

# Programme Specification

<b>Programme Title and Name of Award</b>	BA (Hons) Fine Art		
<b>Academic Level</b>	6	<b>Total Credits</b>	360
<b>Professional Body Accreditation / Qualification</b>	Not applicable		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	Not applicable
<b>UCAS Code</b>	W100		
<b>HECoS Code</b>	100059		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/undergraduate/fine-art/">https://www.cumbria.ac.uk/study/courses/undergraduate/fine-art/</a></p>		
<b>Teaching Institution</b>	University of Cumbria		
<b>Owning Department</b>	Institute of the Arts		
<b>Programme delivered in conjunction with</b>	Not applicable		
<b>Principal Mode of Delivery</b>	Face to Face		
<b>Pattern of Delivery</b>	Full Time (This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader)		
<b>Delivery Site(s)</b>	Brampton Road Campus, Carlisle		
<b>Programme Length</b>	Standard full time registration period is 3 years with a maximum registration period of 7 years		
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		

<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <ul style="list-style-type: none"> <li>• Certificate of Higher Education Fine Art (120 credits)</li> <li>• Diploma Higher Education Fine Art (240 credits)</li> <li>• Ordinary Degree Fine Art (300 credits)</li> </ul>
<b>Period of Approval</b>	August 2019 – July 2025

<b>Cumbria Graduate Attributes</b>
<p>Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:</p> <ul style="list-style-type: none"> <li>• Enquiring and open to change</li> <li>• Self-reliant, adaptable and flexible</li> <li>• Confident in your discipline as it develops and changes over time</li> <li>• Capable of working across disciplines and working well with others</li> <li>• Confident in your digital capabilities</li> <li>• Able to manage your own professional and personal development</li> <li>• A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment</li> <li>• A leader of people and of places</li> <li>• Ambitious and proud</li> </ul>

<b>Programme Features</b>
<p>The Fine Art Programme at the University of Cumbria Institute of the Arts is an artist-taught, professionally focused course, designed to make the most of our unusual location – situated in a lively and vibrant city framed by two very different rural environments; the Lake District National Park and the complex 'Nuclear Coast' of West Cumbria. We are uniquely placed to offer a Fine Art education which prepares you to contribute to a wide range of future professional environments, from the enrichment and regeneration of urban communities to the development of the cultural and social context of the 'rural' environment.</p> <p><b>Who We Are</b></p> <p>Our Fine Art Programme offers a distinctive <i>practice-led, student centred</i> approach to the study of Fine Art, taught by a staff team who are nationally and internationally known professional artists and curators. Our focus is on your acquisition of the fundamental skills of Fine Art, including drawing, painting, print- making, sculpture, photography, moving image, and digital technologies, enabling you to apply your skills and extend your employability as a creative and entrepreneurial practitioner. You will be invited to attend any external events generated by the academic team and have access to every member of the academic team on every level of your degree.</p> <p>Our approach to a rigorous Fine Art education is to place <i>making at the heart of the course</i>, aiming to transform you from student to expert practitioner and thinker, so enabling your future as a student at MA level, artist, curator, educator and arts sector professional. Informed by the clear integration of</p>

practice and theory, and by an expectation of your intellectual engagement in Fine Art practice, our course aims to provide you with the skills and knowledge to enable the application of transferable skills across a range of professional settings.

### **Vibrant Curriculum**

Our curriculum is constantly updated and revised according to current trends in Fine Art and our nationally and internationally known artist-lecturer's research territory, keeping your practice up to date and relevant.

### **Generous Studio Space**

Our artist-designed, dedicated studios are generous in size, enabling you to be ambitious and innovative in your practice and our Programme is committed to offering one-to-one tutorial support and detailed and timely feedback from our artist-lecturers.

### **Expert Technicians**

Our technician-led workshops and resources areas are designed to enable you to master the full range of art disciplines and so develop an ambitious and adaptable art practice.

The developmental nature of the course and our emphasis on guided independent learning supports you as you build confidence, eloquence and the entrepreneurial skills essential for real-world success as a self-assured and innovative practitioner.

Your studio practice is underpinned by historical, critical, theoretical and professional practice modules.

**Small Class Sizes** are rare these days in higher education, but we believe are hugely valuable within a Fine Art education, due to the individual nature of your practical research. Our small class sizes mean easy access to equipment and tutor expertise. Smaller groups mean more opportunities for 1-to-1 tutorials and the development of a close-knit, supportive community of practice. Our Fine Art tutors know you by name and understand your specific areas of research and interests. This puts our staff team in an informed position when it comes to tailoring our approach to your learning and matching you with any external opportunities that become available.

### **Unique Location**

We offer a unique location in which you can develop your skills and knowledge as a practitioner. The Lake District, Pennines and Scottish Borders are accessible to you, as is the West Coast of Cumbria and Hadrian's Wall country. Carlisle is a historic city rich in heritage, and our Ambleside campus provides a base if you are making work in the Lake District. We have excellent connections with local arts and businesses, enabling you to make the most of the city as a venue for your practice. For instance, recently our second-year students used the space underneath Carlisle train station as a venue for their end of year exhibition. We play a vital role in our community's artistic life, for instance we recently worked with The Old Fire Station arts venue and Carlisle City Council to create Immersion/Emergence, two artist residencies which responded to the urban and rural landscape of the city region after Storm Desmond. We also support making in the landscape and in relation to site, for instance, on location at the internationally significant Kurt Schwitters' Merz Barn at Elterwater. Of course the galleries and museums of Newcastle, Glasgow and Edinburgh are easily accessible by train and London is only three and a half hours away, but however your approach to practice develops over the length of your studies, you can access support from your base studio at Brampton Road Campus.

