

<b>Programme Specification</b>
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<b>1</b>	<b>Awarding Institution/Body</b>	Luminate Education Group
<b>2</b>	<b>Delivery Location(s)</b>	Quarry Hill Campus
<b>3</b>	<b>Programme Externally Accredited by (e.g. PSRB)</b>	N/A
<b>4</b>	<b>Award Title(s)</b>	Foundation Degree Art
<b>5</b>	<b>FHEQ Level</b> <i>[see guidance]</i>	5
<b>6</b>	<b>Bologna Cycle</b> <i>[see guidance]</i>	Short cycle (within or linked to the first cycle) qualifications
<b>7</b>	<b>HECoS Code and Description</b>	100059 Fine Art. The aesthetic representation in one medium of what is reality in another. Encompasses all artistic media.
<b>8</b>	<b>Mode of Attendance</b> <i>[full-time or part-time]</i>	Full Time Part Time
<b>9</b>	<b>Relevant QAA Subject Benchmarking Group(s)</b>	FD Subject Benchmark, Art and Design, 2017  Foundation Degree Characteristics Statement, 2015
<b>10</b>	<b>Relevant Additional External Reference Points</b> <i>(e.g. National Occupational Standards, PSRB Standards)</i>	National Occupational Standards Crafts, Creative Arts & Design, Arts, Media and Publishing, Culture and Heritage
<b>11</b>	<b>Date of Approval/ Revision</b>	
<b>12</b>	<b>Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)</b>	
	<b><u>Foundation Degree Entry Criteria</u></b>	

	Typical offer	Minimum Offer
<b>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</b>	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject
<b>IELTS:</b>	IELTS 6.0 with no less than 5.5 in any component.	
<b>International qualifications:</b>	International qualifications will be assessed against these criteria	
<b>Mature applicants:</b>	<p>University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.</p> <p style="text-align: right;">*21</p> <p><i>years and over at the start of the course</i></p>	
<b>RPL claims:</b>	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	
<b>13 Educational Aims of the Programme</b>	<p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> <li>• Provide a challenging, high quality practical art programme</li> <li>• Produce industry ready creatives able to work across a range of disciplines</li> <li>• Equip graduates with a wide range of additional skills from writing, project management and interdisciplinary working</li> <li>• Deliver a wide range of professional skills relevant to the contemporary industry, including emerging technologies</li> <li>• Instil an interdisciplinary approach to fine art by collaborating with other creative disciplines on internal and external projects</li> <li>• Maximise opportunities for industry engagement to enable graduates to develop sustainable careers</li> <li>• Contextualise art practice within the wider social and cultural environment</li> <li>• Produce new and innovative work, with the potential to produce tomorrow's great practitioners</li> <li>• Produce creatives with skills that reflect the needs of the local region</li> <li>• Produce employable graduates by developing transferable skills such as communication, teamwork, project management, and enterprise</li> </ul>	

<b>14</b>	<b>Learning Outcomes</b>	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	<b>Knowledge and Understanding</b> <i>(insert additional rows as necessary)</i>	
	<b>K1</b>	Evaluate ideas, theories and principles to contextualise art
	<b>K2</b>	Explore issues relevant to the creative industries
	<b>Cognitive/Intellectual Skills</b> <i>(insert additional rows as necessary)</i>	
	<b>C1</b>	Analyse evidence from a variety of sources to create balanced, logical and supported arguments
	<b>C2</b>	Interpret theories and concepts to establish the relationship between critical debate and art practice
	<b>C3</b>	Identify problems within art practice and generate solutions employing appropriate working methodologies
	<b>Practical/Professional Skills</b> <i>(insert additional rows as necessary)</i>	
<b>P1</b>	Operate ethically in an art context	
<b>P2</b>	Autonomously create distinctive art projects with reduced need for supervision and direction	
<b>P3</b>	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of art	
<b>P4</b>	Skilfully use specialist techniques to produce well resolved artworks	

