

Programme Specification

1	Awarding Institution/Body	Luminate Education Group															
2	Delivery Location(s)	Mabgate Campus and HE Creative Arts studio															
3	Programme Externally Accredited by (e.g., PSRB)	n/a															
4	Award Title(s)	BA (Hons) Art BA Art (60 credits at Level 6) DipHE Art CertHE Art															
5	UCAS Code	W215															
6	Apprenticeship	N/A															
7	HECoS Code and Description	100059 – Fine Art															
8	Mode of Attendance	3 years full time face to face															
9	Relevant QAA Subject Benchmarking Group(s)	QAA benchmark, Art and Design 2019															
10	Relevant Additional External Reference Points (e.g., <i>National Occupational Standards, PSRB Standards</i>)	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) National Occupational Standards Crafts, Creative Arts & Design, Arts, Media and Publishing, Culture and Heritage															
11	Date of Approval/ Revision	September 2026															
12	<u>Undergraduate (Hons) Entry Criteria</u> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th><th style="width: 40%;">Typical offer</th><th style="width: 35%;">Minimum Offer</th></tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td><td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td><td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject or relevant experience</td></tr> <tr> <td>IELTS:</td><td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td></tr> <tr> <td>International qualifications:</td><td colspan="2">International qualifications will be assessed against these criteria.</td></tr> <tr> <td>Mature applicants:</td><td colspan="2">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.</td></tr> </tbody> </table>			Typical offer	Minimum Offer	UCAS tariff points:	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 or relevant experience	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria.		Mature applicants:	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.	
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		<i>*21 years and over at the start of the course</i>
	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)
	<u>Additional Entry Criteria</u>	
		Criteria
	GCSE English: Desirable but not essential	English Language Grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.
	References:	An appropriate reference is required.
	Portfolio:	A portfolio of work is required if an element of entry requirement is missing.
13	Educational Aims of the Programme	
	The course aims to:	
	• Prepare students to work effectively within creative communities and collaborative environments to enhance communication, adaptability, and shared creative production. • Scaffold students' creative and critical development across three years, encouraging exploratory learning at Level 4, experimental and integrative practice at Level 5, and independent, professionally informed practice at Level 6. • Foster awareness of ethical, sustainable, and inclusive approaches to making and exhibiting Art. • Equip students with the professional, and transferable skills for a sustainable career and continued self-directed development. • Enable students to critically and creatively respond to emerging technologies, interdisciplinary practices, and evolving modes of artistic production and dissemination. • Encourage students to recognise the potential of Art as a catalyst for dialogue, social awareness, and cultural innovation in contemporary society. • Explore a range of digital art techniques and understand how new technologies influence contemporary art practice.	
14	Learning Outcomes	
	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:	
	Knowledge and Understanding	
	K1	Demonstrate critical understanding of Art practices through evaluation of concept, material, and presentation interrelation in creative contexts.
	K2	Critically situate practice within historical, theoretical, cultural, and professional contexts using appropriate research and contextual references.
	Cognitive/Intellectual Skills	

	C1	Integrate theoretical research and studio practice to construct a coherent and contextually informed body of work	
	C2	Apply critical and creative thinking to generate, develop, and refine complex ideas through iterative making and reflective evaluation.	
	C3	Critically appraise and address complex problems through systematic research and art practice/processes	
	Professional Skills		
	P1	Operate ethically and responsibly, showing awareness of social, environmental, and global issues in the creation and presentation of Art.	
	P2	Manage projects and self-directed learning with initiative, professionalism, and accountability—demonstrating the ability to plan, evaluate, and sustain an independent practice.	
	P3	Adopt an open-minded, experimental, and risk-taking approach to inquiry, embracing ambiguity and diverse perspectives as drivers of innovation.	
	P4	Demonstrate advanced technical and material proficiency in the realisation and presentation of Art outcomes, using appropriate tools, media, and technologies.	
	Key Transferable Skills		
	T1	Effectively engage in collaborative practice, successfully contributing to a team to deliver ambitious projects.	
	T2	Develop entrepreneurial skills and professional competencies informed by career aspirations.	
	T3	Effectively communicate in a range of professional contexts.	
15	Key Learning & Teaching Strategy and Methods		
	The learning and teaching strategy for the BA (Hons) Art programme is designed to reflect contemporary workplace practices, ensuring students develop a professional identity and the technical skills essential for the creative industries. The curriculum is scaffolded over three years to transition students from foundational learners to autonomous practitioners, mirroring the professional journey from junior role to independent creative. Studio practice is central to the programme, with learning occurring through making, experimenting, and reflecting in a dedicated creative environment. At level 4 practical modules are technically focused, introducing a range of media through Expansive Drawing, Creative Technologies, and Material Exploration in 3D Art. Teaching at this level emphasises tutor-led workshops and demonstrations, encouraging knowledge through experimentation and processes. These sessions introduce students to critique through group and peer ‘crits’ led by tutors who model constructive feedback. At Level 5 modules such as Critical Practice and Extended Project allow students to define personal interests, combining media and concepts more independently. Tutorials encourage informed material choice and risk-taking, while crits become progressively student led as students formulate written reflective analysis. In Level 6 Students sustain self-directed practice with high levels of autonomy. The focus shifts to professional critique and presenting work to external audiences, with evaluations that articulate a clear critical position and professional awareness. Digital skills are integrated early in the programme. The Creative Technologies module introduces students to photography, filmmaking, sound recording, and digital art production.		

