PROGRAMME SPECIFICATION

1	**Awarding institution/body:**	The University of Worcester
2	**Teaching institution:**	The University of Worcester
3	**Programme accredited by:**	N/A
4	**Final award:**	BA Honours
5	**Programme title:**	Fine Art Practice
6	**Pathways available:**	Single, Major, Minor and Joint
7	**Mode and/or site of delivery:**	The University of Worcester, Malvern Hills College
8	**Mode of attendance:**	Full Time and Part Time
9	**UCAS Code:**	W100
10	**Subject /Professional Benchmark statements:**	Art & Design March 2008
11	**Date of Programme Specification preparation:**	June 2008. Updated December 2010. Updated July 2011. March 2012 modules deleted from course: ANIM1002, DFPR1003, CDME1001, GDES1001, GDES1003, CDME2011, CDME2021, CDME2032, GDES2000, CDME3009, CDME3011 and CDME3021. Level 6 Joint Pathway requirements amended. ARTD3001, ARTD3002, ARTD3017 & ARTD3021 recoded to FAPR3001, FAPR3002, FAPR3017 & FAPR3021 respectively.

12 Educational aims of the programme

The course aims are that students will:

- perform effectively and creatively in the practice and theory of fine art practice;
- understand and critically evaluate the relationships between concept and practices both within Fine Art Practice and with other subject areas;
- 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' creative, imaginative and problem solving skills;
- develop students' analytical skills alongside their practical work;
- encourage the exploration and development of practical and perceptual skills;
- broaden and contextualise students' knowledge base;
- develop research skills and critically evaluate information gathered;
- communicate ideas effectively using visual, oral, written formal and informal means;
- encourage students' independent judgement, self-reliance and ability to work co-operatively with others;
- reflect critically on their development.

Scope and Characteristics of The Fine Art Practice course:
The Course is designed to develop students' knowledge and understanding of the subject area, and provide students with the opportunity to develop a range of practical skills for their chosen career path.

13 Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

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

- develop and understand the changing contexts out of which art emerges;
- understand the relationship between theory and practice; Understand the cultural, social and historical and technical contexts in which the visual arts are embedded;
- contextualise their work within the contemporary field of art;
- evaluate their own and others practices and productions;
- develop and evaluate their own visual language;
- develop a professional expertise in a range of practical and technological skills.

Subject Specific Skills:

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

- understand the relationship between critical contexts and practical expression in art;
- recognise the importance of linking creativity with technical ability within their practice;
- understand and utilise practical skills at a professional level;
- explore and develop the full potential their practices in order to develop their visual vocabulary;
- understand how their practice builds on the critical and conceptual contexts upon which it draws;
- plan and manage their programme of study and recognise career opportunities;
- organise and communicate effectively in written, oral, visual and plastic forms;
- work both co-operatively with others and take on responsibilities;
- organise and source material required for the development of projects;
- develop a sustained body of work to exhibition standard.

Generic/Transferable Skills

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

- research both practical and conceptual information which entails the location, collations and evaluation of materials;
- reflect on and evaluate their own progress;
- presenting their work professionally;
- work independently and reflect on their own work;
- work both co-operatively with others and take on responsibilities;
- continue self-development;
- meet deadlines, prioritise work and work to schedule.

Core Student Qualities Skills Checklist

CORE SKILLS	How are they developed on the module
1. Problem Solving	Practical projects, workshops and Learning Journal
2. Research Skills	Seminars, presentations, written and practical projects + Learning Journal
3. Communication	Visual, oral and written skills developed through seminars, presentations, Learning teams, Learning Reports, and Learning Journals
4. Analysis	Writing a critical analysis of an art work, Learning Report, Learning Journal and Learning teams
5. Reflection and Self Assessment	Learning Report, Learning Journal and Learning teams. Self and peer group Assessments

6. Planning and Time Management	Meeting deadlines for assessments and interim project work. Keeping Learning Journal
7. Information Technology	Library Visit, Website analysis and using the internet and Library network to find books, Journal articles etc for projects
8. Team work	Learning Teams develop skills in: • managing group interaction; • negotiating roles and responsibilities; • critical awareness through peer group assessment; • empathy and understanding of others from different social and cultural backgrounds.