### **Outstanding Resources**

The Fine Art programme is facilitated by our superb technical and workshop resources:

- The Sculpture Workshop – supported by expert technicians and containing a fabrication area, this resource supports all making using wood, metal, plastics and other material practices.
- The Print Studio – supported by expert technicians, all forms of printing are possible in this facility, including mono and relief printing, screen printing and etching. Type setting and book binding are also catered for, as is printing on fabric.

- The Life Room – newly refurbished for 2018, we provide a space dedicated to Life Drawing, offering you the undisturbed atmosphere necessary for the development of your skills of drawing the human form. The space also converts to a Photographic Studio and performance space.
- The Dark Room – supported by our expert technicians, the dark room provides space for developing and printing black and white photographs from film and for working with professionally current digital equipment.
- The MacLab – this small but perfectly formed resource is supported by our expert technician and provides access to Macs and related current, industry standard software such as Adobe Suite, specifically for the use of Fine Art students.
- The Audio and Visual Workshop – supported by our expert technicians, the AV studios allow for the making of moving image works. There is access to recording studios.
- Ceramic Studio – supported by our expert technician, this space is ideal for casting, throwing and glazing ceramic works, and includes various kiln sizes. We are one of the very few Fine Art courses in the UK to provide ceramic facilities to our students.
- The Studios – our dedicated Fine Art studios are your space in which to make, discuss and critique your work. In your final year, you are able to design our own studio space according to your needs.
- There is easy access to other equipment and facilities, such as 3D Printers, VacForm and constructed textile machinery.

### **Our Artistic Practice Informs your Learning**

Our staff team are nationally and internationally known artists and curators who are at the forefront of contemporary art making. Our research consistently refreshes our curriculum and keeps your knowledge up to date and relevant. For instance, after success at various International Film Festivals, our Programme Leader Jane Topping currently runs a week-long moving-image induction for our first-year students, which culminates in The 3 Minute Film Festival, open to the general public. Professor Robert Williams puts his expert knowledge of archaeology to use during his *'Eden Tragical History Archaeological Expedition'*, open to all Fine Art students.

We hold 'Crit Weeks', during which you may consider your work in relation to subject-specific discussion inspired by current themes of contemporary art, for instance on 'The Politics of the Object'. In order to allow for new approaches and ideas to inform your artistic development, we build in space for students and tutors alike to run specialised workshops in our 'New Week'. For instance, tutors from Performing Arts ran workshops in public speaking and in lighting design, while Fine Art students ran workshops on Zine-making and Life Drawing with Mirrors. We have even supported workshops on How to Crochet, on Poetry Writing and have run a Yoga for Artists session.

### **The Creative Industries Inform your Learning**

The Fine Art Programme considers it essential to maintain an awareness of contemporary developments within the broader subject area, and to this end, in addition to our expert artist-lecturers, the course invites a wide-range of visiting lecturers, including contemporary artists and arts professionals, such as Ron Broglio, Bryndís Snæbjörnsdóttir, John Woodman and Lorna Macintyre. We also invite practical and professional sessions with local arts organisations, such as Prism Arts and Tullie House Museum and Art Gallery, enabling you to experience professional contexts in which your art practice is fundamental. The Fine Art Programme actively fosters an international approach to the subject and encourages you to take a global view by visiting national and international galleries. Other professional opportunities include working alongside Senior Lecturer Martin Fowler and UoC Psychology students to work in collaboration with Prison Learners at HMP Haverigg, Cumbria, and curating and exhibiting in our public artist-run exhibition and project space The Pharmacy, supported by East Street Arts and Fine Art alumni.

## **Your Peers Inform your Learning**

The Fine Art Programme encourages you to work in an interdisciplinary manner, as an autonomous Fine Art practitioner but also collaboratively with your peers and colleagues in Fine Art, Art & Design and across appropriate University departments. We support you as you develop relationships with other students and staff which enhance your ability to work across disciplines and work well with others. For instance, Fine Art students have created experimental choreography with students of Dance, created performances for theatre spaces and collaborated with photography students towards an exhibition at *Free Range*, London.

**On-Site Amenities** are excellent at Brampton Road; everything is geared up to support your learning, well-being and to create opportunities for you. The Vallum Gallery is our main exhibition space, with a varied programme of professional and student exhibitions, with associated artist talks and opening events. We have a specialist arts library to which the academic team contribute, making sure that the most current titles are available to you. Our superb resource areas, staffed by our technicians are considered so exemplary that they often support professional artists to make work, for instance artists Carla Scott Fullerton and Chad MacCail have produced work for exhibition, with our students as artist-assistants. We have also worked with the National Trust to support the winner of the Dorothy Una Ratcliffe Artist Fellowship, Acorn Bank, Penrith.

The Stanwix Theatre is on site and hosts student performances and touring theatre groups, with a pop-up bar that accompanies the shows. Brampton Road also has dance studios, multiple computer suites and an award-winning student support and wellbeing service.