<b>Key Transferable Skills</b> <i>(insert additional rows as necessary)</i>	
<b>T1</b>	Reflect systematically on performance
<b>T2</b>	Develop knowledge, skills and competencies informed by career aspirations
<b>T3</b>	Effectively use a range of communication methods appropriate to the context
<b>T4</b>	Effectively contribute to the working of a team
<b>15</b>	<p><b>Key Learning &amp; Teaching Strategy and Methods</b></p> <p>This course is practical, and the teaching and assessment is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry. This degree will refine students' skills and the critical relationship with their practice.</p> <p>Creating art is central to this programme and as such 60 credits of Level 4 are focussed on making in order to develop the students' technical and critical skills. These can then be applied to the practical and theoretical aspects of other modules. For example, the training delivered in '3D Techniques', 'Digital Techniques' and 'Drawing Techniques' will inform the 'Commercial Practice' module in which these skills are applied to create commercially viable outcomes. These skills underpin future work, as students begin to focus their practice and refine their artistic identity, collaborate with other students and external partners and develop personal projects. The development of core skills at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create engaging artworks in 'Critical Practice,' and to realise their ideas into well resolved bodies of work in the 40 Credit module 'Extended Project'.</p> <p>The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to foster a non-simulated culture, engaging with the creative community and embedding a professional ethos within the students whilst on the programme. This collaborative and real-world approach to the creative industries will support students' progression into professional practice or further study beyond the course.</p> <p>Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of studio critiques, where students are able to give and receive peer feedback. Contextual studies will be taught in a range of lectures and seminars to explore the key themes and ideas. To support</p>

	<p>autonomous study in these areas students will be given a personal supervisor to provide guidance through the modules. The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout the programme modules. The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Projects are sequenced to support the student to act with increasing levels of autonomy to develop engaging personal projects and produce creative and innovative responses to briefs. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure student engagement, and to teach transferable skills in a way that is purposeful for the students' training as artists.</p> <p>Within the 'Contextual Studies' and 'Creative Professional' modules, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences.</p> <p>'Creative Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within the contemporary industry within the modules, 'Critical Practice', 'Commercial Practice', and 'Extended Project' and 'Contemporary Issues in Art'.</p> <p>The course content is developed in such a way as to change student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. For this to be successful, the teaching of these core ideas and values within a classroom setting needs to be coupled with direct experience of the creative field. This will be achieved through our strong local links with institutions such as Curatorspace, Come Find Us, East Street Arts, MAPP, Basement Art Projects, ThoughtBubble, Index Festival, Live Art Bistro and others who are central to the industry within the region and beyond. Learning opportunities are also provided by BLANK_, the project space and eponymous publication run by the department. The ethos of these projects is to provide a platform for emerging and mid-career artists to bridge the gap between Leeds' thriving DIY activities and larger institutions giving students access to artists who are at the next stage of their career. This will enable the students to engage with artists and their work regularly by assisting with installing shows, handling artworks promoting and managing art activities.</p> <p>The department is able to support students through risk related activities such as securing exhibition space and working on collaborative projects, we have preventative measures and effective solutions to such challenges. We have a good network of people that are a fantastic resource for students as they strive to engage in public facing activities and collaborations. For example, we have a long-standing relationship with Skippko; an arts organisation based in Leeds that develop creative projects in communities across the North of England through facilitating meanwhile spaces. The BLANK Gallery is a new exhibition space that students have direct access to as well as the opportunity to respond to the module online in the form of virtual exhibitions.</p>
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	<p>The college facilitates online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning. Easy access to Google platforms enables students to continue to engage with their studies from home and therefore prevents many of the barriers faced by those students who are not always able to attend. Achievement and progression are aided by supporting guidance material, recorded lessons and regular assessment updates, all of which are accessible and interactive online. The immediacy and regular access to both tutor and peer support is welcomed by students on this platform and the submission of work here allows students to identify and take control of their assessments.</p> <p>As mentioned previously, as part of their studies the college supports students by providing Chromebooks but where this is not most suitable, we offer students the opportunity to upgrade this equipment for a fee to an iPad with Apple pencil, which has been positively received. This significantly increases the students' ability to continue their skills development during taught lessons as well as independently using up to date software and design packages. Should a student not wish to upgrade their Chromebook to an iPad there are sufficient within the department that are available to lend through the technical services.</p>
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### Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme and the students' specialisms.

To prepare students for industry these occur in a range of contexts, from presenting maquettes, discussing work with industry professionals, to exhibiting to an audience etc. This reflects the breadth of situations that they may encounter in professional life beyond the course and expands their understanding of the work involved in being an artist.