Learning and Teaching

Each module states a range of learning and teaching methods used for its delivery; these are commensurate with the University of Worcester Learning and Teaching Strategy as outlined in their current phase. These include:

- Studio Workshops
- Seminars and student lead presentations
- Individual and group tutorials
- Keynote lectures from tutors and visiting speakers/artists
- Group work based on projects
- Project based activities
- Self-directed study
- E-learning (through the use of Blackboard and email)
- Screenings
- Gallery visits

Learning and teaching methods are kept under review to ensure that as wide a range of methods are being used in order to enhance the opportunities for students to learn.

14 Assessment Strategy

The Art & Design programme offer students a range of assessment experiences enabling students to develop a wide range of skills. These include:

- Formative minor projects (unmarked)
- Summative major project supported by a learning journal and learning report (marked)
- A mandatory peer group assessment

Formative minor projects:

Built into the structure of the programme are a range of formative minor projects that enable students to move progressively towards an independent mode of study that is developed through the final summative practical project. These enable students to test out skills, ideas and the processes required to synthesise these in a supportive environment with tutor guidance. Feedback via tutorials enables the student to understand the issues raised and to focus on specific areas to develop. While these minor projects are unmarked, they are part of the processes necessary for building up skills and ideas, and form the basis on which the final project will be built.

Summative Major Project

The summative major project marks the culmination of the skills, processes and ideas that have developed out the taught element of the module. This is supported by a Learning Journal, a learning report and peer group assessment.

Learning Journal:

This is a reflective document that enables students to

1. record and reflect on ideas for, and thoughts on new skills developed

2. facilitate the learning experience
3. support understanding
4. develop critical thinking and the development of a questioning attitude

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

Learning report:

This is a summative document that draws on the analysis, evaluation and thinking that has been recorded in the Learning Journal. It provides an overarching reflection on the student's development throughout the module and on all the processes that have gone into the construction of the final project. To enable students to focus their reports each module will contain a question related to the learning outcomes. For example:

> Develop a body of visual work and related research using the following question as a starting point for your enquiry:
> How can you interpret a piece(s) of music using only visual methods and media?

The music you choose must <u>not</u> have sung lyrics. You can use any materials you like and are encouraged to explore different methods, processes and materials as a part of your enquiry. You must provide a rationale for your choice of music and be able to articulate your initial aim and how your ideas develop. You will use your **Learning Report** to set out your aims, address the problems you encounter and map out your enquiry throughout the semester. Evidence of research through the semester must be shown as an <u>ongoing</u> and <u>developing</u> enquiry in the **Learning Journal**. Research must include your source material: chosen piece(s) of music /composer, etc. Research artists who have drawn on music as a source of inspiration as well as to whom you feel your ideas/ developing work make some kind of connection. You must evidence some historical and theoretical understanding of the links between music and the visual arts in your journals, demonstrating a grasp of the contexts in which you are beginning to work and conduct research.

Guidelines are provided through tutorials, worksheets and the Field Student Handbook.

Peer Assessment

The formative peer assessment is mandatory for all modules and occurs in weeks 11 – 12. It involves students in their learning groups listening to, and critically engaging with a presentation by one of the group on their choice of project topic and mode of communication. Students will take it in turns to give the presentation and the rest will provide verbal, constructive criticism, commentary and feedback via the Project/module assessment profile sheet.

Using the assessment criteria and the profile sheet, which are published in the Fine Art Practice Student Handbook, students determine where they think the individuals in their peer group lie on the profile for each domain. They are advised to make constant reference to their peers work and make sure that they can defend judgements made. In the interest of the individual they are advised to be realistic, awarding marks, providing verbal and written feedback that is supportive and useable.