## **Diversity, Inclusion & Collaboration**

The Fine Art Programme provides an environment of enquiry and debate, supporting you as you set appropriate goals and achieve them by varied means. This diversity of approach is important, in that it allows for a cross-fertilisation of thought, of ideas, concept, practice and theory. This informs the collective-teaching philosophy of the programme team and provides a dynamic and stimulating learning context for all, one that reinforces our interdisciplinary approach and allows for the construction of new models for practice. We support you to become the artist and person you wish to be.

## **Programme Design**

**Level 4** is designed to present you with an introduction to the fundamental skills, concepts and interdisciplinary philosophy of the programme. An important aspect of Level 4 is development of drawing, conceptual and academic skills in the broadest terms, as a basis for continued progression for the origination of ideas and your development of practice. All modules are constructed in such a way as to allow for the broadest possible interpretation, utilising a wide a range of methodologies, strategies and working practices. You will be introduced to various professional avenues in the creative industries.

Fine Art provides two 40 credit modules at Level 4, Materials and Methods and Application. The first of these, Materials and Methods is an intensive series of induction projects, supported by workshops, lectures, crits (critiques) and tutorials, which offers you the ability to gain the skills and knowledge crucial for a successful Fine Art practice. Formative assessment occurs frequently throughout this module and the module's intensity aims to set up a commitment to practice which is necessarily challenging, so that you are able to meet the increasing expectations of practice as you move through the programme. The module Application is just that, the opportunity for you to apply your new skills and knowledge to set brief/s, again supported by workshops, lectures, crits and tutorials. The synthesis of practice and theory at this stage is essential and the length of the module takes this into account.

A distinct feature of studying at the University of Cumbria is that in level 4, first year, you will study two modules with all level 4 students of the Institute of Art. These modules are Cultural Contexts and Collaborative Practice. Cultural Contexts introduces you a range of approaches to reading a diverse range of visual creative arts, and Collaborative Practice is a module where you will work with other students and embark on a problem-solving project practicing professional skills such as leadership,

team-working and project management.

Level 4 is designed to help you guide your practice into Level 5.

**Level 5** provides the opportunity for you to extend your practical, intellectual and theoretical skills. Each module is designed to provide a challenging context to progress and an awareness of contemporary art practice. The strong theoretical underpinning for practice is deepened and you will be encouraged to test your own approaches in the light of this. Your understanding of the professional options open to you will be deepened. Level 5 is also designed to deepen your academic skills as a preparation for Level 6 research.

**Level 6** provides the platform for you to work independently in a supportive context and to apply your learning from previous modules to largely self-directed and self-mediated research. In addition to the business of art-making, you will also be encouraged to explore aspects of professional practice as a preparation for life beyond University. The final year will culminate in the curation of an exhibition of work as part of the degree show. The aim of this year is to encourage your independence as artists and thinkers, and as a preparation for professional practice and/or postgraduate study.

All Fine Art modules are designed to encourage the recognition of links and common features in practice between all areas of study. It is through the transference of your knowledge and skill, based on sound theoretical underpinning from one module to another, which will help to form an informed personal practice in fine art. The programme is designed to help in your development of an awareness of the contemporary fine art context and the application of this to your practice.

## Aims of the Programme

The overall aims of the Programme are:

1. To enable you to develop as a creative individual with the capacity for independent judgement, initiative, innovation, flexibility, ambition and with a responsible awareness of the social, cultural and ethical contributions of your work.
2. To encourage you to develop confident, imaginative and creative approaches to problem solving through enquiry, research, understanding, and the use of critical judgement.
3. To enable you to make appropriate use of developing technologies and develop your digital capabilities to communicate effectively as a socially responsible global citizen.
4. To encourage you to work across disciplines, collaboratively and to be open to new ideas, responsive to change and evolve in relation to the developments in fine art practice.
5. To develop appropriate self-reflective approaches to practice, production, research, analysis and presentation.
6. To develop the skills, knowledge and personal/professional confidence that will enable you to identify, generate and access opportunities in the art world, creative industries or in continuing education.
7. To enhance, through increased opportunities for student-centred learning, qualities of personal initiative, self-motivation, reflection, management and self-discipline.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement.

The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To identify, evaluate and apply key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to demonstrate:**

- K1.** knowledge of the range of Fine Art media, methods and approaches to practice.
- K2.** an awareness of the relationship between theory and practice, as it relates to your practice.
- K3.** an understanding of how art practice is mutable and translatable, and the ways in which it relates to broader society.

**After 240 credits of study (DipHE) you will be able to demonstrate:**

- K4.** an assured command of Fine Art media and the way they may be utilised towards a defined aim.

**K5.** knowledge and understanding of conceptual and theoretical contexts, how these may be applied to inform your practice and viewer engagement.

**K6.** an understanding of the challenges of presentation and exhibition as a practitioner, individually and within a group setting.

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

**K7.** the confidence, self-awareness and expertise to allow for independent production of a substantial, reflective and critically conscious body of work.

**K8.** a critical synthesis and the application of a theoretical and contextual understanding appropriate to a mature and articulate practice.

**K9.** the capacity to apply principles of professional practice including self-promotion, transferable skills, career planning and working with others towards a common goal.

### **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

**After 120 credits of study (CertHE) you will be able to demonstrate:**

**S1.** competence in the selection and application of a range of media, towards achieving prescribed goal/s.

**S2.** effective research, evaluative and reflective skills in relation to your own work and Fine Art assessment procedures.

