FAPR3101 has two points of assessment:

- A literature survey and bibliography with written feedback around week 14
- A paper with written feedback around week 23

FAPR3102 and FAPR3103 have two points of assessment:

- A peer assessment around week 9 (formative)
- A portfolio submission with written feedback around week 29 (summative)

**Studio crits** encourage dialogue and interaction with peers and tutors so that shared conceptions of the subject, criteria and standards are developed. These take place regularly throughout the module delivery.

**Periodic reviews** occur at the mid-way point of each 30 credit module. These are important to ensure student progress and to mitigate the possibility of failing to complete the module. Periodic reviews enhance aspirational engagement and intrinsic motivation. They also provide for timely feedback that enhances learning.

Across all modules, students are offered a wide variety of means by which they are assessed. These include presentations, recorded interviews, sound-files, portfolios, publications, exhibitions, essays, papers, performances, book-works and journals, websites, blogs and seminars. This provides students with choice as to their mode of assessment within the overall course structure.

### **Learning journal:**

This is a reflective document that enables students to:

1. record and reflect on ideas for, and thoughts on, new skills that they have developed
2. facilitate their learning experience
3. support understanding
4. develop critical thinking and the development of a questioning attitude

The learning journal forms the backbone of evidence and analysis of the new skills acquired during the module and how these may be used in relation to the student's own visual practices. Students are encouraged to keep journals and to start them at the beginning of each module. Clear guidelines on the production and maintenance of these documents are given in the first year. It is stressed that they are an important learning tool for reflective and cogitative thinking, and provide the basis on which subsequent analysis, synthesis and evaluation will be presented in the form of a learning report.

### **Reflective statement:**

The reflective statement is a critical response to work undertaken in the relevant module. It includes a summary of the research, thinking and making recorded in the learning journal. The reflective statement should discuss the issues, concepts and contexts surrounding the student's

practical work. It can take a variety of forms, negotiated with the module tutor, including presentations, papers, websites, audio recordings, films, and performances.

The learning journal supports the reflective statement by providing evidence of making, thinking and learning over the module and is an integral part of the final assignment. Learning journals also provide evidence of students' professional development throughout the module, and enable them to plan learning to fit the needs of their practices. They provide essential documentation for a Personal Development Plan (PDP).

**Peer assessment:**

Peer assessment is fundamentally concerned with assessment as a means of learning, and takes place at least once during each module (except FAPR3101). Peer assessment also prepares students for the methods and modes of assessment, as well as the technologies and ways of learning, at Level 5.

Formative peer assessment is mandatory for all modules (except FAPR3101). It involves students in their learning groups listening to, and critically engaging with, a presentation by one of the group on his/her chosen project topic and mode of communication. Students take it in turns to give the presentation, with the rest of the group providing verbal, constructive criticism, commentary and feedback via the project/module assessment profile sheet.

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

**15 Programme structures and requirements**

Fine Art has been designed as a Single/Joint Honours pathway. Single Honours students can specialise in one or more media, choosing a route that fits their chosen practice. Students can also, however, choose to combine their course in different pathways, opting to study a Joint pathway (in which they take two courses of equal weighting) or a Major/Minor pathway.

Fine Art is offered across the full range of pathways from Level 5, and as Joint or Single Honours at Level 4. For full details see the following Award Map.

## Award map

<b>Course Title: Fine Art</b>	<b>Year of entry: 2018/19 onwards</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/ exclusions and other notes</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
FAPR1100	Visual Enquiry	30	M	M	None	None
FAPR1101	Studio Practice 1	30	M	M	None	None
FAPR1102	Fine Art Projects 1	30	O	N/A	None	None
FAPR1103	Materials Form & Space	30	M	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	None	None

### Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory/designated modules and optional modules - which can include 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/your-home/language-centre-module-options.html>.

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include FAPR1100 (30 credits) and FAPR1101 (30 credits).