	Crucially, the curriculum encourages students to think conceptually and ethically about emerging technologies, including AI. Students explore digital appropriation, social media critiques, and the ethical implications of technological developments, ensuring they are responsible practitioners in a digital age. Through the levels, students are supported in the transition from guided study to independent research In Art in Context, students learn to conduct research through a historical lens, identifying historical and socio-political influences on art. At Level 5, the Contemporary Issues in Art module requires students to engage with contemporary debates such as sustainability, social responsibility, and the ethics of art projects. In Level 6, the Contextualising Art Practice module supports students through supervision and academic skills sessions to complete an academic poster and viva voce This research underpins the final body of work produced in the Major Project. Collaborative learning is central to the programme. Collaborative and interdisciplinary learning takes place with group tasks and shared studio spaces as level 4 students build awareness of teamwork and mutual support. Following group tasks at Level 4, the Level 5 Collaboration module brings together cohorts from across the creative arts department. Students form interdisciplinary groups to work on projects that reflect industry-standard workflows and roles, supported by tutors to prepare them for professional networking and working in creative teams. The level 6 Collaborative practice module challenges students to formulate external cross disciplinary projects, professionalising their collaborative experience, students project manage, conduct risk assessments, and pay attention to legal, ethical and professional considerations and constraints to realise exhibitions, workshops commissions with measured tutor support allowing for autonomy and resilience in a real world situation.
16	Key Assessment Strategy and Methods This programme will use a variety of assessment methods; with a strong emphasis on the practical vocational nature of the programme and the students' specialisms. To prepare students for industry the assessments occur in a range of contexts, from presenting maquettes, discussing work with industry professionals, to exhibiting to an audience reflecting situations that they may encounter in professional life beyond the course here are practical and portfolio assessments throughout the programme; allowing students to engage and learn through material exploration and expression evidencing from learning to mastery , learning about and responding to internal and external stimuli. And engaging with audiences through events and exhibitions. Bringing courses out of classrooms provides the student with an authentic experience of producing artwork in a range of real-world contexts and featured significantly throughout consultations with industry links. 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. The purpose of Level 4 is to provide a solid foundation of practical skills, awareness of established themes and debates within Art to encourage the students to experiment and to take risks, and to introduce the creative industries. Students develop creative methodologies which will underpin the development of personal practice and creative identity during Level 5 and 6.

Practical modules introduce key Art techniques in a range of disciplines and then challenge them to experiment with those more abstractly. These modules will also require the students to think conceptually around the practice that they are engaging with, for example in Material Exploration in 3D Art students are challenged to consider the importance of material in an Art context, similarly in 'Creative technologies' students consider the role of Art in a networked culture.

Assessments are scaffolded to support the development of practice and application of knowledge. At Level 4, assessments allow the students to build individual and fundamental skills and create portfolio work. As they progress into Level 5, the assessments expect bodies of work or project based as the students are enabled to manage their time and negotiate plans. Projects become more outward facing, requiring engagement with a wider audience through public exhibition. Exhibitions and public facing assessment prepares learners for practice beyond their studies, reflects industry needs, and helps to develop their professional network.

Communication skills are also developed at Level 4 and 5 through the inclusion of presentations. Students complete presentations designed to develop their confidence in articulating their creative intentions and discussing their work with an audience. This experience provides a foundation for the more advanced viva voce assessment at Level 6, where students are expected to engage in critical discussion, answer more complex questions, and effectively defend their artistic choices. This progression supports the development of professional communication skills, critical thinking, and the ability to reflect on and justify creative decisions.

Assessments are constructed to create graduates with an engaged, reflective and developmental practice beyond the course. Students develop a fundamental knowledge of principles and theories through a historical lens in the Level 4 module Art in Context, which they then use to understand the contemporary Art industry and apply to their own practice at Level 5 in the Contemporary Issues in Art module. At Level 6 they carry out a sustained body of self-directed research in Contextualising Creative Practice. The assessments in critical practice module at Level 5 and 'Ideas and Concepts' at Level 6 are designed to allow the student to explore and discover ways in which to practically apply their creative interests. 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, 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 (for example through group crits) is important to this programme to create an environment of supportive critical practice within the cohort. Feedback is given verbally or in written form in formal and informal ways depending on the type of assessment and situation. Students are guided to take notes and reflect upon this to feed forward into the linked summative assessment or further work.