**S3.** the ability to articulate the concerns of your art practice, verbally, visually and in written form.

**After 240 credits of study (DipHE) you will be able to demonstrate:**

**S4.** the ability to identify and understand the approaches of artists, to interpret, apply and test methodologies as a means of developing your practice.

**S5.** the acquisition, development and use of specialist languages, appropriate to your research territory and practice.

**S6.** how your practice is situated in a contemporary Fine Art context.

**After 360 credits of study (BA Hons) you will be able to demonstrate:**

**S7.** a sophisticated understanding of Fine Art practice, its making, installation, curation and the artist/artwork/audience relationship.

**S8.** The ability to apply theory to making, by means of synthesis of critical, analytical and practical ideas.

**S9.** the effectiveness of your practice in a contemporary Fine Art context by the ability to mobilise subject-specific, cognitive and transferable skills and problem solving strategies to a range of appropriate professional and entrepreneurial contexts.

### **External and Internal Reference Points**

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>



<https://www.artscouncil.org.uk/>

<http://www.arts.wales/>

<https://visualartists.ie/>

<http://www.creativescotland.com/>

<https://www.a-n.co.uk/news/>

<https://www.artquest.org.uk/>

<https://www.artsprofessional.co.uk/>

[UoC Vision, Mission and Values](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

As a graduate of Fine Art from the University of Cumbria Institute of the Arts you will hold a holistic view, not only of the functions of art and its potential to affect change in the world, but also of your own interests in relation to your own artistic practice. As a consequence, as a successful graduate you will have gained skills far beyond those more conventionally associated with an art programme, including crucial communication, analytical and critical skills, conceptual learning and lateral thinking skills. *A degree in Fine Art becomes a passport to enter an extensive range of careers throughout the creative industries.*

### Transferable Skills

Our Fine Art Programme provides you with the opportunity to gain a broad range of transferable skills and an entrepreneurial perspective that suits you to a wide range of career options, enabling you to make the most of opportunities as they arise - and to create others. These transferable skills include:

- Working independently/Working with others
- Verbal and written communication
- Time management
- Presentational skills
- Editing and production skills
- Self-evaluation
- Technical, research, critical and analytical skills
- Problem solving

### Progression Routes

Recent graduates from our Fine Art Programme have undertaken postgraduate programmes at UK institutions such as Goldsmiths College, London; Central St Martin's School of Art, London; University of Northumbria, Newcastle University, Hull University, Winchester School of Art (Barcelona), Glasgow School of Art, Royal College of Art London and University of Cumbria Institute of the Arts. Other recent graduates have followed PGCE programmes at the University of Cumbria and nationally.

### Examples of Fine Art Graduate Achievements

Many fine art graduates are self-employed artists and creative practitioners who have cut their teeth as artist-organisers and curators here in Carlisle, with the support of the course. Recent artist-run spaces, studios & collectives originating with our students include The Pharmacy, The Fisher Street Collective,

Gallery Number 3 and The Galley (all Carlisle). Many graduates continue to have considerable success within the art world as exhibitors and national prize winners e.g. at Glasgow International, Venice Biennale, BP National Portrait Awards, Berlin Film Festival, Liverpool Biennale, LUX Scotland and Title Art Prize. Other occupations taken up graduates include Exhibitions Organiser for the United Nations, Geneva, Gallery Administration at Tate Britain, London and The Scottish National Gallery, Edinburgh, Curator for the Chinese Art Centre, Manchester; intern at Aperture in New York City, British Council cultural links with China, writer for Glasgow School of Art Exhibitions Department and Garden Designer for the World Peace Temple, Manjushri. Our graduates have been Artists in Residence at Christ Hospital School, at Base Camp, Everest, at Grizzdale Arts and with UZ Arts, Sura Medura, Sri Lanka.

### **Your Employability Skills**

By studying Fine Art, you will not only be gaining extensive theoretical knowledge of your chosen topic of study, you will also be developing a range of relevant skills which you can use to gain work during and after your study. Completion of our programme will contribute to your professional development, career planning and progression. These skills include:

- A broad range of practical, analytic, academic, and communication skills to enable the articulation of identifiable concerns within the production and study of art.
- A development of an awareness of practical methods, their interaction and potential across a range of specialist resources, and the safe, ethical & confident handling of technical processes.
- A critical approach to the production of and debate within contemporary fine art practices, models of approach, objects and contexts.
- analytical and critical skills for the study and practice of fine art activities as a basis for undergraduate, and post-graduate research.
- theoretical underpinning of Fine Art practice as a cultural, intellectual, and scholarly activity.
- A professional approach to safe working practices
- an ethical framework for practice
- the ability to work independently and to confidently and critically question received wisdom
- a resilient and thoughtful approach to working with others, as a leader and a contributor, with a socially aware outlook and integrity of approach.
- Independent and innovative working practices, underpinned by effective self-management skills.

### **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria's Learning, Teaching and Assessment Strategy sets out clear aspirations and commitments for and to our students. The students that graduate from this institution are enquiring and self-reliant, confident and capable, professionally ready, responsible individuals that are ambitious and proud. These attributes are practiced on every year of study as we support you to become one of

our successful graduates.

## **Learning and Teaching**

A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. You will be continuously involved in the assessment of your own work and that of your peers; developing the critical, interpersonal and team-working skills that are vital to gaining confidence and independence as a creative practitioner.

