

Programme Specification for BA (Hons) Fine Art

This document applies to Academic Year 2023/24 onwards

Table 1 programme specification for BA (Hons) Fine Art

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Fine Art
6.	Pathways available	Single, Major, Joint and Minor. Options for current Joint Honours combinations and UCAS codes can be found at: https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance and duration	Full-time and part-time
9.	UCAS Code	<u>Single Honours</u> Fine Art BA - W100 BA/FAP
10.	Subject Benchmark statement and/or professional body statement	QAA Art & Design 2019
11.	Date of Programme Specification preparation/ revision	February 2022. August 2022 – AQU Amendments July 2023 – annual updates

12. Educational aims of the programme

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

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

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

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

The **Site** module focussed on arts role in the wider social sphere with a focus on socially engaged arts practices and arts role in mental health and wellbeing with a view to designing social engaged artworks, community-led projects and therapeutic approaches to art making and appreciation. Students are introduced to the general themes of location, site, culture and diversity through a series of lectures and assignments. They will learn to approach the city as a site for art and creativity and create proposals for public artworks and social projects. Through individual and group presentations they will learn the professional skills required to communicate to diverse audiences and public about the importance of art for society.

The course aims are that students will:

- perform effectively and creatively in the practice of fine art;
- understand and critically evaluate the relationships between observation and methodology within Fine Art;
- develop intellectual, practical, creative and other transferable skills appropriate to their future interests and needs in relation to further study, employment, or both.

The educational aims are to:

- develop students' observational and visual research skills;
- develop students' analytical skills through their practical work;
- encourage the exploration and understanding of materials;
- broaden and contextualise students' knowledge base;
- enable students to communicate ideas effectively using visual, oral, performative and written means;
- encourage students' independent judgement, self-reliance and ability to work co-operatively with others;
- assist students to reflect critically on their own development.

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

Table 2 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate a cohesion and understanding of visual language and its practical/theoretical contexts	FAPR3102
2.	Conceptualize the subject matter of visual work in relation to contemporary site-specific and socially engaged practices	FAPR3103
3.	Demonstrate an understanding of socially engaged practice and arts in mental health	FAPR3103
4.	Situate practice within the wider context of contemporary art, art history and society	FAPR3104

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

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
5.	Demonstrate a developed understanding of the artistic, theoretical and related issues work is engaged with	FAPR3104
6.	Demonstrate a developed understanding of arts' relationship to wider social issues and its use in non-art contexts	FAPR3105

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

Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
7.	Conceptualise work in written and practical forms and communicate their ideas clearly to a general audience	FAPR3105
8.	Refine working methods to create a unique and competent art making practice	FAPR2101
9.	Produce a body of work for exhibition, presented to a highly professional standard	FAPR3105

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

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
10.	Demonstrate a professional approach to collaboration and publicity in the development of a public exhibition	FAPR3102
11.	Communicate the core ideas and guiding principles of work to specialist and non-specialist audiences	FAPR3102
12.	Conceptualise work in both practical and written forms	FAPR3105

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**
Students following a joint pathway will have met the majority of the learning outcomes for both subjects, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.
- **Major Pathway**
Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.
- **Minor Pathway**
Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

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

The 30 credit modules have been designed to encourage students to develop a sound, professional, experimental approach to fine art practices underpinned by critical and contextual skills. The aim of the modules is to enable students to develop and apply practical skills to create a coherent portfolio of work through self-directed study and the development of their own visual vocabulary. The learning outcomes of these modules meet the requirements set out by the QAA Subject Benchmark Statement.

Teaching

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

Each module states a range of learning and teaching methods used for its delivery. These include:

Seminars and student led presentations: these two styles of learning and teaching are a common means of delivery and focus on the exchange of ideas which is central to the formulation of personal responses and opinions. They promote skills of argument and debate and require students to express and defend ideas in a structured but informal setting. Seminars are also an important means of making sure that everyone receives equal advice and feedback. Students are set assignments in advance which form the basis for group discussions.

