

## Programme Specification for BA (Hons) Fine Art with Psychology

**This document applies to Academic Year 2023/24 onwards**

*Table 1 programme specification for BA (Hons) Fine Art with Psychology*

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 or awards</b>	BA (Hons)
5.	<b>Programme title</b>	Fine Art with Psychology
6.	<b>Pathways available</b>	Single Honours only
7.	<b>Mode and/or site of delivery</b>	Standard taught programme
8.	<b>Mode of attendance</b>	Full- and part-time some evening attendance required
9.	<b>UCAS Code</b>	Fine Art with Psychology – CW89
10.	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark Statements: <a href="#">Art and Design (2019)</a> ; <a href="#">Psychology (2019)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	February 2022 August 2022 – AQU amendments July 2023 – annual updates

### 12 Educational aims of the programme

The distinct characteristic of Fine Art with Psychology at the University of Worcester is the way it combines a solid foundation in studio-based Fine Art practice with an integrated programme of psychology study designed to support a career path in arts and mental health/well-being. It approaches questions of psychology from the perspective of art making, interpretation and appreciation, an approach supported and underpinned by a range of practical and theoretical psychology modules. The 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.

At the end of the degree students should be able 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

Fine Art teaching takes place in the Art House, a recently renovated, purpose-designed arts building in the centre of Worcester, close to the city's cultural resources like the Hive Library and City Art Gallery and Museum. Students will follow parallel programme of study with BA Fine Art while undertaking a series of optional modules in psychology related to potential career paths in the health sector. The psychology modules are taught at the St John's campus.

Fine Art with Psychology has been specifically designed for anyone wanting to develop skills in Fine Art but has an additional interest or ambition in using these skills in a wider context.

The advantage of this design is the coherent and identifiable route into a range of career opportunities. The balance of the course is such that you will be able to develop enough high level skills and understanding of both Fine Art and psychology to pursue career opportunities in these areas but the combination provides additional opportunities for you to develop and expand your career prospects further for example in, arts therapies, health and wellbeing and education.

In the first-year students take two mandatory modules in psychology: Introduction to Studying Psychology and Applied Psychology 2: Forensic and Therapeutic Settings that give them a firm grounding in the area. In the second year they have the option to take modules that complement study undertaken on the **Site** module in Fine Art with its focus on socially engaged practice and art in mental health and well-being settings: The Individual and the Social World, Applied Psychological Science and Psychology in the Real World. In the third year students deepen their knowledge and understanding of the practical application of psychology through a series of optional modules that complement their learning in Fine Art and prepare them for work in mental health and therapeutic settings.

Fine Art at the University of Worcester is unique in the way it is structured around the four elements of a holistic and professional contemporary fine arts practice: **Making, Research, Exhibition and Site**. The programme combines a primary emphasis on studio making supported by a practice-led approach to research and writing. It has a special focus on contemporary exhibition practice, socially engaged arts and arts in mental health. Knowledge, understanding and awareness of the art historical, contemporary and theoretical aspects of Fine Art are taught through module specific Case Studies tied to making, research and writing assignments. The programme builds on partnership with Pitt Studios, a contemporary art gallery in the centre of Worcester, which uses the Art House windows galleries for exhibitions of local and international artists and student work. All teaching takes place in the Art House, a recently renovated, purpose-designed arts building in the centre of Worcester, near the cultural resources of the city such as the Hive Library and City Art Gallery and Museum.

The **Site** modules are specifically designed as bridging modules for the Fine Art and Fine Art with Psychology programmes. They focus on arts role in the wider society, community-based and socially-engaged arts practices, and arts role in mental health and well-being settings. They are supported by a programme of lectures introducing the psychology of art, arts relationship to place and the relationship between art, culture and diversity. In the first year students are introduced to general themes in art and psychology with a focus on art's relationship to place. In the second year they learn to approach the city as a site for art and creativity and create proposals for public artworks and social projects in the city. They will learn the professional skills required to communicate to diverse audiences and public about the importance of art for society and make connections with organizations in the city.

In the final year they will combine their learning in psychology to develop proposals for arts and mental health projects in the city, wider region and online.

The **Making** modules are dedicated to acquiring a wide range of skills that will inform a student's individual practice. In the first year this is supported by a series of project-based skills workshops in various media organised around the themes of space, surface and time. In the second year students learn more technical skills as they begin to develop a unique practice and set of concerns. By the end of the second year students have an emergent, self-directed practice which, in the third year, will be supported by close tutorial supervision and group critics as students work towards their final degree show at the end of the third year.