## **Fine Art Learning and Teaching Strategy**

Our course is designed to offer you a responsive and inclusive programme of study, enabling you to develop a range of knowledge and skills by a variety of means. Our strategies promote the development of inclusive practice and an atmosphere of enquiry and critical debate, within a supportive environment. Group learning and teaching events in the studios and resource areas provide you with active and social learning opportunities while being relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.

Over the course of your studies, you will be taught in a variety of ways which may include

**Tutorials:** There are four distinct types of tutorial, each of which serve a different role within the overall programme:

- **One-to-One Tutorial** - Tutorials, in relation to your studio practice, usually take the form of a discussion between you and a Fine Art tutor. Within the studio setting, this will usually take the form of discussion about your work in progress.
- **Group Tutorial** - These involve either the whole year group, for example at the launch and conclusion to a given project or module, or a smaller tutorial group under the guidance of a member of staff. These smaller groups may function as a support group - for example as part of the supervision of the dissertation in Year 3, or as part of the support of international or direct entry students. Group tutorials deal with broader and more general art issues than the One-to-One Tutorial.
- **Assessment Tutorial** - This follows the assessment of your work, and functions to explore the diagnostic issues of the learning process. Tutors are able here, to provide an explanation for an awarded mark, and a discussion of strengths and weaknesses in the presentation, with a view to progressing your work and achievement.
- **Personal Tutorial (PT)** - This is an individual tutorial session directed at academic and pastoral issues. Early on in the term you will be allocated to a Personal Tutor (PT) who will remain so during your undergraduate career. The Personal Tutorial exists as a support for you and as a means for tutors to monitor progress, offer advice and to liaise with other agencies if necessary. Your Personal Tutor is usually the first port of call in a crisis, and you can arrange a meeting with your PT at short notice.

## **Module Briefs**

The brief is an essential feature of the learning & teaching strategy employed by the programme. It provides a common framework by which you can explore a theme, utilising a range of media, methodologies, strategies and processes. A module brief will usually take the following form:

1. A tutor presentation of the project brief, outlining the content, aims and objectives.
2. A discussion of the issues generated by the brief, usually as part of a group briefing. This provides the opportunity for you to offer an interpretation of its requirements and to ask questions.
3. Your engagement in a programme of research, studio practice, workshop activity, written assignment, group seminar discussion, subject tutorials, etc.

4. An interim presentation of your work as part of a formative assessment, appraisal or group critique, and a review of work in progress.
5. The final presentation of your work as part of the assessment on the submission date, using the model of the exhibition.
6. Feedback evaluation from you and staff, both as a group and in one-to-one project feedback tutorials.

### **Lectures, Seminars & Critiques**

**Lectures** are presented by all staff teaching on the course, and are integral to the learning process. Some lectures will be delivered as part of the regular formal input of a particular module. Others may be one-off events, perhaps from visiting lecturers. In either case, lectures serve a vital function in the introduction of general and specific information, and for the presentation of issues and debates fundamental to your understanding of art-making and your future in the creative industry. You will be expected to take notes, ask questions and contribute to any group discussions that ensue.

**Seminars** play a vital role within the Fine Art Programme, providing you with the opportunity to take an active role in your own learning process. The seminar requires the engagement and participation of a small group of students, in the exploration and discussion of specific art issues. Seminars are usually led by a member of staff, however the material under discussion is often generated by yourself and your colleagues. The success of this type of learning forum depends on your degree of preparedness and participation. You are likely to be asked to study specific material, and to prepare information which can be shared with the group. At times, you will be asked to lead a discussion, either individually, or as part of a small team working together in the preparation and delivery of papers.

**Critiques (Crits)** are arranged usually at an interim stage of a module, by staff or by students. Crit does not stand for 'criticism' in a negative manner, but describes a 'critique' in the sense that work is viewed dispassionately and debated by a small, supportive group of your peers, objectively. You present your work to your tutor and your peers, and have the opportunity to discuss it in depth. Whilst this process serves to help you to consider your work very carefully, and asks that you think about it from the point of view of others. Most important from a learning perspective, is that you have the opportunity to listen to what others have to say. Critiques are very useful in helping to identify issues and thoughts generated by your work, which you may not have considered before. Similarly, the crit serves to focus attention on your interpersonal and verbal skills, and provides an opportunity for an interpretation of your work. As such, the staff team consider crits to be an essential learning forum within the structure of the course.

**Self-directed study** forms a natural and expected extension of the formal aspects of our course. Your ultimate success will be dependent on your willingness to develop, experiment with and extend the concepts and approaches introduced by project briefs. It is only with continued application of your ever-developing skill and knowledge in the studio and resource areas, towards making, that lasting and valuable progress can be made.

**Workshop Sessions (Inductions)** will provide an opportunity for you to develop specialist technical skills and knowledge. They normally take the form of technician-led workshop demonstrations, designed to allow you to focus on, experiment with, develop and personalise specialised skills, media, techniques and concepts.

**Practical Work:** In Fine Art, the majority of your work is made in the resource areas and in the Fine Art studios. You may be expected to make work off site, or in a range of relevant professional contexts, for instance with other artists working with Prism Arts, or in group exhibitions in the city.

