

## Programme specification

### 1. Overview/ factual information

|   |  |
|---|--|
| <b>Programme/award title(s)</b>   | BA(Hons) Art   |
| <b>Teaching Institution</b>   | University Centre Leeds, Leeds City College<br>Harrogate College |
| <b>Awarding Institution</b>   | The Open University (OU)   |
| <b>Date of first OU validation</b>  | May 2016   |
| <b>Date of latest OU (re)validation</b>   | October 2021   |
| <b>Next revalidation</b>  |  |
| <b>Credit points for the award</b>  | 120  |
| <b>UCAS Code</b>  | W100   |
| <b>HECoS Code</b>   |  |
| <b>LDCS Code (FE Colleges)</b>  |  |
| <b>Programme start date and cycle of starts if appropriate.</b>   | Sept 2022  |
| <b>Underpinning QAA subject benchmark(s)</b>  | QAA Subject Benchmark Statement<br>Art & Design 2019             |
| <b>Other external and internal reference points used to inform programme outcomes.<br/>For apprenticeships, the standard or framework against which it will be delivered.</b> | FD Art (Leeds City College)                                      |
| <b>Professional/statutory recognition</b>   | N/A  |
| <b>For apprenticeships fully or partially integrated Assessment.</b>  | N/A  |
| <b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)<br/>Apprenticeship</b>   | FT and PT  |
| <b>Duration of the programme for each mode of study</b>   | 1 year FT and 2 years PT   |
| <b>Dual accreditation (if applicable)</b>   | N/A  |
| <b>Date of production/revision of this specification</b>  | N/A  |

**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 student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

- Provide a comprehensive and challenging practice-led programme in Art which facilitates access and progression for a wide range of students from diverse backgrounds into various art industry contexts.
- Offer a robust BA(Hons) programme that is relevant to current practice in the creative and cultural industries that will support students to progress onto their chosen trajectory
- Develop students with a range of practical and conceptual skills pertinent to contemporary art practice
- Produce graduates who have both subject specific skills (expressive, creative, technical) and transferable skills (communication, teamwork, project management) which are key to being employable within the creative industries
- Produce graduates with entrepreneurial ability relevant to the creative and cultural industries
- Produce graduates who understand art in the wider social and cultural environment

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

### FD ART

#### Level 4 Modules

- Drawing Techniques
- 3D Techniques
- Digital Techniques
- Creative Professional
- Commercial Practice

- Art In Context

Level 5 Modules

- Collaboration
- Critical practice
- Contemporary Issues in Art
- Art Event
- Extended project

The FD Art course is an internal progression route onto the BA(Hons) Top-up Art. Modules such as Collaboration Project and Major Creative Project are introduced throughout Level 4 and 5, and these aspects of practice are built upon and expanded in the Top-up.

MA Creative Practice

Exploratory Practice  
 Contemporary Cultural Studies  
 Industry Practice  
 Major Project  
 Collaborative Practice

This programme also expands on the ethos of collaboration and industry focussed practice through it's modules, and enable the students to refine and focus their practice through the Major Project, and further contextualise their work in the module Contemporary Cultural Studies.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA(Hons) Art - 120 Credits  
 BA Art - 60 credits from any combination of modules

### 3. Programme structure and learning outcomes

| <b>Programme Structure - LEVEL 6</b> |                      |                         |                      |                                  |                         |
|--------------------------------------|----------------------|-------------------------|----------------------|----------------------------------|-------------------------|
| <b>Compulsory modules</b>            | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable ?</b> | <b>Semester runs in</b> |
| <b>Ideas and Concepts</b>            | 20                   |                         |                      | Yes                              | 1                       |
| <b>Major Creative Project</b>        | 40                   | y                       |                      | No                               | 2                       |
| <b>Collaboration Project</b>         | 20                   |                         |                      | Yes                              | 1                       |
| <b>Contextualising Practice</b>      | 30                   |                         |                      | Yes                              | 1&2                     |
| <b>Portfolio Review</b>              | 10                   |                         |                      | Yes                              | 2                       |