In order to support assessment as a driver of student learning, the subject of Fine Art Practice has developed a set of coherent and structured criteria, which are published in the Fine Art Practice Student Handbook, and are used for the formative peer assessments and the summative assessments of every module. The assessment criteria are generic in nature and based on the UMS guidelines and cover the broad domains of, the conceptual, the practical, the contextual, the personal and the interpersonal as indicated below:

1) Generating and selecting ideas
2) Critical thinking and contextualisation
3) Interpersonal Skills

4) Personal Management Skills
5) Media selection and communication
6) Composition and form
7) Research and analysis of information
8) Materials and equipment

Using these criteria as the basis of their peer group assessment reflects the transparency of the marking process. Students are told that they will be assessed on the quality of their approach to learning, as well as on the quality of the artwork they produce. The integrated nature of the Fine Art Practice programme also gives students the opportunity to develop and gather evidence for their Professional Development Plan (PDP) as part of the learning process.

Assessment Strategies for the new 30 Credit modules:

The three new 30 credit modules offer students a chance for sustained development of a range of practical skills enabling them to develop a coherent body of work and the management of their own independent study skills. Theory and practice are effectively integrated, allowing for ongoing contextualisation of their own practices and assessments are designed to develop a range of transferable skills.

The assessment processes for these modules will include:

1. minor formative projects;
2. interim review and peer assessment at the end of semester 1;
3. proposal for development for semester 2;
4. final summative assessment supported by peer group assessment, learning journal and learning report.

The interim is mandatory with students meeting tutors on either a 1-2-1 basis or in groups to focus further development of skills, context and theory

15 Programme structures and requirements

Fine Art Practice has been designed as a Single Honours pathway in which they can specialise on one or more media choosing a route through the domain that fits their chosen practice. However, students can also choose to combine their course in different pathways: Joint pathway in which students take two courses of equal weighting; Major/Minor pathways. There are opportunities to take “free-choice” modules which can be drawn from other subject areas subject to availability.

Students will be informed of the attendance requirements of each module on the course outline published at the beginning of each semester.

The Formative Peer Assessment is compulsory for all modules and students will be penalised for non-attendance of this element of the module.

For full details see Appendix 1 - Award Map.

16 QAA Academic Infrastructure

The intended learning outcomes for Fine Art Practice provide evidence of the ways in which the QAA subject benchmark has been embedded into the teaching and learning of Art and Design at the University of Worcester. 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 a synthesis of creative, conceptual and visual thinking. This is evidenced in the range of delivery modes (practical, demonstration, seminar, lecture, tutorial, visits and fieldtrips), and in the range of assessment modes (practical submissions, learning journals, learning reports, essays presentations and the development of a coherent portfolio of work).

The new 30 credit modules FAPR1000 *Fine Art Practices and Processes 1*, FAPR2000 *Fine Art Practice and Processes 2* and FAPR3000 *Fine Art Practices and Processes 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

1 a) **Subject-specific knowledge and understanding, attributes and skills –** within the subject of Fine Art Practice, students are expected to attain the ability to :

- Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or self-initiated activity
- Employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making;
- Select, test and make appropriate use of materials, processes and environments;
- Develop ideas through to material outcomes, for example images, artefacts, products, systems and processes or texts;
- Manage and make appropriate use of the interaction between intention, process, outcome, context, and methods of dissemination;
- Apply resourcefulness and entrepreneurial skills to support their own practice, and/or the practices of others.

An honours degree in an art and design discipline confirms that the holder has acquired relevant technical knowledge and practical skills, and will be able to:

- Employ materials, media, techniques, methods, technologies and tools associated with the disciplines studied with skill and imagination whilst observing good working practices.

The module ARTD3028 *Work Placement* has likewise been written in line with QAA codes on work placements and addresses the providers ability to:

- Provide an opportunity for Work-Based Learning
- Provide the opportunity to apply and develop the range of Art and Design skills; the productive, the conceptual, the personal and the interpersonal and so fulfil their intended learning outcomes.
- Provide adequate support for the students on the placement.
- Fulfil their responsibilities under the Health and Safety at work legislation in the workplace.

At the beginning of the module students are provided with a copy of the Work Placement Handbook, which will be explained to them and which they must use and refer to throughout the module

17 Support for students

Throughout their period of study students are supported by the Art and Design team who offer a range intellectual, practical and pastoral support through a system of personal and academic tutoring.

Fine Art Practice students experience a wide variety of teaching and learning e.g. lectures, group work, workshops, learning teams.