**Problem based learning** will comprise the majority of your course programme in the form of your practical work in the studio and resource areas. Fine Art is, by its very nature, a problem-solving, (even a problem proposing) discipline. There is never one answer to a specific Fine Art 'problem' (normally defined by the *project brief*) and you will be expected to work on your own or as part of a small team to find a range of possible solutions. This will involve thorough research (in the library,

studio and resource areas), synthesising the information you have discovered, then developing and presenting a range of appropriate responses.

**E-Learning & Blackboard:** the virtual learning environment will be used to provide you with information, resources, lecture notes and interactive activities. Blackboard is a vital and useful resource for staff and students, and engaging with Blackboard is as much a part of your studies as attending lectures and tutorials. You should check the Blackboard sites you are enrolled onto on a regular basis.

### **Academic Assignments & Essays**

Academic assignments take several forms, including the illustrated presentation and the academic essay. Whatever the subject, whether as part of the practical aspects of Fine Art, or of the conceptual and theoretical elements of our programme, you may be expected to use the formal structure of the academic essay. Essays are important as they enable you to research and develop an argument which serves to inform and focus your thoughts on the subject that you study. The written word has great authority in our culture, and your credibility as an artist and as a professional has much to do with how well you can write, and speak, about your work. You may be asked to critically present your work or the work of others in the form of an illustrated digital presentation, or as a short film, as an alternative way to engage with Fine Art practice. Other academic assignments may focus on the collection and presentation of research material in the form of Journals. These documents record and chart your research activity on a given project, and exist in parallel to practical work, often providing a support for this along with sketchbook work.

### **Statements of Intent & Statements of Practice**

Typically, all Fine Art practice modules operate on the *Statement of Intent/Statement of Practice* cycle. This allows for the creation of two points (or three including a formative Appraisal) of reference for you to be able to measure your 'distance travelled' in developmental terms from the beginning of a project, to its conclusion. This involves a brief (usually between 500-1000 words) statement from you at the beginning & end of each project. The first, the *Statement of Intent* identifies your aims, objectives & rationale for the proposed project, and also indicates the likely resources, research territory, models & methods that you plan to use. It is important to realise that these plans are likely to change as the project progresses. The second, the *Statement of Practice*, exists as a reflective document which looks back to account for the changes and development of a project, and which provides you with the opportunity to critically evaluate your working practices, strategies, methods and outcomes. It helps you to know yourself. In this way, the Fine Art course asks you to establish a reflective practice for art making, creating the opportunity for you to become critically aware of your own practices and behaviour in the development of metacognitive approaches to learning.

**Your Feedback** is an integral part of the life and future development of our course. It is through this that staff can monitor the teaching programme to check whether it remains appropriate, effective, and workable. At the conclusion of each module you will be invited to complete a feedback questionnaire. The information that this provides offers an important insight into your experience of the module in question. You will also take part in an End of Year Group Feedback discussion session. Feedback provides the opportunity for you to comment on, and offer suggestions for your own programme of study. What you think about our course is taken very seriously, and contributes to the future construction and development of the programme. You may also take a vital role in your Fine Art experience as a Student Representative of your cohort.

### **Student assessment and anonymous marking practices**

Summative Assessment is the process of evaluating (and grading) your learning at a point in time.

Formative Assessment is designed to help you learn more effectively by giving you feedback on your performance to date, and how it can be improved and sustained.

The nature of Fine Art studio practice, with its continuous formative discussion, feedback and summative assessments means that anonymous marking is not possible. Fine Art Feedback on

Assessment is detailed, useful and timely.

### **A Philosophy for Assessment**

Assessment in Fine Art is part of the teaching & learning strategy employed by the course, is participatory and does not necessarily signal an end-point. The assessment process, including self-assessment feedback, feedback tutorials, crits, and referral projects, are an opportunity for you to reflect, consider, and to learn from your experience in order to continually develop your skills, awareness & practice. Whilst assessment also functions to, eventually, provide an overall measurement of achievement in the form of the degree classification itself, it is, perhaps more importantly, part of the overall dynamic and continuum of the educational experience as a whole.

As a Fine Art student, you have the opportunity to learn during the assessment process, as you are invited to take part in the assessment process itself. The presentation of a critical, self-assessment statement, and your presence at the assessment event, are an important aspect of Fine Art's learning and teaching dynamic. The expectation is that you will be in a position to compare your own self-assessment, with that provided by staff in feedback, as a means to reflect upon, and to consider the development of your critical awareness with respect to your developing practice. The experience should be viewed as an opportunity to 'test reality', in identifying common criteria used by us all on which to base our critical judgments of our work.

### **Summative and Formative Assessment**

Assessment criteria have been established for each module in order to examine your understanding of the work that you have been set. These criteria are closely linked to the aims, objectives, and learning outcomes established at each stage in your course, and are published within the module briefs or descriptors. These link with the overall criteria created as a result of the aims of the course. More specifically, assessment seeks to measure your performance on projects, assignments, essays, and practice, and your developing ability to accept, gather, and process information, using it in an informed, relevant and critical manner. Assessment also has a diagnostic dimension, to identify and explore the strengths and weaknesses in your work, with a view to your progressing development. Within the course structure, assessment is considered to be an important learning process. For practical modules, assessment typically involves a *viva voce* examination during which members of staff will discuss your presented work with you. Members of the course team are involved in assessment procedures at all stages of the programme, and are also members of the Programme Examinations Board which considers the marking and progression of all students on the course.