To reflect the practical nature there are many 'portfolio' assessments throughout the foundation degree. The format of these changes throughout the programme; some ask the student to create a range of prototypes or maquettes, some are more resolved bodies of work, some are exhibitions and others are responsive to a client or live brief stimulus. Bringing courses out of classrooms provides the student with the real experience of producing artwork in a range of real-world contexts and featured significantly throughout consultations with industry links.

These practical assessments are contextualised by the module's other assessments in the form of a reflection, workbook, statement or presentation. This is to develop the students' understanding of their practice as a creative professional, and to understand the impact of the creative decisions that they make on the audience/viewer. Assessments such as presentations and interviews serve to develop communication and public speaking skills which were identified as elements of professional development important for a career in the Arts by consultations with artists.

Several of the assessments require students to engage with a wider audience whether that be through an event, public exhibition, peer group or online. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network. There are many assessments that focus on contextualising practice and reflecting on personal performance. These assessments are constructed to create graduates with an engaged, reflective and developmental practice beyond the course.

The assessments are designed to allow the student to explore and discover ways in which to *practically* apply their creative interests to produce commercial work - industry consultations with artists showed that wanting to make a living, to be commercially successful and to sell work is conducive to a realistic understanding of how to make living in the creative industries. The research report gives the student the opportunity to discover how and why other practitioners do this, giving the process validity in relation to the students' professional practice.

Students will produce logbooks, statements and reflections to contextualise their practice to build a critical relationship with their work. Students will produce a variety of formal pieces of academic writing each year ranging from essays, artist statements, blogs and applications which will prepare students for further study. The academic skills required for these assessments are embedded throughout the programme to ensure that they are

supported with research and academic writing. The rationale for such the particular variation of assessment strategies and methods are in line with consultation feedback which outlined skills such as writing statements, applications, and bids etc. as necessary to art education courses since they facilitate students' to talk about their work and present it to an audience.

The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy and individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at Leeds City College, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The programme will use a variety of formative assessment methods. Tutor, peer and self-assessment will be used throughout the programme to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.

<b>17</b>	<b>Programme Modules</b>				
	<b>Level 4</b>				
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non-Compensatable</b>
		Drawing Techniques	20	Core	Compensatable
		3D Techniques	20	Core	Compensatable
		Digital Techniques	20	Core	Compensatable
		Commercial Practice	20	Core	Compensatable
		Creative Professional	20	Core	Compensatable
		Art in Context	20	Core	Compensatable
	<b>Level 5</b>				
	<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Core/ Option</b>	<b>Non-Compensatable</b>
		Critical Practice	20	Core	Compensatable
		Collaboration	20	Core	Compensatable
		Contemporary Issues in Art	20	Core	Compensatable
	Extended Project	40	Core	Non- Compensatable	



		Art Event	20	Core	Compensatable
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**LEVEL 4****Modules:**

The purpose of Level 4 is to provide a solid foundation of practical skills, critical awareness of canonical themes and debates within Art to encourage the students to experiment and to take risks, and to introduce the creative industries. During Level 4, students will gain intrinsic practical skills and develop creative methodologies which will underpin the development of personal practice and creative identity during Level 5. Level 4 introduces students to a range of foundation art techniques, practices, ideas and methodologies, and supports their transition into Higher Education.

The 'Techniques' modules introduce the students' key art techniques in a range of disciplines, and then challenge them to experiment with those more abstractly. The broad techniques that they will engage with during these modules are traditional analogue drawing, digital drawing, performance, sculpting, assemblage, collage, photography, film, video, sound, installation, process based and site specific works.

The techniques learnt within these modules will enhance the students' understanding of art practice and inform the work that they produce throughout the programme. These modules will also require the students to think conceptually around the practice that they are engaging with, for example in 3D techniques students are challenged to consider the importance of material in a fine art context, similarly in 'Digital Techniques' students consider the role of Art in a networked culture and digital citizenship. Throughout these modules, students will be encouraged to think about contemporary practices in a professional context by continually focusing on the use of these methods within the industry through gallery visits and artist case studies.