The small group working style enabled by cohort size means students creative output is made in proximity to staff who can guide and feedback alongside the making with some insights to the evolution of the works.

17	Industry Specific Skills Development Throughout the programme, students are prepared for professional practice through the acquisition of technical and conceptual skills specific to the creative industries. In the Creative Technologies module, students develop technical proficiency in photography, filmmaking, and sound recording using industry-standard software. This includes practical training in digital image production, archiving, and the conceptual application of emerging technologies like AI within a professional artistic framework. The Expansive Drawing module focuses on material competence through traditional and contemporary methods, including printmaking and three-dimensional drawing in space, ensuring students can use a formal drawing vocabulary to produce outcomes to a professional standard. In Material Explorations in 3D Art, students master specialist fabrication techniques such as casting and sculpting with clay, plaster, wood, and plastics. The module emphasizes industry-specific practices like site-specific installation and sustainable sculptural methods, including repurposing materials and limiting waste. The Art and Community module equips students with curatorial skills and the ability to devise professional commissions, community workshops, and public events. Students learn the machinations of creative organisations, gaining experience in delivering pop-up exhibitions and engaging with external audiences. Industry-relevant research skills are cultivated to underpin practical work, transitioning from foundational visual and contextual methods in Art in Context to a sustained independent research project in Contextualising Art Practice. Students identify historical and socio-political influences to ensure their work contributes to wider cultural debates. Finally, the Major Project focuses on the professional curation and presentation of a self-devised body of work for a public exhibition. Students act with full autonomy to initiate and negotiate projects, demonstrating the specialist making skills and advanced visual communication required for immediate entry into the creative sector
18	Transferable Skills Development Assessments such as presentations and interviews serve to develop communication and public speaking skills. Public facing assessment, such as the professional exhibition in the Major Project or the community project in the Art and Community module, prepares students for practice beyond their studies helps to develop their professional network. The structured development of theoretical and research skills supports students to become more autonomous and critical practitioners through modules like Critical Practice and Contemporary Issues in Art. These modules provide the theories and principles that help students better communicate their intentions to specific audiences. The Commercial Practice module introduces the enterprising, entrepreneurial, and commercial aspects of creative practice by teaching project costing, feasibility, and various ways to monetise work, such as delivering workshops or creating commercial products. Collaboration and Art and Community further help to establish a collaborative culture and expand professional networks by identifying opportunities, developing ideas, and collaborating with peers from different disciplines. Networking is developed early in the Creative Professional module, where students are encouraged to reach out to established practitioners through channels including social media to gain a deeper understanding of career paths. Resilience is developed through increasing levels

	of autonomy, leading to the Major Project, where students must manage sustained, self-devised research and practical projects. Professional logistics, including budgeting and project management, are embedded in modules like Art and Community and Commercial Practice, where students learn the machinations of creative organisations and project costing. Finally, ethical practice and risk assessment are addressed through modules like Contemporary Issues and Creative Technologies, where students analyse the ethical implications of art projects and the conceptual use of emerging technologies like AI, and Art and Community and Major Projects, where students are supported to risk assess projects before carrying them out. Professionalism is further developed through the Collaboration and Commercial Practice modules, which introduce students to industry workflows. Students work in interdisciplinary groups alongside peers in animation, graphic design, and illustration to fulfil project briefs and build professional networks. They learn specific skills in project costing, feasibility analysis, and pitching for commercial outlets to build a sustainable freelance career. The Creative Professional module supports this by requiring industry research into professional working practices and the development of a personal trajectory based on case studies of established practitioners.
19	Sustainability Sustainable practices are embedded into this programme throughout the structure of the modules. Within the modules there are opportunities to embed sustainable working practices specific to the Art industry throughout the programme. In the Level 4 shared modules Creative Professional and Commercial Practice, sectoral best practices are discussed, and students will reflect on their personal practice and how sustainability models are considered within this. The Commercial Practice module focusses on sustainable practices when students are considering creating products to sell, and the sustainable advantages of both physical and digital assets. Students will learn about sustainable practices in the creative industries, we currently work with SAIL (Sustainable Arts in Leeds) to embed sustainable practices in events and exhibitions, and this will inform the assets created for live events and the resources used to realise projects created by the students. Sustainability is embedded into the modules Contemporary Issues and Contextualising creative. Students are asked to consider their current and future practice to contextualise it within current industry issues. This will include considering issues surrounding sustainability, ethics, and representation. In Major Project students will develop a personal project as a vehicle to explore and develop their personal practice. This will include the creative and technical development of their practice to be ambitious while consider the material footprint of work produced for exhibition for example. The public facing element of the Major Project module builds on the Art and Community module at Level 5 for students to independently apply their learning about sustainable practices to external settings, social engagement opportunities or creative communities in an ethical and sustainably responsible nature.