#### Full - time structure:

Students will be taught over 10 hours per week which includes one hour tutorial. Students are taught face to face for 45 hours for a 20 credit module.

|            |                                      |                                     |  |                                |
|------------|--------------------------------------|-------------------------------------|--|--------------------------------|
| Semester 1 | Ideas and Concepts<br>20 Credits     | Collaboration Project<br>20 Credits | Contextualising Art Practice<br>30 Credits |                                |
| Semester 2 | Major Creative Project<br>40 Credits |                                     |  | Portfolio Review<br>10 Credits |

#### Part - time structure:

Students will have 3-6 hours per week delivery which will vary each semester. Each 20 Credit module will have 45 hours teaching, therefore in semester 1 students will be taught 3 hours per week, 6 hours per week in semester 2, 5 hours per week in semester 3, and 4 hours per week in semester 4. Part time students will attend sessions with full-time students.

Year 1

|            |                                      |  |  |  |
|------------|--------------------------------------|--|--|--|
| Semester 1 | Ideas and Concepts<br>20 Credits     |  |  |  |
| Semester 2 | Major Creative Project<br>40 Credits |  |  |  |

Year 2

|            |  |                                     |  |                                |
|------------|--|-------------------------------------|--|--------------------------------|
| Semester 3 |  | Collaboration Project<br>20 Credits | Contextualising Art Practice<br>30 Credits |                                |
| Semester 4 |  |                                     |  | Portfolio Review<br>10 Credits |

Intended learning outcomes at Level 6 are listed below:

| <b><u>Learning Outcomes – LEVEL 6</u></b>                                     |   |
|---|---|
| <b>3A. Knowledge and understanding</b>  |   |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| A1. Evaluate key theories and concepts pertinent to contemporary art practice | There are a range of teaching and assessment methods used with an emphasis on practical studio-based learning and assessment to reflect the nature of the programme. This practical learning is supported by lectures, seminars, discussions, |

|   |  |
|---|--|
| <p>A2. Critically explore issues and debates to situate art and its wider social and political contexts</p> | <p>peer feedback and supervisor sessions to impart the requisite critical and reflective skills.</p> <ul style="list-style-type: none"> <li>€ <b>Learning and teaching strategy:</b></li> <li>€ Practical workshops</li> <li>€ Demonstrations</li> <li>€ Group critiques</li> <li>€ Supervision sessions</li> <li>€ Case study analysis</li> <li>€ Discussion seminars</li> <li>€ Individual presentations</li> <li>€ Research discussions</li> <li>€ Lectures</li> <li>€ Technician support</li> <br/> <li>€ <b>Assessment methods:</b></li> <li>€ Presentation</li> <li>€ Exhibition</li> <li>€ Portfolio</li> <li>€ Major project</li> <li>€ Reflection</li> <li>€ Collaboration</li> <li>€ Portfolio review</li> </ul> |
|---|--|

| 3B. Cognitive skills  |  |
|---|--|
| Learning outcomes:  | Learning and teaching strategy/ assessment methods           |
| <p>B1. Critically analyse and interpret theories, ideas and concepts to inform art production</p> <p>B2. Experiment with new approaches to materials and concepts to develop an innovative art practice</p> | <ul style="list-style-type: none"> <li>• As above</li> </ul> |

| <b>3C. Practical and professional skills</b>   |   |
|--|---|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/<br/>assessment methods</b> |
| <p>C1. Act autonomously to produce artworks with limited supervision or direction</p> <p>C2. Purposefully employ materials, equipment and processes to produce artworks to an appropriate professional standard</p> <p>C3. Employ specialist art techniques to communicate effectively with a range of audiences</p> | <ul style="list-style-type: none"> <li>• As above</li> </ul>  |

| <b>3D. Key/transferable skills</b>  |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/<br/>assessment methods</b> |
| <p>D1. Effectively communicate in a range of professional contexts</p> <p>D2. Reflect on own performance to inform future personal and professional development</p> <p>D3. Effectively work with others to produce collaborate projects</p> | <ul style="list-style-type: none"> <li>• As above</li> </ul>  |

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

The programme puts the students' practice at the fore and provides them with the opportunity to nurture a strong and coherent art practice. This programme offers the opportunity for public facing outcomes to include public exhibitions, working with gallerists and curators, self-promotion, collaborating with other artists, designers and makers, working with the public, exploring academic research and creating an identity for their practice. The course is driven by the reality of being an artist in the real world and is therefore driven by real industry opportunities. The course content has been developed with local galleries and art organisations as well as freelancer practitioners.