Within the 'Art in Context' module, the students will begin to underpin their practice critically through the introduction of canonical art theories, concepts and ideas. Students will consider what it is to be a contemporary artist and how their work adds to the critical debate. This module functions both to advance their understanding of the history of contemporary art, but will give the students the knowledge and understanding to critically engage with their work and the work of others as they continue their studies, critically underpinning their practice as they develop more autonomous projects during Level 5.

Through the 'Creative Professional' module, students will consider their career trajectory and personal development by auditing their skills in response to their career aspirations, and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional artist to gain a greater understanding of the working practices of a professional.

**Shared modules:**

The shared modules are integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Being taught regularly

together from the beginning, alongside shared activities and events such as visiting speakers, work experience opportunities and extra-curricular projects students will regularly encounter their peer working across a range of creative programmes. Students will be taught across disciplines from the beginning of Level 4 in the Creative Professional by undertaking industry research to underpin their practical projects, and will be introduced to professional skills and working methodologies. In semester 2 of Level 4 students will apply this to the production of a commercially focussed project giving them their first experiences of professional practice and considering themselves as a professional practitioner. Alongside gaining experience this module will invite the students to begin to focus their practices informed by their professional aspirations. Being taught together regularly in Level 4 will give them insight into the wider creative industries and support the practical collaborations produced in Collaboration at Level 5, where the students are asked to work together on a practical project. The aspiration is that this module will open up the students to creating further collaborative works in the 'Extended Project and into Level 6 or to prepare them for the realities of professional practice. Throughout these experiences the students are developing a supportive network of their peers to support each other to complete ambitious creative projects in the future which require input from a range of practitioners.

The delivery of the shared modules will be split between working as a whole group and within their curriculum areas. The delivery to the wider group will impart key creative principles such as self-reflection or financial management, and will raise awareness of the breadth of careers, opportunities, and practices within the creative industries. These broader principles will then be contextualised to the student's own specialisms through accompanying seminars and workshops.

## **Level 5**

### ***Modules:***

Level 5 builds upon foundation skills and knowledge, focusing on a deeper development of practical skills, professional engagement, and the student's artistry and creativity. This year introduces them to their first forty-credit module 'Extended Project', this extended module will provide the opportunity for them to develop an engaged and well resolved body of work. It is within this module that students can combine the practical skills and specialisms that they have been developing on the course so far and build on their conceptual interests that they have developed in the semester 1 module 'Critical Practice' to form a body of work for exhibition.

During the 'Art Event' module students will create a public facing event. This could be a traditional exhibition, launch of an online project, artist talk, performance etc. Students are challenged to consider the variety of events pertinent to the industry and develop an event in response. The marketing, promotion and archiving of this event are integral to this module and introduce the student to the key principles of building a creative identity, branding and generating an audience.

'Collaboration' is key to the programme, and to the potential employment opportunities of the students in Leeds, and has been created in response to a changing industry. Leeds is becoming a creative hub of freelancers, microbusinesses, and more recently larger creative organisations and this module is responsive to this change within the city. Interdisciplinary collaboration is central to the artists' ability to thrive in the industry and this module provides the opportunity to collaborate with students within the wider Creative Arts department from other creative disciplines, and external creatives to produce a body of work.

The 'Contemporary Issues in Art' module builds on foundation theories, ideas and principles and examines the debates pertinent to contemporary practice. This module will draw on contemporary artworks and exhibitions to critically examine their concepts to help the students to situate their own practice within the contemporary debate. This module will also examine the wider issues concerning contemporary practice, such as ethics and sustainability.

Structure Full Time:

**Level 4**

Semester 1	Drawing Techniques	3D Techniques	Creative Professional
Semester 2	Digital Techniques	Commercial Practice	Contextual Studies

**Level 5**

Semester 1	Collaboration	Critical Practice	Contemporary Issues in Art
Semester 2	Extended Project		Industry event

**Part -time**

**Year 1**

Semester 1	Drawing Techniques	Creative Professional
Semester 2	Digital Techniques	Commercial Practice

**Year 2**

Semester 1	3D Techniques	Collaboration
Semester 2	Industry event	Contextual Studies