As a course area we hope to promote and integrate ecological responsibility, social equity, and long-term human viability into the entire creative process, from concept and material choices to production and consumption. This involves a fundamental shift in mindset to ensure creativity can endure for future generations by reducing environmental impact, fostering ethical labour, promoting inclusive communities, and considering the lifecycle of creative work. We are conscious of waste production and management. We reuse and recycle where possible and teach the students to be inventive with materials. By incorporate this into the studio ethos in terms of teaching methods, community and peer awareness, staff and students acknowledge resources are individually and environmentally finite and costly.

The course equips students for a sustainable career, focusing on building the resilience, adaptability, and professional habits required for long-term success in the creative industries. Through reflective practice students take ownership of their continual professional development needs and use their career aspirations to inform their learning.

To prepare for the realities of freelance practice, the Commercial Practice module teaches students to be responsive and adaptable and the Art and Community module develops the logistical and organisational skills needed to work with external organisations and engage with local art scenes enhancing their career paths and in Major Project, the autonomous project mirrors professional workplace expectations, where artists must initiate and negotiate their own bodies of work for public exhibition.

20	Programme Modules				
	Level 4				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Expansive Drawing	20	Core	C
		Material Exploration in 3D Art	20	Core	C
		Creative technologies	20	Core	C
		Commercial Practice	20	Core	C
		Creative Professional	20	Core	C
		Art in Context	20	Core	C
	Level 5				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Collaboration	20	Core	C
		Contemporary Issues In Art	20	Core	C
		Critical Practice	20	Core	C
		Extended Project	40	Core	NC
		Art and Community	20	Core	C
	Level 6				
	Code	Title	Credits	Core/Option	Compensatable / Non-Compensatable
		Ideas and Concepts	30	Core	NC
		Contextualising Art Practice	30	Core	NC
		Collaborative practice	20	Core	C
		Major Project	40	Core	NC

21 Programme Structure

Students receive 3hrs teaching per week on each 20 credit in a single semester module so at Level 4 and 5, semester one and two, they have 9 hours of teaching plus 1 hour tutorial per week. At Level 6 taught and supervisor sessions amount to 9 hours plus one hour tutorial, staggered completion of modules allows for spread of module assessments and aligns with programme needs. Students are encouraged to work independently either on campus or elsewhere to make up the notional learning hours for each module.

Structure Full Time:

Level 4

Semester 1	Art In Context 20 Credits	Expansive Drawing 20 Credits	Material Exploration in 3D Art 20 Credits	Creative Professional 20 Credits
Semester 2			Creative technologies 20 Credits	Commercial Practice 20 Credits

Level 5

Semester 1	Art and Community 20 Credits	Critical Practice 20 Credits	Contemporary Issues in Art 20 Credits
Semester 2	Extended Project 40 Credits		Collaboration 20 Credits

Level 6

Semester 1	Ideas and Concepts 30 Credits	Contextualising Art Practice 30 Credits (*to week 20)	Collaborative practice 20 Credits (*to week 25)
Semester 2	Major Project 40 Credits		

22	Apprenticeships N/A
23	Support for Students and Their Learning At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations. Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other like-minded students. They will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary. The University Centre Leeds library offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills. The programme will be underpinned by developing practical skills and the students' own practice. The location of the Creative studio and new UC Mabgate Campus in the Cultural Quarter of Leeds provides opportunities for students with the surrounding businesses and an excellent professional network to enhance their career prospects. The department has fostered excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community. Visiting lecturers enrich and support the breadth of techniques delivered and bring specialist industry experience to support students to engage with and understand the mechanics of a complex sector. Art students are provided with a calendar of technical and creative sessions that cover a variety of different creative skills from print making to zine making to provide a breadth of skills and outlets for their practice. They are also provided with a Creative Arts Enrichment calendar of trips and events to provide them with opportunities to visit galleries, exhibitions and events. The Creative Arts Network VLE supports students in finding collaboration opportunities and promotes the networking events that are arranged by the department for students from different

disciplines to meet and interact with each other. Any risks associated with collaborative and showcase type projects are mitigated through the department's industry contacts and partners such as Connected Campus and Film Buddy who contribute current professional practices.