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
			SH	Maj	JH	Min		
FAPR2100	Research: Writing as Practice	30	M	M	M	M	None	None
FAPR2101	Making: Experimentation, Presentation, Reflection	30	M	M	M	O	None	None
FAPR2102	Exhibition: One Day Propositions	30	O	N/A	N/A	N/A	None	None
FAPR2103	Site and Public Presentation	30	M	O	N/A	N/A	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	None	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include 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/your-home/language-centre-module-options.html>.

### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

### Major Pathway Requirements at Level 5

Major pathway students must take at least 60 and no more than 90 credits from the table above to include FAPR2100 (30 credits) and FAPR2101 (30 credits).

### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include FAPR2100 (30 credits) and FAPR2101 (30 credits).

### Minor Pathway Requirements at Level 5

Minor pathway students must take at least 30 credits and no more than 60 credits from the table above to include FAPR2100 (30 credits).

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
			SH	Maj	JH	Min		
FAPR3100	Making: Exit Portfolio	45	M	O	M	O	None	Across two semesters
FAPR3101	Research: Critical Commentary	15	M	M	O	N/A	None	None
FAPR3102	Exhibition: Solo Shows	30	M	O	N/A	N/A	None	None
FAPR3103	Site and Context	30	M	M	O	O	None	None

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include FAPR3100 (45 credits), FAPR3101 (15 credits), FAPR3102 (30 credits) and FAPR3103 (30 credits).

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major pathway students must take either 75 or 90 credits from the table above to include FAPR3101 (15 credits) and FAPR3103 (30 credits).

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above to include FAPR3100 (45 credits).

The Independent Study equivalent (FAPR3100) is mandatory in this subject, joint pathway students may choose to additionally take an IS in their other joint subject or take JOIN3001/2 where an Independent Study covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.



**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

<b>Subject 1</b>	<b>Subject 2</b>	<b>Award</b>
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

## 16 QAA and professional academic standards and quality

The Fine Art programme adheres to the QAA Benchmark Statements for Art & Design. 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

The intended learning outcomes for Fine Art provide evidence of the ways in which the QAA Subject Benchmark has been embedded into the teaching and learning of Fine Art at the University of Worcester.

The 30 credit modules FAPR1101 *Studio Practice 1*, FAPR2101 *Studio Practice 2*, FAPR1102 *Fine Art Projects 1*, FAPR2102, *Fine Art Projects 2* and FAPR3102 *Fine Art Projects 3* have been designed to encourage students to develop a sound, professional, experimental approach to fine art practices underpinned by critical and contextual skills. The aim of the modules is to enable students to develop and apply practical skills to create a coherent portfolio of work through self-directed study and the development of their own visual vocabulary. The learning outcomes of these modules meet the requirements set out by the QAA Subject Benchmark Statement.

## 17 Support for students

The Fine Art 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 their course, the staff who will be teaching them and the Institute. Students are, for example, invited to attend the IHCA Freshers' Party in induction week.

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.

Students are additionally provided with a brief induction into their second and third years in the *Visual Research* module. Direct entry students are also provided with a brief and informal induction.

In addition, the Institute of Humanities & Creative Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester,

between 12:00 & 14:00, and provides online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their 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. This normally takes place in the *Visual Enquiry* module at Level 4, in the *Visual Research* module at Level 5 and in the *Exit Portfolio* module at Level 6.

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. The course has Facebook presence, a Twitter Feed and a Blog.

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, represents student views within the University.

## **18 Admissions**

### **Admissions policy**

The admissions policy for Fine Art 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.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **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).

### **Admissions procedures**

Full-time applicants apply through UCAS (W100)

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

### **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. Suitable applicants are then invited to selection interviews and will be expected to show evidence of both written and practical work through the production of a portfolio. The portfolio will be examined for evidence of background subject knowledge and of a foundational understanding of fine art processes. In the case of students applying from abroad, this process is adapted using electronic methods of interviewing (eg CD-ROM portfolio of work or PowerPoint presentation of work sent electronically, plus an example of written work).