- Continuous assessment process designed to provide students with constructive, formative feedback.
- One week induction programme
- Course Handbook and the University's Student Handbook
- Information for students on the subject intranet pages and SOLE (Student Online Environment) pages
- All students have a personal tutor who guides completion of the PDP and offers general pastoral and academic support and guidance.
- Library induction and information skills workshops
- Opportunities to take an IT module as part of the programme.
- Study skills support within the subject area and separately by the Disabilities and Dyslexic Unit
- Support is offered to students with a range of disabilities through the Disabilities and Dyslexia Unit and student counsellors based in Woodbury.
- Writing support both within the department and from the Royal Literary Fund Writers Residence
- Opportunities to study abroad through the Erasmus scheme
- Students are supported by an excellent Learning Support Services (Library, IT Media and Print)
- Technical support is provided by the department's technicians

- Career planning is supported by both the department through its mandatory module ARTD3009 *Professional Practice* and by the University's Careers Service
- Support for international students and students with ESL is available at the International Office and the Language Unit

18 Admissions Policy

Admissions Policy for the course

The admissions policy for Fine Art Practice 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 Fine Art Practitioner in their chosen media or in related area of work. They will not be expected to have a substantial foreknowledge of the subject but must demonstrate an ability to think visually, have some facility with a range of media e.g. drawing, textiles, painting etc. and demonstrate an intellectual ability to engage with the demands of a degree course.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Accreditation 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 accreditation 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. In the case of students applying from abroad this is adapted using electronic methods of interviewing; e.g. CD-ROM portfolio of work or PowerPoint presentation of work sent electronically plus an example of written work.

Summer School:

Our in-house entry procedure takes the form a three-week fine art summer school, to assess student's suitability for a place at the University of Worcester. This allows direct entry to courses at the University.

HND students

HND students wishing to top up to a degree are accepted at level 5 giving them more time to adjust to degree level study and practices. As with all students applying to do Art & Design they will be asked for interview and need to bring with them a portfolio of work and an example of written work.

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

- Annual Monitoring Review of the subject area
- External examiner's report
- Student evaluation of each module
- Biannual subject staff and student committee considers student feedback
- Peer observation of teaching staff
- The University's Learning and Teaching Committee and the Learning and Teaching Centre promotes good practice in learning and teaching across the institution
- Research carried out by the department into supporting student's with disabilities

- A teacher accreditation course for new staff (SEDA or PG Cert in Learning and Teaching in HE)

20 Regulation of assessment

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.
- Some modules have attendance requirements.
- 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.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see Undergraduate Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed 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.
- Students who pass less that 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	**Requirement**
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 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 45 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.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the Undergraduate 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

The University of Worcester has the Investors in People kite-mark which was renewed in 2008.
Fine Art Practice is guided by the Subject Benchmark Statement for Art & Design
All members of staff are research active in their field of expertise, studying at post graduate level and above, exhibiting work and developing their practice.
Learning and Teaching is of central importance to the development of best practices in this field. At present the department is engaged in a partnership research project with the University of the Arts London, exploring the student experience of those who come with, or develop mental ill health difficulties. Funding has been provided by the AHEA and by the in house Learning and Teaching fund for the AHSS department.
In terms of student progression a small cohort each year go onto higher studies doing MAs in Ceramics, Textiles and arts related specialisms. A further group go onto to PGCE and art therapy courses; whilst others go into arts related work or self-employment.
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 Employability and graduate destinations

Students in Fine Art Practice following either a Single, Major or Joint pathway are required to take a mandatory *Professional Practice* module in Level 6 (ARTD3009). This facilitates students' entry into the world of work, post graduate study or further professional development, residencies and community arts projects through an exploration of the work opportunities available to Fine Art Graduates. In the last two years students on this module have applied for SPEED funding: last year 7 students received £6,000.00 each to set up their own businesses; this year 9 students shared £54,000.
A further opportunity to experience the world of work in an arts related occupation is provided by ARTD3028 *Art & Design Work Placement Module*. Last year students worked on community arts projects in schools, in art therapy units, photographic studios and with practising artist. The feedback from students was 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 the University site itself, as well as in the department. The culmination of the final year's work is exhibited in an End of Year show, GraduartArt, which students have to manage in terms of curating, funding and publicising.
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, knowledge of exhibition opportunities, arts competitions, residencies and about sources of Arts Funding.