	<p><b>Year 3</b></p> <table border="1" data-bbox="316 232 1406 439"> <tr> <td data-bbox="316 232 860 331">Critical Practice</td> <td data-bbox="860 232 1406 331">Contemporary Issues in Art</td> </tr> <tr> <td colspan="2" data-bbox="316 331 1406 439">Extended Project</td> </tr> </table>	Critical Practice	Contemporary Issues in Art	Extended Project	
Critical Practice	Contemporary Issues in Art				
Extended Project					
19	<p><b>Apprenticeships</b></p> <p>N/A</p>				
20	<p><b>Support for Students and Their Learning</b></p> <p>The award adopts the approach to student learning support as identified below:</p> <ul style="list-style-type: none"> <li>● Programme underpinned by developing practical skills and students own practice</li> <li>● Excellent professional network to career trajectory</li> <li>● Taught in the cultural Quarter of Leeds in close proximity of a network of stakeholders</li> <li>● Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community</li> <li>● Visiting lecturers to support breadth of techniques delivered</li> <li>● Student welfare and support from Registry, including counselling and financial advice</li> <li>● Extended pastoral support in Level 4 (2 hours per week) to support students transition to higher education</li> <li>● Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan</li> <li>● In the risk related to collaborative projects, we have a long-standing relationship with Skippko; an arts organisation based in Leeds that develop creative projects in communities across the North of England through facilitating meanwhile spaces. The BLANK Gallery is a new exhibition space that students have direct access to as well as the opportunity to respond to the module online in the form of virtual exhibitions.</li> <li>● A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms</li> <li>● All students receive a device to support them with their studies</li> </ul>				

	<ul style="list-style-type: none"> <li>● All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.</li> <li>● There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by specialist staff who provide bespoke study skills sessions for students</li> </ul>
21	<p><b>Distinctive Features</b></p> <p>The Art programme’s primary aim is to prepare students with the necessary skills to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. This programme aims to produce graduates with excellent technical skills alongside advancing their creativity and artistry in responding to briefs, collaborating with others and developing personal projects. Within the staff team are all practitioners and this wealth of experience is used in the development and delivery of modules, the learning environments and the quality and specificity of teaching and learning.</p> <p>The programme is distinctive by asking students to work in a public facing manner, and by requiring the student to engage in a range of real world tasks that are valuable to the professional life of an artist, such as building an industry event, self-promotion, interdisciplinary collaboration, delivering artist talks and writing artist statements. By doing this the programme enhances the students’ employability by delivering a greater breadth of skills to enable them to take on a wider number of jobs and roles within the creative industries. This allows the students to have a greater understanding of the broad range of applications for their practice, which is increasingly important in the contemporary creative industries to build a sustainable practice. From our consultation with a range of stakeholders, including freelance artists, curators, and arts organisers it was apparent that there was a real need to develop a programme that focussed on developing technical skills and creativity alongside enterprise skills, digital skills, and communication skills. FD Art responds to all of these points to produce graduates prepared for the realities of being a contemporary artist.</p> <p>This programme is primarily devised to support the student’s trajectory into working as a freelance practitioner or working within a micro-business, as this is reflective of the local creative ecology. The enterprising, entrepreneurial and work-related aspects of the programme prepare the student to get work, fulfil briefs and build a sustainable practice. This degree gives graduates the skills to undertake a greater number of projects than a traditional Fine Art programme through the diverse content of the programme.</p>

Through strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme as they arise. These may include working with galleries and arts organisations, community art projects, work with businesses to produce promotional work, shadowing artists and delivering art workshops. Within the wider department we have worked with a range of clients including the NHS, Direct Line, Heart Research UK to develop design work for a range of outlets. By engaging with these opportunities during the programme students will develop a meaningful CV in order to support them to become professional practitioners.

Responding to feedback from industry the focus of the course responds to develop graduates' technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to refine students' creative skills and ideas generation. Employers demand that creatives have a range of technical and creative skills and this is reflected in the content of the practical modules at Level 4 which includes drawing, sculpting, lens based, sonic and digital art in their expanded forms. Level 5 allows students to apply these skills in a range of professional, collaborative and creative contexts to develop the students' ability to work across a range of creative contexts and to manage projects, which were skills that the creative industry particularly valued in graduates.