### **Self-Assessment**

Throughout the Fine Art course you will be invited to make self-assessment statements, typically at the conclusion of a module. This exercise provides tutors with the opportunity to monitor *your* awareness of the assessment criteria, and offers an insight into your own critical faculties. It is an important part of our learning and teaching strategy that this takes place, and it is a valuable opportunity for you to explore your judgment relative to the criteria and assessment philosophy of the course.

## **Student Support**

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

## **Induction**

Fine Art induction begins during Welcome Week for all our new students, with a range of activities which are designed to introduce ourselves, both students and staff, to each other.

Inductions into our resource areas are a priority for Level 4, overseas and direct entry students and occur in Semester 1. Returning students may arrange 'refresher' inductions as small groups, with the cooperation of staff. These inductions are designed to introduce you to a vast range of media, including drawing, painting, print-making, sculpture, photography, the moving image and digital technologies.

## **Personal Tutoring**

You will be allocated a Personal Tutor who will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Your Personal Tutor will be allocated to you by the Programme Leader at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your personal tutor about your academic development, or about any issues hampering your study, and they will direct you to appropriate support through the University's student support services. You will have a tutorial with your Personal Tutor within a month of starting your studies. You are expected to meet with your Personal Tutor for a half hour tutorial at least twice each academic year. Further appointments are available on request. Occasionally your Personal Tutor may not be available as they undertake research activities crucial to maintaining the live pedagogical, forward focused environment in which you learn. In this instance please contact any member of the Fine Art Team and we will arrange a tutorial at the next available opportunity.

## **Personal Development Planning**

Your development as a skilled and knowledgeable practitioner is logged and reflected upon in your Personal Development Portfolio (PDP). This is a document which will serve as an important tool in the recording and development of your learning throughout your time at the University of Cumbria. Your PDP will be kept in addition to the *Journal* (which deals with similar issues in respect of Fine Art and artists as the subjects of your study) and your sketchbooks (which show the development of your work).

Increasingly, employers look for specific examples of learning & reflective practice which provide evidence of skills and qualities they are seeking. Your PDP provides a useful vehicle and an invaluable record of your achievements, and will serve as a resource for future opportunities. Tutors will provide support towards your PDP development at points throughout your course. In Fine Art this is an important archive to indicate your reflective practice as an artist. It will help you in your practice to become an independent learner whilst at University, helping to support planning, reflecting on and recording your achievements.

Your PDP collects evidence of all the things you do during your time at the University, both in and out of the course, and, very importantly, the skills that you bring with you and develop throughout your time as an undergraduate. These skills are:

**Subject specific skills:** Those which are important for you to develop a critical awareness of your art & studio practice.

**Transferable skills:** Broad skills generated as a consequence of practice as an artist which can be applied across a wide variety of situations (such as oral communication and team-working).

**Personal skills:** These may include attributes such as greater self-awareness or increased personal responsibility. As with transferable skills, these attributes can be learned and applied both with and beyond academic study.

Your PDP will be unique, but there are some important elements that all should contain.

- Evidence of skills gained through: study, work or other life experiences
- Evidence of critical self-reflection in practice & learning.
- Evidence of planning

You may provide evidence by including:-

- Project briefs & schemes of study
- Statements of Intent/Practice
- Self-assessment statements
- Assessment feedback sheets from teaching staff
- Planning in response to assessment feedback
- Academic Guidance tutorial sheets
- Careers action plan
- Curriculum Vitae (CV)
- Study skills material

These skills have been identified by employers and educational establishments as being central to what makes a graduate, and what makes graduates valuable to society. Many graduates do not go directly into employment related to the subject of their degree, but into further study or employment which is open to graduates of all subject areas. It can therefore be useful to present your Fine Art qualification in terms of the skills you have developed through studying. Career management skills, such as planning and self-evaluation, are also important. As the employment landscape changes, work is less about having a job for life and more about building up a portfolio of skills and attributes that enable you to be flexible and entrepreneurial, with a do-it-yourself attitude to the development of your career. Your PDP helps you towards this goal.

### **International Students**

As an international student, you will be supported in your transition into the UK Higher Education system. You will join your cohort and be expected to undergo the inductions into the Fine Art course and resource areas in the Institute of the Arts (the same as domestic students). We will assess your analogue and digital photography capabilities and identify any areas that need some extra work; tutors will support you in achieving that work. You will be allocated a personal tutor and engage with Personal Development Planning, as outlined in the section above. The International Team will support you in your time studying in the UK and the Student's Union will be a place to explore and establish new friends and communities of support.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Library and Academic Advisors are on hand to support your personal study and academic skills development, you



can find out more about what is available to you by contacting your Library and Academic Advisor.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

#### **Headstart**

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

#### **Head Start Plus**

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2<sup>nd</sup> and 3<sup>rd</sup> year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

#### **Peer Assisted Study Sessions**

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact [pass@cumbria.ac.uk](mailto:pass@cumbria.ac.uk)