As members of Creative UK, Creative Arts students at UC Leeds gain access to a powerful national network that connects them with industry professionals, organisations, and fellow creatives across the UK. They can take part in events, workshops, and training to develop their skills in freelancing, funding, and entrepreneurship, while also drawing on industry intelligence and trend insights to shape their practice. They can access guidance on accessing funding and investment to support projects or start-ups, and benefit from being part of a collective voice that advocates for the value of the creative industries. Through this membership, students are already building networks and enhancing employability skills.

The department technicians are available to support students in the studios with technical skills for individual projects and when working on group projects. Technicians support students both in practical workshop sessions and can be booked to support students when working independently to produce practical work, they can support with advice on techniques, materials and equipment, use their extended networks for opportunities and support budgeting for and sourcing of materials for projects.

At the University Centre there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs.

There is an Academic Librarian who also delivers a range of study skills sessions for student groups and works within the HE library where there is an extensive range of learning resources. The department also has a dedicated Progress Coach who provides pastoral support for students one to one or with specific study skills requirements and who can monitor students considered to be at risk of not achieving by monitoring and supporting targets set by personal tutors.

Weekly tutorial slots and group tutorials provide support on broader support topics such as time management, stress management, mental health, loan working and wellbeing. All students have a personal tutor throughout their studies; this tutor supports the student pastorally and will also review their personal development plans throughout the programme. Students have a one hour group tutorial each week, and three individual tutorials throughout the year. This is in addition to the tutorials undertaken as supervisor meetings within modules. The student coach at UCL provides extra support for learners who may need extra assistance with their studies. Communications system functions to give students access to lecturers and management; this includes e-mail, Blackboard VLE with video calls and group/individual chat options.

This scheme supports their studies and all necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE which they can access easily using personal devices and on campus macs/PC's. Additional to this, technical services provide a check out service, so students have access to a range of high-quality equipment such as MacBook's, laptops, iPads and pens, course specific equipment and bookable rooms and studios. Equipment can be loaned and used out of opening hours to aid the students to further their technical skills and become more autonomous when working on projects.

Practice-based learning includes group work and individual elements presenting to the group for constructive feedback. Through key collaborative modules, students can work in different groups, in some cases rotating skills to vary engagement within the team, encouraging an active development of mutual practical, academic and personal support. This is especially presented early in the programme, through the Creative Professional and commercial practice modules, to give students an introduction to working in a larger mixed peer group.

The programme continually promotes autonomous study, and this is supported through a robust tutorial system. Throughout the programme, students are supported by a personal tutor to give pastoral support. Students have designated tutorial slots throughout the semester for pastoral support and are allotted a personal tutor to support them through the year. This tutor will support them throughout their studies to ensure personalised pastoral support and individual targets for personal and professional development are set. Key student information provided by student support, including specific learning needs which is shared within the academic and technical staff to ensure needs are met as well as attendance and performance monitored, enabling additional support for students if necessary. The Mabgate studio is open in line with the main Mabgate campus opening and students are encouraged to use them out of programme hours to utilise available resources and continue project work. Students can use the 'Access Chats' to manage out of teaching hours in the studio, working within the no lone working policy.

At University Centre Leeds, students are supported by a dedicated Student Support team offering help with learning, wellbeing, welfare, and finance. Support is tailored to individual needs and includes access to diagnostic assessments, disability advice, study skills support, and guidance for students with disabilities, neurodiversity, diagnosed mental health conditions, or long-term health conditions. The team also supports eligible students with applications for Disabled Students' Allowance (DSA), providing access to specialist equipment, assistive software, mentoring, study skills support, and travel assistance where appropriate. Working collaboratively with students, the team agrees reasonable adjustments and inclusive learning practices. Additional targeted support is available for students who are care experienced, estranged, carers, or seeking sanctuary.

Counselling services offer confidential short-term support, workshops, mentoring, and self-care resources to promote resilience and positive mental health. Financial guidance is available through the Student Funding and Welfare Adviser, who supports students with understanding student finance, budgeting, bursaries, and other sources of financial support. The Student Accommodation Adviser provides guidance on suitable housing options to ensure students feel supported, included, and able to succeed.

The University Centre Leeds library provides extensive physical and online resources, accessible both on campus and remotely. A HE Librarian delivers group and one-to-one study skills sessions covering academic writing, research, critical thinking, referencing, and digital literacy, supporting students' academic development throughout the programme.