The programme is structured to enable students to situate their practice within the context of the contemporary industry. In 'Contemporary Issues in Art' students will understand and question how to operate as a professional applying ethical and sustainability issues to their professional practice. Every opportunity is taken to allow students to put into practice their learning to experience as much of the reality of the industry in a supported and constructive environment.

Work related learning scaffolds throughout the four semesters of the programme and is focussed on developing the students as freelance practitioners by developing their enterprising, entrepreneurial, and transferrable skills to enable them to find and win work, fulfil creative briefs, and develop their professional network to help to build a sustainable career.

In semester one in The Creative Professional module students explore the creative industries through researching a case study and exploring the range of career trajectories available to them. Students are encouraged to make contact with creative professionals to gain insight into working in the creative industries and the range of skills required to build a career. The Personal Development Plan helps the student to focus the development of their personal skills and introduces the student to continuously reflect on and refine their practice, which is key to successful freelance practice.

Commercial Practice in semester 2 of level 4 invites the student to develop a professional project to focus their practice on the area of their creative specialism they wish to pursue. This module provides the students first practical professional experience by producing work that reflects their creative career aspirations.

Collaboration at the beginning of Level 5 challenges the student to work with students from other creative disciplines reflecting industry practices. This module requires the

student to reflect on their emerging professional practice and requires them to apply their specialist skills to a creative or commercial collaborative project.

The work-related aspect of the programme culminates with the Art Event, and Major Project modules, these public facing modules require the students to produce work for a real audience that reflects their creative identity. These modules require the student to have a well resolved understanding of their work, they will be able to communicate their creative concerns, create professional profiles and produce work to a professional standard.

The sequencing of these modules prepares the student for industry by developing their professional skills, and helping them to focus their practice towards their aspirational career trajectory. The module sequence to support the journey of the student from joining level 4 to graduating with a clear professional direction, having gained meaningful work-related experiences and generating content for their creative CV. The students will progress from researching the industry and developing a professional project in level 4, to using their specialism to work their peers across disciplines, and finally to engaging a real audience.

Within the University Centre campus there are initiatives that provide support and inspiration for the student. BLANK\_ is a project space and eponymous publication created to support emerging and mid-career artists with meaningful opportunities to show work and to provide a bridge between Leeds DIY art scene and larger institutions. Students have opportunities throughout the year to gain work experience in a gallery setting, and the exhibitions and publications provide a programme of visiting lecturers and contributors to the department, with the publication attracting international contributions.

LOOP is an initiative to provide links between the students and Leeds creative community. Each week LOOP provides work experience opportunities for the students with Leeds creative organisations, and includes stakeholder events, networking events, and provides a programme of visiting speakers to support the students professional development as freelancers in a range of areas, including bid writing, marketing, and administration.





**Stage Outcomes (Undergraduate Awards only)**

No.	Programme Outcome	Stage/Level 4(1)
<b>K1</b>	Critically evaluate ideas, theories and principles to contextualise art	Explain ideas, theories and principles to describe art
<b>K2</b>	Critically explore issues relevant to the creative industries	Describe issues relevant to the creative industries
<b>C1</b>	Analyse evidence from a variety of sources to create balanced, logical and supported arguments	Review a variety of sources to create arguments
<b>C2</b>	Interpret theories and concepts to establish the relationship between critical debate and art practice	Use theories and concepts to make links between debate and art practice
<b>C3</b>	Identify problems within art practice and generate solutions employing appropriate working methodologies	Explore issues within art practice to consider solutions
No.	Programme Outcome	Stage/Level 4(1)
<b>P1</b>	Operate ethically in an art context	Describe the ethical impact of art production
<b>P2</b>	Autonomously create distinctive art projects with reduced need for supervision and direction	Act with some Autonomy to create art projects
<b>P3</b>	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of art	Evidence a developmental approach to making art

<b>P4</b>	Skilfully use specialist techniques to produce well resolved artworks	Produce artworks by competently using a range of equipment , skills and processes
<b>T1</b>	Reflect systematically on performance	Reflect on performance
<b>T2</b>	Develop knowledge, skills and competencies informed by career aspirations	Demonstrate a match between career aspirations and personal aptitudes
<b>T3</b>	Effectively use a range of communication methods appropriate to the context	Competently use a range of communication methods