### **Mature Students' Events**

Events happen throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
4	FINE4000	Materials and Methods	40	Compulsory	K1 & S1
4	UCIA4030	Cultural Contexts	20	Compulsory	K2, K3, S2, S3
4	FINE4070	Application	40	Compulsory	K1, K2, K3, S1, S2, S3
4	UCIA4020	Collaborative Practice	20	Compulsory	K2, K3, S2, S3
5	FINE5050	Enquiry 1	40	Compulsory	K4, S4
5	FINE5060	Intersections	20	Compulsory	K5, S4, S5
5	FINE5070	Enquiry 2	40	Compulsory	K6, S5, S6
5	FINE5080	The Professional Self	20	Compulsory	K6, S6
6	FINE6050	Practice 1	40	Compulsory	K7, K8, S7, S8
6	ARTD6000	Independent Research Paper	20	Compulsory	K7, K8, S7
6	FINE6060	Practice 2	60	Compulsory	K7, K8, K9, S7, S8, S9

**Notes**

This programme operates in accordance with the University’s Academic Regulations and Academic Procedures and Processes with the following permitted exceptions:-

The new iteration of the Fine Art degree uses 40/20 credit module structure at all levels in each semester, with the exception of second semester in level 6 where we have designed a 60 credit module. The 40 credit modules are all dedicated Fine Art practice modules and have been designed such to:

- **Enable progression:** the intensity of the modules will establish and ensure a working practice that is maintained throughout the degree from level 4 to 6, and designed so that the student will be equipped to meet the increasing expectations as they progress through each level.

- **Streamline assessments:** the longer modules allow fewer assessments with a greater emphasis on linking practice to professional outcomes. Students will be more focused and driven on achieving holistically rather than in separate components. Success is supported by formative assessment which takes place throughout the module. Failing students will be identified earlier and have the opportunity and support to get back on track.
- **Reduce the number of Intended Learning Outcomes (ILOs):** as with the streamlining of assessment, this would have the same effect of the ILOs, these can be more focused and relevant to real-world expectations.

In addition, and in response to student feedback, the modules are designed so that students have a longer period to rigorously develop their work. This aspect allows the students to manage substantial projects, develop their personal management skills and experience a practice more closely related to the time-frames and conditions experienced in industry. The students will be well supported with formative assessment points and interim objectives that will guard against failure.

The longer credit modules also enable the embedding of professional attributes and skills as part of Fine Art practice, through live briefs, commissions, publishing processes, interactions with arts industry partners (such as Prism Arts or Eden Arts) and exhibitions.

The 60-credit module at level 6 is a semester long module. All the skills, knowledge and other attributes synthesise at this point and the larger module gives sufficient time for this to develop and find resolution. The current course sees this semester split 40/20, but there is little distinction, in practice, to qualify separating the various elements into two modules. Formative assessment will support students to make the most of this opportunity.

The larger modules of 40 and 60 credits are recognised, by the QAA, to be typical in Art and Design programmes, and reflect the pedagogic approach to encourage independent working on significant bodies of work.

A failed student will not be permitted to re-register on the same programme.

#### \* Key to Module Statuses

Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
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<b>Programme Delivery Structure: Full Time</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline</b>
		<b>Autumn Semester / Spring Semester / Extended</b>		
FINE4000	Materials and Methods	Autumn Semester	Project Work	December
UCIA4030	Cultural Contexts	Autumn Semester	Set Exercise / Written Assignment	December
FINE4070	Application	Spring Semester	Project Work	April
UCIA4020	Collaborative Practice	Spring Semester	Project Work	May
<b>Students exiting at this point with 120 credits would receive a CertHE Fine Art</b>				
FINE5050	Enquiry 1	Autumn Semester	Project Work	December
FINE5060	Intersections	Autumn Semester	Written Assessment	December
FINE5070	Enquiry 2	Spring Semester	Project Work	April
FINE5080	The Professional Self	Spring Semester	Written Assessment	April
<b>Students exiting at this point with 240 credits would receive a DipHE Fine Art</b>				
FINE6050	Practice 1	Autumn Semester	Project Work	December
ARTD6000	Independent Research Paper	Autumn Semester	Dissertation	December
FINE6060	Practice 2	Spring Semester	Project Work	May

**Students exiting at this point with 300 credits would receive an Ordinary BA Fine Art**

## Methods for Evaluating and Improving the Quality and Standards of Learning

<b>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Student Feedback via Student Representative/Staff Meetings</li> <li>• Module Evaluation</li> <li>• Programme Validation and Periodic Review</li> <li>• Annual Monitoring</li> <li>• Peer Review of Teaching</li> <li>• External Examiner Reports</li> <li>• Student Success and Quality Assurance Committee</li> </ul>
<b>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</b>	<ul style="list-style-type: none"> <li>• Student Feedback via Student Representative/Staff Meetings</li> <li>• End of Year Student Feedback Sessions</li> <li>• Staff Student Forum</li> <li>• Module Evaluation Forms</li> <li>• Programme Evaluation: National Student Survey, UK Engagement Survey</li> <li>• Module/Programme/Personal tutorials</li> <li>• Meetings with External Examiners</li> </ul>

<b>Date of Programme Specification Production:</b>	June 2018
<b>Date Programme Specification was last updated:</b>	23.12.2021
<p>For further information about this programme, refer to the programme page on the University website:-</p> <p><a href="https://www.cumbria.ac.uk/study/courses/undergraduate/fine-art/">https://www.cumbria.ac.uk/study/courses/undergraduate/fine-art/</a></p>	

<b>The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK</b>	
<b>Is the placement requirement more than 50% of the programme?</b>	No
<b>If yes, what % of the programme is the placement requirement?</b>	Not applicable
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of</b>	Not applicable

<b>Education requirements?</b>	
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