The programme is underpinned by practice-based learning and the development of students' individual creative practice. The Creative Studio and UC Mabgate Campus, located within Leeds' Cultural Quarter, offer access to surrounding creative businesses and professional networks, enhancing students' employability and career prospects. The department maintains strong links with local cultural institutions, embedding students within the creative community. Visiting lecturers contribute specialist industry expertise, and students engage in a programme of technical and creative workshops covering a broad range of skills, alongside an enrichment

	calendar of gallery visits, exhibitions, and cultural events. The Creative Arts Network VLE supports collaboration and promotes cross-disciplinary networking opportunities. Industry partnerships, including Connected Campus and Film Buddy, help ensure professional practice is embedded and risks associated with collaborative or showcase projects are mitigated. As members of Creative UK, students gain access to a national network of creative professionals and organisations. This provides opportunities to engage in events, workshops, and training focused on freelancing, funding, entrepreneurship, and industry trends, supporting employability and professional development. Department technicians support students in studios and workshops, providing guidance on techniques, materials, equipment use, budgeting, and sourcing resources. Technical support is available during taught sessions and can be booked to support independent project work. Academic support is further enhanced through a structured tutorial system. All students are allocated a personal tutor for pastoral support and personal development planning throughout their studies. Weekly group tutorials and scheduled individual tutorials address topics such as time management, wellbeing, and academic progress. A Progress Coach provides additional pastoral and academic support, particularly for students at risk of underachievement, working closely with personal tutors to monitor progress and targets. Programme information is provided through the student handbook, module handbooks, and the Blackboard VLE, ensuring clear access to course materials and communications. Students have access to high-quality technical resources through an equipment loan service, including laptops, tablets, course-specific equipment, and bookable studios and rooms, supporting independent and autonomous working beyond timetabled hours. Practice-based learning includes individual and collaborative practices with structured peer feedback. Early modules introduce students to professional and collaborative working environments, supporting the development of academic, practical, and interpersonal skills. Autonomous study is encouraged throughout the programme and supported through accessible facilities, including extended studio access at Mabgate Campus, with appropriate systems in place to ensure safe working practices.
24	Distinctive Features The BA (Hons) Art programme offers a highly personalised learning experience and a supportive studio culture. Students benefit from regular one-to-one tutorials with subject specialists who are practising artists and industry professionals, enabling tailored feedback and learning that reflects each student's creative interests and ambitions. This personalised approach helps students develop confidence, independence and a distinctive creative voice, whilst promoting a strong sense of belonging within a close-knit learning community. Collaboration is embedded amongst the art students working with peers from other visual creative subjects to synthesise interdisciplinary projects. The programme welcomes students from a wide range of creative backgrounds and encourages interdisciplinary collaboration throughout the course. Working alongside students from subjects including Art, Concept Art, Animation, Creative Hair and Media Makeup and other creative disciplines, students gain valuable experience of collaborative practice through shared projects, exhibitions and creative initiatives. This cross-disciplinary approach reflects professional industry practice and broadens students' creative perspectives.

University Centre Leeds has established strong relationships with creative industries through partnerships and memberships with organisations including Creative UK, Film Buddy and Screen Yorkshire. These connections provide students with opportunities to engage in live projects, commissions, exhibitions, workshops and networking events throughout their studies. The programme is delivered by practising artists, researchers and industry professionals whose current practice directly informs curriculum design, ensuring students develop contemporary knowledge and industry-relevant skills.

The programme is made distinct through its vocational focus on making and sustained studio practice, using industry standard studio facilities at the Mabgate Campus. The programme distinguishes itself through an industry led curriculum addressing a local gap for vocational art education that focuses on making and professional networking. Unlike other institutions that often focus on traditional gallery careers, this course prepares students for a broader range of roles, including freelance work, community enrichment, and the management of arts organisations.

The programme focusses on the artworks relationship with the viewer, and students will learn to evaluate the impact of their creative decisions on the viewer of the work. They will present their work externally and navigate the logistics of engaging with external organisations and the local art scene. This progression ensures graduates can adapt their communication for both specialist and non-specialist audiences. Industry preparation is unique through dedicated modules like Commercial Practice and Art and Community, which embed essential professional skills such as project costing, feasibility, and methods to monetise work. This is further enhanced by collaboration modules that mirror industry workflows, requiring students to work alongside peers from different specialisms to deliver ambitious projects.

Professional development is a key distinctive feature throughout the programme, from level 4 students are required to initiate industry networks and conduct research into professional working practices via case studies of established practitioners. Ethical practice is similarly embedded from the start; students are challenged to navigate the ethical implications of emerging technologies like AI and are encouraged to consider sustainability and social responsibility in their material choices and project designs. This comprehensive preparation transitions students into autonomous practitioners equipped with professional competencies informed by career aspirations, ensuring they are ready to manage independent practices or succeed in diverse roles such as art directors, curators, or community arts workers.

University Centre Leeds is positioned in Leeds' Cultural Quarter, a close distance to museums, galleries, archives, creative studios and many other spaces. galleries, studios and creative businesses, with lecturers and tutors who have well-established direct links to much of this local creative industry. Leeds' also has many external exhibition spaces, providing ample opportunity for display of student work to public audiences.