**Map of Outcomes to Modules**

**Level 4**

<b>Module Name</b>	<b>K1</b>	<b>K2</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Drawing Techniques		X		X					X	X		
3D Techniques					X		X	X	X			
Digital Techniques	X		X				X					X
Commercial Practice			X		X	X					X	
Creative Professional		X						X		X	X	
Art in Context	X			X		X						X

**Level 5**

<b>Module Name</b>	<b>K1</b>	<b>K2</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Critical Practice		X	X	X				X				X
Collaboration				X			X	X		X		
Contemporary Issues in Art	X				X	X					X	
Extended Project	X	X	X				X		X	X		X
Art Event				X		X			X		X	

**Map of Teaching and Learning Methods**

**Level 4**

	Lectures	Tutorials	Practical Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Sketch or Prep Book
Drawing Techniques		x	x	x		X	x	x
3D Techniques		x	x	x		X	x	x
Digital Techniques		x	x	x		X	x	x
Commercial Practice	x	x	x	x	x		x	x
Creative Professional	x	x			x	X	x	
Art in Context	x	x			x			

**Level 5**

	Lectures	Tutorials	Practical / Design Workshops	Demonstration	Case studies	Group Activities	Employer Engagement -Guest speakers / External Visits	Sketch or Prep Book
Critical Practice	x	x	x	x			x	x
Collaboration		x	x	x		X	x	x
Contemporary Issues in Art	x	x			x			
Extended Project		x	x				x	x
Art Event		x			x	X	x	

**Map of Assessment Methods**

	<b>Essay</b>	<b>Contextualising Statement</b>	<b>Presentation</b>	<b>Documentation</b>	<b>Portfolio</b>	<b>Product</b>	<b>Maquettes</b>	<b>Skills Audit</b>	<b>Case study</b>
<b>Drawing Techniques</b>				<b>60% Week 12</b>	<b>40% Week 13</b>				
<b>3D Techniques</b>					<b>40% Week 15</b>		<b>60% Week 9</b>		
<b>Digital Techniques</b>		<b>30% Week 25</b>			<b>70% Week 28</b>				
<b>Commercial Practice</b>			<b>30% Week 23</b>			<b>70% Week 30</b>			
<b>Creative Professional</b>								<b>50% Week 6</b>	<b>50% Week 14</b>
<b>Art in Context</b>	<b>50% Week 29</b>		<b>50% Week 22</b>						



Level 5

	Case study	Presenta tion	Document s of event	Interview	Extended Project	Artwork	Illustrated Statement	Essay	Collabo rative Project
<b>Critical Practice</b>						<b>70% Week 15</b>	<b>30% Week 10</b>		
<b>Collaboration</b>				<b>30% Week 10</b>					<b>70% Week 14</b>
<b>Contemporary Issues in Art</b>	<b>40% Week 6</b>							<b>60% Week 13</b>	
<b>Extended Project</b>		<b>70% Week 30</b>			<b>30% Week 29</b>				
<b>Art Event</b>		<b>40% Week 23</b>	<b>60% Week 28</b>						

## Assessment Schedule 2020-21

(Please produce a separate schedule for each award/year)

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	27-Jul-20		
2	03-Aug-20		
3	10-Aug-20		
4	17-Aug-20		
5	24-Aug-20		
6	31-Aug-20		
7	07-Sep-20	<b>HE Enrolment</b>	
8	14-Sep-20	<b>HE Enrolment</b>	
9	21-Sep-20	<b>Semester 1 starts</b>	1
10	28-Sep-20		2
11	05-Oct-20		3
12	12-Oct-20		4
13	19-Oct-20	<b>Staff development Day (Fri 23<sup>rd</sup> Oct)</b>	5
14	26-Oct-20	<b>Half Term</b>	
15	02-Nov-20	<b>Creative professional T1 Professional development plan</b>	6
16	09-Nov-20		7
17	16-Nov-20		8
18	23-Nov-20		9
19	30-Nov-20	Digital Techniques T1 Portfolio	10
20	07-Dec-20		11
21	14-Dec-20	<b>Drawing Techniques T1 Preliminary work</b>	12
22	21-Dec-2020	<b>Christmas Holidays</b>	
23	28-Dec-2020	<b>Christmas Holiday</b>	
24	04-Jan-21	<b>Staff Development Day Drawing Techniques T2 Portfolio</b>	13
25	11-Jan-21	Creative professional T2 Case study	14
26	18-Jan-21	<b>Digital Techniques T2 Essay</b>	15
27	25-Jan-21	<b>Semester 2 starts</b>	16
28	01-Feb-21		17
29	08-Feb-21		18
30	15-Feb-21	<b>Half Term</b>	
31	22-Feb-21		19
32	01-Mar-21	<b>Exam Board Week</b>	20
33	08-Mar-21		21