Fine Art Graduate Careers

- Teaching at home and abroad
- Textile design
- Setting up own business
- Arts Administration
- Art Therapy
- MA Studies
- 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 the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- Student Handbook
- QAA Quality Assessment Report
- Website at: http://www.worcester.ac.uk and follow the links to the Art & Design pages
- Blackboard and Sole pages

Appendix 1 – Award Map

LEVEL 4

Module Code	**Module restrictions**	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional(O)				**Pre-requisites** (Code of Module required)	**Co-requisites** (Code of Module required)	**Excluded combinations** (Code of Module)
				Single Hons	**Major**	**Joint**	**Minor**			
FAPR1000	Closed	Fine Art Practices and Processes 1	30	M	O	O	O	-	-	-
FAPR1001	Closed	Fine Art: Studio Practice 1	15	O	O	O	O	-	-	-
FAPR1002	Closed	Fine Art: Studio Practice 2	15	O	O	O	O	FAPR1001	-	-
ARTD1003	Open	Introduction to Textiles - Design and practice	15	O	O	O	O	-	-	-
ARTD1004	Closed	Drawing	15	M	M	M	O	-	-	ANIM1003
ARTD1005	Closed	Critical and Contextual Practice 1	15	M	M	M	O	-	-	-
ARTD1006	Open	Ceramics	15	O	O	O	O	-	-	-
ARTD1009	Open	Landscape and Visual Identity	15	O	O	O	O	-	-	-
ARTD1012	Open	Illustration and Printmaking	15	O	O	O	O	-	-	-
ARTD1014	Closed	Photography and Portraiture	15	O	O	O	O	-	-	-

Single Honours Requirements at Level 4
Single Honours students must take 60 credits from the three (3) Mandatory modules i.e. ARTD1004, ARTD1005 and FAPR1000 (30 credits) ***plus*** Optional modules to the value of 30 credits from those listed above, making 90 credits in total.

Major, Joint and Minor Pathway Requirements at Level 4
Major, Joint and Minor Pathway students must take 30 credits from the two (2) Mandatory modules i.e. ARTD1004 and ARTD1005 ***plus*** on Optional module to the value of 15 credits from those listed above, making 45 credits in total.

Appendix 1 – Award Map

In addition:
All students on the Fine Art Practice course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Fine Art Practice as listed above.

LEVEL 5

Module Code	**Module restrictions**	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional(O)				**Pre-requisites** (Code of Module required)	**Co-requisites** (Code of Module required)	**Excluded combinations** (Code of Module)
				Single Hons	**Major**	**Joint**	**Minor**			
FAPR2000	Closed	Fine Art: Practices and Processes 2	30	M	M	O	O	ANIM1003 or ARTD1004 or FAPR1000	-	-
FAPR2001	Closed	Fine Art: Studio Practice 3	15	O	O	O	O	FAPR1001, FAPR1002	-	-
ARTD2005	Open	Textiles: Surface Embellishment	15	O	O	O	O	ARTD1003	-	-
ARTD2008	Closed	Critical and Contextual Practice 2	15	M	M	M	O	ARTD1005	-	-
ARTD2012	Open	Art in Public Places	15	O	O	O	O	ARTD1006	-	ARTD3012
ARTD2013	Open	Contemporary Object-Making Practices	15	O	O	O	O	ARTD1006	-	-
ARTD2016	Open	Extension Module A	15	O	O	O	O	Level 4 or 5 ARTD module grade B or above	-	-

Appendix 1 – Award Map

ARTD2018	Open	Textiles in Cultural Contexts	15	O	O	O	O	ARTD1003	-	-
ARTD2023	Closed	Experimental Photographic Practice	15	O	O	O	O	-	-	-
ARTD2026	Closed	Drawing Extension Module	15	M	M	O	O	ANIM1003 or ARTD1004	-	-

Single Honours Requirements at Level 5
Single Honours students must take 60 credits from the three (3) Mandatory modules i.e. ARTD2008, ARTD2026 and FAPR2000 (30 credits) plus Optional modules to the value of 30 credits from those listed above, to make 90 credits.