Students have access to a wide range of specialist facilities that support both traditional and digital art practices. These include a digital fabrication suite with 3D printing, the Mabgate studios featuring large-format digital printing, screen printing, intaglio and block printmaking, sewing machines and traditional drawing facilities. Photography studios, graphics tablets and multimedia resources further enhance creative opportunities. Dedicated technicians provide one-to-one guidance alongside a programme of free practical workshops that help students develop specialist technical skills.

Students benefit from a programme of free enrichment workshops delivered by visiting artists and industry professionals. Sessions cover a wide variety of creative practices, including puppet making, zine production, portfolio development, printmaking, life drawing and digital skills, enabling students to broaden their technical expertise and explore new creative approaches beyond the core curriculum.

Ethical, inclusive and sustainable practice is embedded throughout the curriculum. Students explore sustainable creative methods from Level 4 onwards, critically examine accessibility and inclusion through modules such as *Art and Community* and *Contemporary Issues in Art* at Level 5, and consider social impact, professional responsibility and sustainable practice within *Collaborative and Contextualising Creative Practice* at Level 6. This progressive approach equips graduates to become thoughtful, socially engaged creative practitioners.

Stage Outcomes (Undergraduate Awards only)

No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
K1	Critically evaluate Art practices through the interrelation of concept, material and presentation.	Evaluate the relationship between concept, material, and presentation in a range of creative contexts.	Explain how concept, material, and presentation relate to one another within directed creative tasks.
K2	Critically analyse issues and debates to situate Art and its wider social and political contexts.	Analyse issues relevant to the creative industries.	Describe issues relevant to the creative Industries.
C1	Critically analyse evidence from a variety of sources to inform Art production.	Analyse evidence from a variety of sources to create balanced, logical and supported arguments.	Review a variety of sources to create arguments.
C2	Critically and creatively apply techniques, processes and methodologies in Art practice.	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.
C3	Critically appraise and address complex problems through systematic research and art practice/processes.	Identify problems within Art practice and generate solutions employing appropriate working methodologies.	Explore issues within Art practice to consider solutions.
P1	Operate ethically in Art contexts.	Consider ethical approaches in an Art context.	Describe ethical approaches in Art contexts.
No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
P2	Manage projects and self-directed learning with autonomy, demonstrating a systematic ability to plan, critically evaluate, and sustain an independent professional practice.	Work with increasing initiative, demonstrating the ability to devise and implement personal work plans, evaluate progress against goals, and take responsibility for professional conduct.	Manage tasks with guidance, demonstrating organisation and personal development.
P3	Produce creative projects with an experimental approach using intellectual flexibility and openness to new ideas.	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of Art.	Evidence a developmental approach to making Art.

P4	Purposefully employ materials, equipment and processes to produce technically accomplished artworks.	Skilfully use specialist techniques to produce well resolved artworks.	Produce artworks by competently using a range of equipment, skills and processes.
T1	Effectively engage in collaborative practice, successfully leading a team to deliver ambitious projects.	Negotiate and manage collaborative relationships to deliver project outcomes.	Participate effectively within a peer group, contributing to a shared goal.
T2	Develop entrepreneurial skills and professional competencies informed by career aspirations.	Develop knowledge, skills and competencies informed by career aspirations.	Demonstrate a match between career aspirations and personal aptitudes.
T3	Effectively communicate in a range of professional contexts.	Communicate appropriately in a range of contexts.	Communicate appropriately in a given context.

Appendix 2

Map of Outcomes to Modules

Level 4

Outcome Key												
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Expansive Drawing		x		x					x	x		
Material Exploration in 3D Art					x		x	x	x			
Creative technologies	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

Outcome Key												
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
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 and Community				x		x			x		x	

Level 6

Outcome Key												
Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Ideas and Concepts		x		x			x		x		x	x
Contextualising Art Practice	x	x	x			x	x				x	
Collaborative Practice	x			x				x		x		x
Major Project		x	x		x	x	x	x	x	x		

Map of Teaching and Learning Methods

Level 4

Methods								
Module Titles	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers / visits / industry enrichment	Tutorials	Lectures and seminars
Expansive Drawing			x	x	x		x	
Material Exploration in 3D Art		x	x	x	x		x	
Creative technologies	x	x	x	x			x	
Commercial Practice		x				x	x	x
Creative Professional	x	x				x	x	x
Art in Context	x				x		x	x

Level 5

Methods								
Module Titles	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practicals (design and production sessions)	Group activities	Guest speakers / visits / industry enrichment	Tutorials	Lectures
Critical Practice	x		x	x	x	x	x	x

Collaboration	x	x			x	x	x	
Contemporary Issues In Art	x	x					x	x
Extended Project	x		x	x	x	x	x	
Art and Community	x	x	x		x	x	x	