It aims to develop creative skills through technical supervision and critical questioning, alongside the emergence of individual agency. Consolidating the students' creative identity with an increased understanding of current social, cultural and theoretical debate and their influence on making art.

The course provides students with the opportunity to progress their art experience through a series of modules designed to focus their creative practice and provide them with the skills, awareness and confidence to place themselves within the dynamic and growing creative economy. They will focus their individual experience and direct learning towards career aspirations and creative niche. Specialist skills will be explored in facilities both at Quarry Hill Campus, which are supported by lecturers and technicians who are practicing artists, designers and makers. The studio environment is designed to mirror contemporary art and design practices and imparts valuable and relevant skills in self-sufficiency and



autonomy which will prepare students for a range of creative avenues following graduation. This must be coupled with a sound contextual and historical understanding of art so students know why they are working in a particular manner. In addition to this they will be encouraged to explore and engage with local creative businesses, artists and collectives, practicing individuals and entrepreneurs to gain an understanding of how to function within the creative industries creating a professional portfolio of work and a strong network of contacts.

Some of the modules created for this programme will also be shared with the BA (Hons) Graphic design and illustration programme and as such graphic design and illustration and art students will share a proportion of the lecture programme, thus allowing the students to build a network of peers from a different discipline. This distinctive feature will allow students to develop a deeper understanding across the wider creative arts industries into alternative disciplines that has been fostered through the FD Creative Arts programmes and form working relationships to cultivate a collaborative ethos within the department. This is solidified with the opportunity to professionalise this collaborative approach across or within the wider creative specialisms in the 'Collaboration' module. This module has been developed from the existing collaboration modules which have allowed students to explore a wide range of collaborative experience. Producing successful public facing creative projects giving students a realistic experience of professional collaborative working. Projects are supported from expected areas such as photography and visual art or design as well as diverse areas from composers and filmmakers to mathematicians and educators. The opportunity for diversity of work internally and externally serves to broaden the field for all students and further challenge and develop their collaborative skills and innovative thinking reflecting the advancement from collaboration at foundation degree level.

The 'Major Creative Project' provides the students with the opportunity to develop a personal body of work that represents them as an artist and focuses on conceptual ideas that situate their practice through developing lines of personal enquiry. The breadth and flexibility of this module allow the students to tailor the programme for their specific needs and produce work of great value to them upon graduating and into their professional careers.

## 5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

At the University Centre there is a HE Welfare and Student Engagement Officer and HE Counselling and Mental Health Officer. Both roles support student welfare and offer support including counselling, well-being and financial advice. There is also a Learning Support Officer who can assist students in their applications for DSA and provide one to one support with specific learning needs. A subject specific Academic Librarian also works within the HE library where there is an extensive range of learning resources. Students are supported by the Academic Librarian who can support students one to one with specific study skills requirements and who also provides bespoke study skills sessions for student groups.

Over the summer period a 'summer study project' is set for student progressing onto the BA (hons) or joining externally from alternative institutions, this project promotes engagement in practice over the summer break, keeping motivation high and it also supports students by giving them time to assess the direction of their practice and conduct further research before beginning the programme in preparation for the level 6 modules.

An hour tutorial slot is timetabled weekly for each group; in this slot they can access pastoral and personal development support with a personal tutor to assist their transition to Level 6, this includes one to one tutorials and group tutorials on broader support topics such as time management, stress management, mental health and wellbeing. All students have a personal tutor throughout their studies, this tutor supports the student pastorally, reviews their personal development plans throughout the programme and provides academic support as required.