The **Research** modules help students develop a professional approach to research and an individual writing style tied closely to their making practice. This is achieved through a series of studio-based research and writing exercises undertaken in the first and second years. Students will learn about the history and psychology of art through lectures and topic-led assignments. In the final year students will write a Critical Commentary, a 5000 word essay, based on their making practice, contextualising it within the wider fields of contemporary art and associated debates.

The **Exhibition** modules focuses on the practice, theory and history of exhibition strategies and the creation of short one-day shows, exhibition proposals and group shows. It is closely aligned with the Art House Open Talks lecture programme in which contemporary artist discuss their work. In the first year they will experiment with different forms of media, publishing and promotion. In the second year they will work closely with Pitt Studios and create a series of individual exhibitions in and around Worcester. In the third year students will work towards the design, promotion and publicity for their final exhibition and receive guidance on professional practice as an exhibiting artist.

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

*Table 2 knowledge and understanding outcomes for module code/s*

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate a cohesion and understanding of visual language and its practical/theoretical contexts	FAPR3102
2.	Conceptualize the subject matter of visual work in relation to contemporary site-specific and socially engaged practices	FAPR3103
3.	Demonstrate an understanding of socially engaged practice and arts in mental health	FAPR3103

*Table 3 cognitive and intellectual skills outcomes for module code/s*

#### Cognitive and Intellectual Skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
4.	Develop strategies for transforming visual work through physically or virtually resituating it	FAPR3103

5.	Use scientific and evidence-based reasoning to critically evaluate theory and arguments around social cognition and emotion and develop perspective on current debates in the field of psychology	PSYC3653
6.	Demonstrate a developed understanding of the artistic, theoretical and related issues work is engaged with	FAPR3104
7.	Demonstrate a developed understanding of arts' relationship to wider social issues and its use in non-art contexts	FAPR3105

*Table 4 skills and capabilities related to employment outcomes for module code/s*

### **Skills and capabilities related to employability**

<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
8.	Produce a body of artworks for exhibition finished and presented to a high professional standard	FAPR3105
9.	Refine working methods to create a unique and competent art making practice.	FAPR2101
10.	Demonstrate a professional approach to collaboration and publicity in the development of a public exhibition	FAPR3102
11.	Apply a range of interpersonal skills to establish a helping relationship whilst demonstrating awareness and sensitivity to contextual and diversity issues	PSYC3657

*Table 5 transferable/key skills outcomes for module code/s*

### **Transferable/key skills**

<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>
12.	Present ideas comprehensibly in visual and written form for both a specialist and general audiences	FAPR3104
13.	Communicate the core ideas and guiding principles of work to specialist and non-specialist audiences	FAPR3102
14.	Use effective and fluent written, oral and visual communication to convey ideas and research evidence including use of APA format.	PSYC3657

### **Learning, teaching and assessment**

#### **Learning and Teaching**

Fine Art with Psychology takes a rounded curriculum approach to module teaching whereby assignments in different modules are designed to inform and complement each other and build progressively towards a holistic personal practice. Most of the module teaching is face-to-face. A small percentage, associated with web-based projects, takes place online.

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.

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.

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.

Teaching and assignments on the Research and Site modules of Fine Art with Psychology are specifically designed to complement teaching in Psychology. Students are encouraged to engage art as both makers and audiences, reflecting critically on their own personal perspectives on specific artworks and currents within Fine Art. This personal and critical approach to art appreciation and interpretation forms the basis for the Critical Commentary at level 6.

The Site module has a specific focus on socially-engaged practices within local, regional and national communities and how these intersect with issues around social inclusion, well-being and wider mental health issues.

Throughout all the Fine Art modules individual artists, artworks and movements are approached as Case Studies through which the aesthetic, social and psychological aspects of art are addressed.

The Site module is supported by a programme of lectures addressing the relationship between art, psychology and society. Knowledge gained in these lectures will be deepened through learning on the Psychology modules and given a professional arts-in-health orientation.

**Studio crits** are an important means of learning in Fine Art. They 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.

### **Practical Studio Work**

Students are expected to spend a large portion of their module allocated time on practical studio work and working on their assignments. This helps to create a vibrant studio culture which is very important for developing one's practice alongside peers.

### **Guided Independent Study**

In addition to the contact time and practical studio work students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve working in the studio, reading, research and completing assignments. Students are encouraged to use the studios as much as possible for self-directed study. Independent study is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Contact time**

A typical week will have around 12 contact hours of teaching. The precise breakdown will depend upon the individual modules for example Fine Art modules are taught in 3 hour blocks typically in the form time will be of lecture-seminars, workshops, individual and group presentations and tutorials. Most of the teaching will be face-to-face with a small percentage of blended learning for web-based projects.

Due to the nature the Fine Art studio culture, in which students conduct much of their independent study in their studios, they often interact with course tutors in an informal way. This constitutes an important mode of learning on the programme.