Level 6

Methods								
Module Titles	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers / visits / industry enrichment	Tutorials	Lectures
Ideas and Concepts	x		x	x	x	x	x	
Contextualising Art Practice	x	x			x		x	x
Collaborative Practice	x	x			x	x	x	
Major Project	x		x	x	x	x	x	

Appendix 4

Map of Assessment Methods

Level 4

	Methods									
Module Titles	Portfolio and	Project work	Case study	Poster presentation	Essay	Project	Experimentation and Maquettes	Statement	Digital Artwork	Skills Audit

	supporting work									
Expansive Drawing	100% (10 drawings plus 1000w) wk30									
Material Exploration in 3D Art		60% (3 well resolved final outcomes) wk14					40% 5 experimental works Wk 8			
Creative technologies								30% Contextualising Statement 900 w Wk 27	minimum of 6 realised works Wk 29	
Commercial Practice						100% Wk 28 TBN				
Creative Professional			50% (10 mins) wk 9							Skills audit 50% 1500w Wk 14
Art in Context				50% (Individual research poster) wk 26 1500w	50% (1,500 words) wk18 1500 w					

Level 5

	Methods						
Module Titles	Contextualising Presentation	Preliminary work and portfolio	Collaborative Project	Critical Statement	Essay	Case Study	Project
Critical Practice		70% (small body of artwork (eg. 3 resolved pieces plus supporting work and experiments) wk12 1600w		30% (1,200 words) Wk 12			
Collaboration			100% collaboration project (4000 word equivalent) wk28				
Contemporary Issues In Art					60% (2,400 words) wk14	40% (10 min case study presentation) 1600 w Wk8	
Extended Project	30% (10 mins including Q&A wk30 1200 w						70% (resolved body of work for exhibition) Wk 29

Art and Community							100% (working log of project and outcome 4000 equivalent words wk15
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Level 6

	Methods					
Module Titles	Collaborative Project	Exhibition	Portfolio and working methodologies	Academic Poster Research presentation	Symposium	Project
Ideas and Concepts			100% Portfolio wk13			
Contextualising Art Practice				30% 15 min poster presentation wk15	70% (25mins + 5,250 wk20	
Collaborative Practice	100% Project Wk 25					
Major Project		30% Exhibition of Major Project work Wk30				70% (Log of project development and outcomes) wk28

Subject Benchmarks

Art and Design Subject Benchmark Statement					
Threshold level	Module and learning outcome	Typical level	Module and learning outcome	Excellent level	Module and learning outcome
Demonstrates a basic, foundational awareness of the historical and cultural contexts relevant to their work.	Art in Context Expansive drawing K2	Successfully applies and integrates theoretical, historical, and cultural contexts into their creative practice.	Critical Practice K2	Displays exceptional conceptual depth; seamlessly synthesizes complex theories and contemporary debates into their work.	Ideas and Concepts Contextualising Art Practice K2
Generates ideas and uses basic creative processes, materials, and media, but relies heavily on tutor guidance.	Material Exploration in 3D Art P2	Shows strong, self-directed research and creative risk-taking. Appropriately selects and manipulates materials to realize intent.	Collaboration Extended Project P2	Demonstrates outstanding innovation, technical mastery, and ambitious experimentation that challenges discipline boundaries.	Ideas and Concepts Contextualising Art Practice P2
Communicates ideas adequately and evaluates their own work at a surface level, noting basic successes or failures.	Creative Technologies Art in Context T3	Independently solves problems, evaluates outcomes critically, and uses reflection to actively progress their practice.	Critical Practice Extended Project T3	Exhibits high critical agility; fluidly unpacks complex ideas and demonstrates rigorous, sophisticated self-evaluation.	Major Project C3

	Material Exploration in 3D Art Commercial Practice Creative Professional C3		Critical Practice Contemporary Issues in Art C3		
Acknowledges modern issues like sustainability, AI ethics, and inclusivity when prompted.	Commercial Practice Art in Context P1	Actively considers and integrates sustainable practices, digital ethics, and diverse perspectives into their workflow.	Contemporary Issues in Art Art and Community P1	Proactively champions these themes, using their work to innovatively address climate, accessibility, or technological ethics.	Contextualising Art Practice Major Project P1
Presents work in a structured format suitable for assessment, meeting basic professional hygiene standards.	Expansive Drawing Material Exploration in 3D Art P4	Organizes and presents work professionally, demonstrating a clear understanding of intended audiences or platforms.	Extended Project Art and Community P4	Delivers highly professional, exhibition-ready presentation, showing absolute clarity of intent and commercial/artistic readiness.	Ideas and Concepts Ideas and Concepts P4