A supervisor system will be adopted to support and monitor the contextualising practice module to support individual specialist research and monitor student progress. Students are supported through the design of the curriculum to become increasingly autonomous and critical in preparation for the final exhibition work. Throughout semester one students are invited to become increasingly critically aware, (through their practical research development in 'Ideas and Concepts' and through exploring theoretical debates in the 'Contextualising Practice' module,) of the symbiotic relationship between practice, theory and culture. Throughout 'Ideas and Concepts' students are supported to develop the curriculum in response to their personal interests and aspirational career trajectories. This along with the development of their research and academic writing skills within 'Contextualising Practice' will support them to undertake the 'Major Creative Project' module and move towards being more independent practitioners.

Students will be supported through regular formal and informal group and peer critiques, offering a test space and engaged audience in which to explore their creative voice and vocabulary.

Students will be expected to conduct public facing exhibitions at key points throughout the year to build confidence and prepare for the expectations of the final degree show and public engagement beyond the programme.

The location of the Quarry Hill campus in the Cultural Quarter of Leeds provides opportunities for students to engage with the surrounding creative businesses. The department has fostered excellent links with Leeds creative institutions to support professional practice and to embed students into the art community. Visiting lecturers support the breadth of opportunity and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector.

The Creative Arts Network Google Classroom supports students in finding collaboration opportunities within the department and promotes networking events that are arranged by the department for students from different disciplines to meet and interact with each other.

A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms and all students previously studying at Foundation Degree level will have received a device to support them in using these platforms at home and in the University Centre to aid their studies, similarly, new students not progressing from the institution, on the level 6 programme will also receive a device. All necessary information about the programme is provided by means of the course handbook, module handbooks and the VLE which they can access easily using their device. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as mac devices, laptops, iPads and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid students to further their technical skills and become more autonomous when working on projects.

The facilities at Quarry Hill campus are open from 9am-9pm and students are encouraged to use them out of programme hours to utilise available resources and continue project work. The department technicians are available to support students in the studios with technical skills for individual and group projects and artworks.

6. Criteria for admission

A typical offer is likely to be pass at Foundation Degree or a Merit profile in a relevant HND, together with a number of GCSE grades at C or above including English.

All students are to present a portfolio of artwork and supporting academic text which is disclosed during an interview or correspondence for distance applicants. International qualifications will be assessed against these criteria.

Speakers of other languages need to have an IELTS score of at least 6.0 or a recognised level 2 English qualification.

All students must be able to demonstrate either by qualifications or testing that they have the required literacy skills to complete the course.

Offers are made subject to reference

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).  
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

#### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

##### Peer Review

- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meeting
- Student Pathway meetings

#### 10. Changes made to the programme since last (re)validation

The proposed change of title for the top-up from BA (Hons) Art Enterprise to BA (Hons) Art is intended to make the identity of the programme clearer and more specific. In consultation with students, staff, external examiners and the OU Academic Reviewer they felt that the current title does not offer a specific discipline and they were unsure what the 'Enterprise' part of the title entailed. The new structure intends to give clarity to and make the focus of the programme and the modules more art based, and the graduate of this programme more employable by providing them with a degree of greater currency and specific art skills. This change follows the changes made to the newly validated foundation degree where the previous Art Enterprise pathways were uncoupled into separate programmes. Our experiences delivering these three uncoupled programmes has been successful; shared modules allow us to retain important group working, collaborative and cross pollenating aspects of the different disciplines being taught together. The subject specific modules enable us to deliver the necessary specialist skills and knowledge.

Below are the previous and proposed modules:

##### **Current Modules**

Collaborative Enterprise Proposal 10  
 Collaborative Enterprise Project 20  
 Art Engagement 20  
 Negotiated Studio Practice 40  
 Contextualising Practice 30

**Proposed Modules**

***Ideas and Concepts 20***

***Collaboration Project 20***

***Contextualising Art Practice 30***

***Major Creative Project 40***

***Portfolio Review 10***

The key elements of the programmes modules remain the same, and it retains the public facing and collaborative ethos of the original programme.

The original collaborative modules 'Collaborative Enterprise Proposal' and Collaborative Enterprise Project' have been consolidated into one module. This is to avoid over assessment for the students as in the previous iteration of the programme they had 4 assessments over the two modules which distracted from the key learning objective of producing a high quality and creative collaborative project.