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.

### **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. 75% of Psychology teaching staff have an HEA Fellowship. Four of the Fine Art teaching staff are Fellows of the Higher Education Academy and hold a PG Cert in Learning and Teaching.

## **14 Assessment strategy**

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

**Formative assessments** carry no weighting but are designed to help students achieve their best in the final summative assessments. Formative assessment in Psychology 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 marking sheets. Summative assessments are graded assignments that take place at the end of semester 1 and 2 for level 4 and semester 2 for levels 5 and 6.

Assessment in Fine Art with Psychology 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. Formative

Assessment Items include:

**Individual and Group Presentations** are presentations of student work to peers.

**Portfolios** are documents that contain documentation of work in progress and finished works. Psychology Portfolios are typically designed to offer students the opportunity to complete a range of tasks to build key areas of knowledge and skills.

**Assignments:** Students are set a range of short making, research and writing assignments throughout the year which are submitted to the module Blackboard sites. These are tied to specific projects and the learning on the modules. They form an important part of formative assessment on most modules and the basis for summative assessments in semester 2.

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

### **Summative Assessment**

**Applied Learning Scenarios** and **Policy Briefings** are authentic assessments based on real world issues and ask the students to use their core knowledge of psychology and apply it to a particular case or issue, thus developing their problem solving and communication skills.

Traditional written assessments such as the **Critical Analysis** and **Literature Reviews** are designed to encourage students to read widely and think critically, identifying patterns and variability in the literature to develop their own perspective on a particular topic in psychology.

Other Summative Assessment items include:

**Practical Studio Work:** The focus of a Fine Art programme is the creation of artworks for exhibition. Making occurs primarily in the Making modules, but also occurs on the Research, Exhibition and Site modules.

**Exhibitions** are the main sources of assessment in Fine Art. They involve the exhibition of works finished to high standard in a variety of contexts and spaces.

**Critical Commentary:** A written text of 5,000 words situating their practice in relation to the wider field of contemporary art, art history and critical debate.

**Assignments:** Students are set a range of short making, research and writing assignments throughout the year which are submitted to the module Blackboard sites.

**Learning Journals** are live documents in which students record their learning experiences in relation to the assignments, tutorials, crits and lectures on the module.

**Reflective Statements** are documents in which students reflect on how their learning experiences recorded in the Learning Journals have affected the development of their thinking and practice.

**Peer assessment** is concerned with assessment as a means of learning and takes place at least once per year in the Making and Exhibition modules. Peer assessment prepares students for the methods and modes of assessment, as well as the technologies and ways of learning, at Level 5. 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. Students assess each other according to learning outcomes of the module and the specific requirements of the assignment.

**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.

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

Year 1:

- 2 x Portfolios of Artworks
- 2 x Writing/Research/Making Assignments
- 1 x Short Essays
- 1 x Learning Journal
- 1 x Portfolio of Written Tasks
- 1 x Applied Learning Scenario

Year 2:

- 3 x Portfolio of Artworks
- 5 x Reflective Statements
- 1 x Exhibition proposal
- 2 x Writing/Research/Making Assignments
- 1 x Essay
- 1 x Critical Analysis
- 1 x Presentation

Year 3:

- 2 x Portfolio of Artworks
- 1 x Solo Exhibition
- 1 x Final Exhibition
- 3 x Reflective Statements
- 1 x Critical Commentary
- 1 x Policy Briefing
- 2 x Essays

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

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.

## 15 Programme structures and requirements

Fine Art with Psychology has been designed as a Single 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 with Psychology is offered across the full range of pathways from Level 5, and as Joint or Single Honours at Level 4.

### Fine Art with Psychology Programme Structure

	<b>Making</b>	<b>Research</b>	<b>Exhibition</b>	<b>Site</b>	<b>Psychology</b>
<b>L4</b>	Space, Surface, Time	Looking Through Writing		Participation: Connecting Spaces	Introduction to Studying Psychology  Applied Psychology 2: Forensic and Therapeutic Settings
<b>L5</b>	Experimentation , Presentation, Reflection	Writing as Practice	Curatorial Projects and Off-Site Shows	Social Engagement	The Individual and the Social World  Applied Psychological Science
<b>L6</b>	Exit Portfolio	Critical Commentary	Solo Shows + Professional Development	Site and Context	Clinical Psychology  Professional and Ethical Issues in Counselling  Interpersonal Communication Processes and Skills

For full details 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 2019](#) and [Psychology \(2019\)](#). This award is located at Level 6 of the [OfS sector recognised standards](#).