Major Pathway Requirements at Level 5
Major Pathway students must take 60 credits from the three (3) Mandatory modules, ARTD2008, ARTD2026 and FAPR2000 (30 credits).

Joint Pathway Requirements at Level 5
Joint Pathway students must take 15 credits from the one (1) Mandatory module, ARTD2008 ***plus*** Optional modules to the value of 30 credits from those listed above, however, if a student expects to do their independent study in Fine Art Practice then they must take 30 credits from FAPR2000 to make 45 credits.

Minor Pathway Requirements at Level 5
Minor Pathway students are required to take modules to the value of 30 credits from those listed above.

In addition:
All students on the Fine Art Practice course are permitted to choose modules to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or further Optional modules to the value of 30 credits from Fine Art Practice as listed above (subject to availability and satisfying any pre-requisites.

Appendix 1 – Award Map

LEVEL 6

Module Code	**Module restrictions**	**Module Title**	**Credits** (Number)	**Status** (Mandatory (M) or Optional(O)				**Pre-requisites** (Code of Module required)	**Co-requisites** (Code of Module required)	**Excluded combinations** (Code of Module)
				Single	**Major**	**Joint**	**Minor**			
FAPR3001 or FAPR3002	Closed	Independent Study	30	M	M	O		-	-	FAPR3002 or FAPR3001
FAPR3017	Open	Extension Module B	15	O	O	O	O	Any FAPR module grade B or above	-	-
FAPR3021	Open	Extension Module C	15	O	O	O	O	Any FAPR module grade B or above	-	-
ARTD3006	Open	Innovative Textile Construction	15	O	O	O	O	ARTD1003 and/or ARTD2005 and/or ARTD2018 or equivalent	-	-
ARTD3007	Closed	Critical and Contextual Practice 3	15	O	O	O	O	ARTD1005 and/or ARTD2008	-	-
ARTD3009	Closed	Professional Practice	15	M	M	O	O	Level 5 ARTD, ANIM, CDME, FAPR, GDME or ILTN modules	-	-
ARTD3012	Open	Art in Public Places	15	O	O	O	O	ARTD1006 and/or ARTD2013	-	ART2012

Appendix 1 – Award Map

ARTD3020	Open	The Final Exhibition	15	M	M	O		-	ARTD3001 or ARTD3002	-
ARTD3028	Closed	Art & Design Work Placement Module	15	O	O	O	O	Normally a Level 5 ARTD module	-	-
FAPR3000	Closed	Fine Art Practices and Processes 3	30	M	M	M*	O	FAPR1000, FAPR2000	-	-

* Optional/Mandatory module

Single Honours Requirements at Level 6
Single Honours students must take 30 credits from the Independent Study module FAPR3001 or FAPR3002 over one or two semesters and 60 credits from the three (3) Mandatory modules ARTD3009, ARTD3020 and FAPR3000 (30 credits) ***plus*** Optional modules to the value of 30 credits from those listed above to make 120 credits.

Major Pathway Requirements at Level 6
Major Pathway students must take 30 credits from the Independent Study module FAPR3001 or FAPR3002 over one or two semesters and 60 credits from the three (3) Mandatory modules ARTD3009, ARTD3020 and FAPR3000 (30 credits) to make 90 credits

Joint Pathway Requirements at Level 6
Joint Pathway students ***must*** take 30 credits from an Independent Study module (either FAPR3001 or FAPR3002, or equivalent in their Joint subject)

Joint Pathway students placing their independent study in Fine Art Practice must take 30 credits from FAPR3001 or FAPR3002 ***plus*** 30 credits from ARTD3009 and ARTD3020.
Joint pathway students who choose to place their Independent Study in their other joint subject ***must*** take 30 credits from FAPR3000 ***plus*** an Optional module to the value of 15 credits from those listed above.

In addition, Joint Pathway students ***must*** take modules to the value of 30 credits from those Optional modules listed above, or from their Joint Subject, or a combination of both subjects.

Minor Pathway Requirements at Level 6
Minor Pathway students are required to take modules to the value of 30 credits from those listed above.