'Art Engagement' has been replaced by 'Portfolio Review'. The Portfolio Review assessment was one of the most successful and valuable assessments for the students and this has been focussed into its own module. The blog element of this module has not been replicated in the new programme based on student feedback.

The 20 Credits created by reducing the Collaboration and art Engagement modules has enabled the inclusion of the new module 'Ideas and Concepts'. The aim of this module is twofold, to support the students transition into Level 6 by enabling them to interrogate concepts and ideas through their practice, and to work in tandem with the 'Contextualising Art Practice' module by demonstrating to students the alternative methods of gathering and working with research. The 'Contextualising Art Practice' module is largely unchanged from the previous iteration.

The 40-credit practical module, that was previously 'Studio Practice' is now 'Major Creative Project'. This module still requires the student to produce a major sustained project for exhibition, however the second assessment has changed from a 'Diarised Log' to 'Exhibition'. The reason for this change is to emphasise to the students the importance of externality and communicating with an audience. Through this assessment skills such as curation, arts organisation, presentation of work, branding and audience development can be taught and assessed.

**Annexe 1 - Curriculum map**

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit            | Programme outcomes |    |    |    |    |    |    |    |    |    |
|-------|------------------------------|--------------------|----|----|----|----|----|----|----|----|----|
|       |                              | A1                 | A2 | B1 | B2 | C1 | C2 | C3 | D1 | D2 | D3 |
| 6     | Ideas and Concepts           |                    | X  |    | X  |    | X  |    |    | X  |    |
|       | Major Creative Project       |                    | X  |    |    | X  | X  | X  |    |    | X  |
|       | Collaboration Project        | X                  |    |    | X  |    |    | X  |    | X  | X  |
|       | Contextualising Art Practice | X                  |    | X  |    | X  |    |    | X  |    |    |
|       | Portfolio Review             |                    |    | X  |    |    |    |    | X  |    |    |

## Annexe 1.2: Map of Teaching and Learning Methods

### Level 6

|                              | Lectures | Seminars | Tutorials | Practical Workshops | Group Tasks | Case Studies |
|------------------------------|----------|----------|-----------|---------------------|-------------|--------------|
| Ideas and Concepts           | X        |          | X         | X                   |             | X            |
| Major Creative Project       |          | X        | X         | X                   |             | X            |
| Collaboration Project        |          |          | X         |                     | X           | X            |
| Contextualising Art Practice | X        | X        | X         |                     |             |              |
| Portfolio Review             |          |          | X         | X                   | X           | X            |

## Annexe 1.3: Map of Assessment Methods

### Level 6

|  | Portfolio | Log | Project | Interview | Presentation | Essay | Exhibition |
|--|-----------|-----|---------|-----------|--------------|-------|------------|
|  |           |     |         |           |              |       |            |



|                               |                                      |  |                                    |  |                           |                                   |                                 |
|-------------------------------|--------------------------------------|--|------------------------------------|--|---------------------------|-----------------------------------|---------------------------------|
| <b>Ideas and Concepts</b>     | 40%<br>11<br>Week<br>(2/3 art works) | 60%<br>15<br>Week<br>(1500w plus images) |                                    |  |                           |                                   |                                 |
| <b>Major Creative Project</b> |                                      |  | 70%<br>Week<br>26<br>(Equiv 7000w) |  |                           |                                   | 30%<br>Week 30<br>(Equiv 3000w) |
| <b>Collaboration Project</b>  |                                      |  | 70%<br>Week 12<br>(equiv 3500w)    | 30%<br>Week<br>14<br>(Equiv 1500w)               |                           |                                   |                                 |
| Contextualising Art Practice  |                                      |  |                                    |  | 30%<br>Week 11<br>15 mins | 70%<br>Week<br>27<br>(5250 words) |                                 |
| <b>Portfolio Review</b>       |                                      |  |                                    | 100%<br>Week<br>29<br>8-12<br>images/<br>15 mins |                           |                                   |                                 |



## Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.