34	15-Mar-21	Art in Context T1 presentation	22
35	22-Mar-21	<b>Commercial practice T1 presentation</b>	23
36	29-Mar-21	<b>(Good Friday 2<sup>nd</sup> April)</b>	24
37	05-Apr-21	<b>Easter Hols (Easter Monday)</b>	
38	12-Apr-21	<b>Easter Hols</b>	
39	19-Apr-21	3D Techniques T1 preliminary work	25
40	26-Apr-21		26
41	03-May-21	<b>Bank Holiday Monday</b>	27
42	10-May-21	<b>3D Techniques T2 Portfolio</b>	28
43	17-May-21	<b>Art in context T2 Essay</b>	29
44	24-May-21	<b>Commercial practice T2 Portfolio</b>	30
45	31-May-21	<b>Half Term</b>	
46	07-Jun-21		
47	14-Jun-21		
48	21-Jun-21	<b>Exam Board Week</b>	
49	28-Jun-21		
50	05-Jul-21		
51	12-Jul-21		
52	19-Jul-21		

<b>College Week</b>	<b>Commences Monday</b>	<b>Note</b>	<b>Prog. Week</b>
1	27-Jul-21		
2	03-Aug-21		
3	10-Aug-21		
4	17-Aug-21		
5	24-Aug-21		
6	31-Aug-21		
7	07-Sep-21	<b>HE Enrolment</b>	
8	14-Sep-21	<b>HE Enrolment</b>	
9	21-Sep-21	<b>Semester 1 starts</b>	1
10	28-Sep-21		2
11	05-Oct-21		3
12	12-Oct-21		4
13	19-Oct-21	<b>Staff development Day (Fri 23<sup>rd</sup> Oct)</b>	5
14	26-Oct-21	<b>Half Term</b>	
15	02-Nov-21	<b>Contemporary issues in art T1 case study</b>	6

16	09-Nov-21		7
17	16-Nov-21		8
18	23-Nov-21		9
19	30-Nov-21	Collaboration T1 Interview	10
20	07-Dec-21		11
21	14-Dec-21	Critical practice T2 Essay	12
22	21-Dec-2021	<b>Christmas Holidays</b>	
23	28-Dec-2021	<b>Christmas Holiday</b>	
24	04-Jan-22	<b>Staff Development Day</b> <b>Contemporary issues in art T2 essay</b>	13
25	11-Jan-22		14
26	18-Jan-22	Collaboration T2 Collaborative project	15
27	25-Jan-22	<b>Semester 2 starts</b>	16
28	01-Feb-22		17
29	08-Feb-22		18
30	15-Feb-22	<b>Half Term</b>	
31	22-Feb-22		19
32	01-Mar-22	<b>Exam Board Week</b>	20
33	08-Mar-22		21
34	15-Mar-22		22
35	22-Mar-22	<b>Art Event T1 Work related project</b>	23
36	29-Mar-22	<b>(Good Friday 2<sup>nd</sup> April)</b>	24
37	05-Apr-22	<b>Easter Hols (Easter Monday)</b>	
38	12-Apr-22	<b>Easter Hols</b>	
39	19-Apr-22		25
40	26-Apr-22		26
41	03-May-22	<b>Bank Holiday Monday</b>	27
42	10-May-22	<b>Art Event T2 Showcase</b>	28
43	17-May-22	<b>Extended project T1 Portfolio</b>	29
44	24-May-22	<b>Extended project T2 Presentation</b>	30
45	31-May-22	<b>Half Term</b>	
46	07-Jun-22		
47	14-Jun-22		
48	21-Jun-22	<b>Exam Board Week</b>	
49	28-Jun-22		
50	05-Jul-22		
51	12-Jul-22		
52	19-Jul-22		