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

The Fine Art course team is committed to a combination of formal and informal methods of quality assurance and enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER). Evidence includes:

- External Examiners' reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan to achieve future enhancement of the course and the student experience.

In writing the AER, the course team benefits from utilising student feedback gathered throughout the academic year on students' levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for gathering feedback include the following:

- **Course Reps** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and to feed these back to tutors, external examiners and assessors, if required. The course

representatives are members of the Course Management Committee and, as such, play a proactive and significant role in the development of the course.

- **Course Management Committee** - The Committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feed back to module tutors; all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make future improvements to the module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing his/her module report. These reports are read by the Chair of the Institute of Humanities & Creative Arts' (IHCA) Quality Committee and course leaders; they are also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course/Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space for students to provide feedback to the External Examiner.

The Fine Art team benefits from the culture of engagement in enhancing teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here, within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning. These include:

- University Teaching and Learning conferences and staff development workshops provided by the University
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation scheme
- Attendance and participation at academic conferences and HEA events
- An active research culture including seminars, symposia and conferences held at the University

## 20 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 5 days 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 5 days but within 14 days 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 see [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, to 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

- Students at Level 4 will be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 will be permitted to progress to Level 6 when they have passed at least 210 credits including at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- For students following the UWIC pathway see section 18 above.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher.
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher.
Degree (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 for Level 5 and Level 6 of the award (not the Independent Study module) as specified on the award map.
Degree with honours	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.

### **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](#).

## **21 Indicators of quality and standards**

Positive features identified by external examiners for the course are:

- A challenging educational experience to which students respond positively and enthusiastically
- The transparency of the assessment criteria which was perceived as best practice
- The use of learning groups and peer assessment was considered exemplary
- Some excellent teaching demonstrating good practice
- The integration of practical, critical and conceptual skills within course
- Good staff relations with readily accessible staff and college-wide pastoral sensitivity and care

All members of staff are research-active in their fields of expertise, studying at post graduate level and above, exhibiting work and developing their practices.

The University underwent a QAA Institutional Audit in March 2011. The Audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22 Graduate destinations, employability and links with employers**

Students in Fine Art following either a Single, Major or Joint pathway are required to take a mandatory *Exit Portfolio* module in Level 6 (FAPR3100). Through its exploration of the work opportunities available to Fine Art Graduates, this facilitates students' entry into employment, postgraduate study, further professional development, or residencies and community arts projects. In the last two years students on this module have applied for SPEED funding: last year, seven students received £6,000.00 each to set up their own businesses; this year nine students shared £54,000.

### **Employability and links with employers**

A further opportunity to experience employment in an arts-related occupation is offered by FAPR3100 *Exit Portfolio* which provides an opportunity to participate in a work placement. Previously students have worked on community arts projects in schools, in art therapy units, in photographic studios and with practising artists. The feedback from students has been very positive.

Students in their final year are encouraged to show their work at a range of local galleries and there is a programme of exhibiting work within University sites, as well as within the department. The culmination of students' final year's work is exhibited in the Degree Show, which students have to manage in terms of its curation and marketing.

Fine Art graduates have an extremely good record of finding work after graduation in their preferred occupation (see below). Most of the staff who teach on the course are themselves practising artists or designers and therefore have many work contacts as well as knowledge of exhibition opportunities, arts competitions, residencies and sources of arts funding.

### **Fine Art graduate careers**

In terms of student progression, a small cohort progresses each year to higher studies undertaking MAs in fine art, printmaking, ceramics, textiles and a variety of arts-related specialisms. A further group undertake PGCE qualifications or opt for art therapy courses; others take up arts-related work or self-employment. Recent graduates have progressed to the following areas of employment:

- Teaching at home and abroad
- Setting up own business
- Arts administration
- Art therapy
- MA courses
- Residencies

**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.