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 with Psychology 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 Fine Art with Psychology course at Worcester is built across four module strands Making, Research, Exhibition and Site which run through all three years of the degree. The four module strands are designed to help students develop a singular and coherent arts practice. The core modules across both degrees and all years are the Making and Research modules. These are undertaken by all students studying Fine Art, whether as single or joint honours. The Exhibition and Site modules are designed to complement the core modules, offering a more fully rounded experience to single honours students. The Site module is designed as a bridging module between Fine Art and Fine Art with Psychology.

The 30 credit modules 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 with Psychology course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Psychology has a dedicated link tutor who can be contacted regarding any psychology related questions or issues. The link tutor works closely with the course leader of the programme and attends the termly student staff liaison committees.

Students will be allocated a Personal Academic Tutor who will be accessible to students throughout their time here via several 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.

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 School. Students are, for example, invited to attend the School of Arts induction week events.

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.

All students are allocated a Personal Academic Tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Personal 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 Personal Academic Tutors are allocated from within the Fine Art staff team.

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

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:

- Firstpoint  
<https://www2.worc.ac.uk/firstpoint/>  
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
- 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 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 art therapy, arts in mental health, on in creative industries related to their chosen media and research. They will not be expected to have a substantial prior knowledge of the subjects but must demonstrate an ability to think visually, have some facility with a range of media (eg drawing, textiles, painting etc.), demonstrate an intellectual ability to engage with the demands of a degree course and have an interest in psychology. Students may be asked to submit a portfolio of artworks in PDF format if their application requires. Mature students who have

been out of education for a period of time, or students wanting to transfer from a different discipline may also be invited for interview.

### **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) one of which should be Art and Design related.

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.

### **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 (CW89)

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 selected on the strength of their qualifications, predicted grades, personal statement and references. If evidence of the ability to think visually is not apparent, students will be asked to submit a portfolio of 7 – 10 images in PDF format. The portfolio will be examined for evidence of background subject knowledge and of a foundational understanding of fine art processes. In cases where students don't have the required qualifications but have other experience, for example mature students, they may be invited for interview.

## **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 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

- 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 (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Fine Art with Psychology	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, 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 Fine Art with Psychology	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, 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 (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and to include at least 30 credits of both Fine Art and Psychology modules at Level 6, including the mandatory modules for Level 5 and Level 6 of the award
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	(not the Dissertation/Project 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, 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2  
OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

## 20 Graduate destinations, employability and links with employers

Students in Fine Art with Psychology are required to take a mandatory *Exit Portfolio* module in Level 6 (FAPR3105). Through its exploration of the work opportunities available to Fine Art with Psychology graduates, this facilitates students' entry into employment, postgraduate study, further professional development, or residencies and community arts projects.

Students also take a dissertation module, FAPR3104, which prepares them for postgraduate study in a range of arts related fields: curating, art therapy, fine art, art history, arts management, cultural studies. Psychology.

### Employability and links with employers

A further opportunity to experience employment in an arts-related occupation is offered by FAPR3105 *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 with Psychology 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 with Psychology 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 and education:

- Teaching at home and abroad
- Setting up own business
- Marketing
- Research
- Curating
- Project Management
- Fabrication
- Community and Care
- Arts administration
- Art therapy
- Well-Being
- Residencies
- MA courses

**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.

## Award Map

*Table 6 heading for course title*

<b>Course Title: Fine Art with Psychology</b>	
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*Table 7 award map for level 4 single honours BA (Hons) Fine Art with Psychology*

### Level 4

<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>
FAPR1100	Research: Looking through Writing	30	M	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
PSYC1454	Applied Psychology 2: Forensic and Therapeutic Settings	15	M	None	None

### Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules.



## Level 5

*Table 8 award map for level 5 single honours BA (Hons) Fine Art with Psychology*

<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>
FAPR2100	Research: Writing as Practice	30	M	None	None
FAPR2101	Making: Experimentation, Presentation, Reflection	30	M	None	None
FAPR2102	Exhibition: Curatorial Projects and Off-Site Shows	30	O	None	None
FAPR2103	Site and Social Engagement	30	O	None	None
PSYC2542	The Individual and the Social World	30	O	PSYC1437	None
PSYC2546	Applied Psychological Science	30	O	None	None

### Requirements at Level 5

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.

## Level 6

*Table 9 award map for level 6 single honours BA (Hons) Fine Art with Psychology*

<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>
FAPR3104	Research: Critical Commentary (Dissertation equivalent)	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
PSYC3653	Social Cognition and Emotion	15	O	Any L5 PSYCH	None
PSYC3654	Understanding Trauma and Violence	15	O	Any L5 PSYCH	None
PSYC3657	Counselling Psychology in Practice	30	M	Any L5 PSYCH	None

### Requirements at Level 6

Single Honours students must take 120 credits in total drawn from the table above, to include all mandatory modules.