Tutorials: this level of Higher Education emphasises the development of independent learning and creating a body of work around a diverse range of topics and concepts. Tutorials ensure that students have regular contact with different teachers on the programme who can discuss developments in their work, provide them with individualised advice on how to take the work forward, and discuss aspects of work they have found exciting or difficult. Visiting speakers for the Art House Open Talks programme also give tutorials to students during their visits.

Lectures are an effective way of ensuring that students are exposed to the common framework of knowledge, skills, concepts and theories that underpin studies and the wider fields of art history, art theory and cultural studies. While they are not the central teaching tool within the field, they are used strategically to enable students to practise the key cognitive skill of placing shared knowledge in a personal frame of reference and gaining a broad knowledge of art. Tutors will give lectures based on particular artists who exemplify the themes of the module.

Digital Platforms are increasingly used as part of students' research and practice. The Exhibition and Research modules use digital platforms as spaces for exhibition and self-promotion throughout the programme and students will be encouraged to create blogs, podcasts and online projects.

Technical workshops are used to develop student making skills. In the first year they take the form of a demonstration by a technician based on a set project. In the second year students are given bespoke technical support based on the needs of their personal practice. These form the basis of further development of skills through studio practice and self-directed study within the studio environment.

Studio Crits encourage dialogue and interaction with peers and tutors so that shared conceptions of the subject, criteria and standards are developed. These take place regularly throughout the module delivery.

Practical Studio Work

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

Contact time

In a typical week, students will have around 12 hours contact hours of teaching (3 hours per module). Typically, class contact time will be structured around:

- Lectures
- Seminars
- Workshops
- Presentations
- Tutorials
- Group Crits

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

Independent self-study

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

Teaching staff

Students will be taught by a teaching team from across Fine Art, whose expertise and knowledge are closely matched to the modules on the course and includes respected senior academics and professional practitioners with substantial, current industry experience.

Teaching is informed by research, consultancy and professional practice, four of whom are Fellows of the Higher Education Academy and hold a PG Cert in Learning and Teaching.

Assessment

Fine Art provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

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

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

Assignments: Students are set a range of short making, research and writing assignments throughout the year which are submitted to the module Blackboard sites. These are tied to specific projects and the learning on the modules. They form an important part of formative assessment on most modules and the basis for summative assessments in semester 2. Assignments form a significant portion of assessment items at levels 4 and 5. In level 6

Learning Journals are written documents in which students record their learning experiences in relation to the assignments, tutorials, crits and lectures on the module. They include visual research, sketches and designs for works, much like a traditional sketchbook.

Reflective Statements are documents in which students reflect on how their learning experiences recorded in the Learning Journals have affected the development of their thinking and practice. The Exhibition, Making and Site modules use Learning Journals and Reflective Statements as part of the final assessments.

Exhibitions: Students will present their work in individual and group exhibitions in levels 5 and 6. These will form aspects of both formative and summative assessments. The main summative assessment item for the programme is the final exhibition at the end of level 6.

Critical Commentary is an illustrated dissertation of approximately 5000 words that situates student's work practice in its contemporary artistic and social contexts. It is the main assessment item of the Research module.

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

Year 1:

- 2 x Portfolios of Artworks
- 2 x Writing/Research/Making Assignments
- 1 x Short Essays
- 1 x Learning Journal
- 1 x Reflective Statement
- 1 x Zine
- 1 x Online project
- 1 x Exhibition proposal

Year 2:

- 3 x Portfolio of Artworks
- 4 x Reflective Statements
- 1 x Exhibition proposal
- 2 x Writing/Research/Making Assignments

Year 3:

- 2 x Portfolio of Artworks
- 1 x Solo Exhibition
- 1 x Final Exhibition
- 3 x Reflective Statements
- 1 x Critical Report

14. Assessment strategy

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

Formative assessments carry no weighting but are designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as student support teams, informal peer assessment or rehearsed presentations and performances. It is also embedded in their ongoing engagement with tutors' and is part of the individual tutorial system and feedback on marking sheets. Summative assessments are graded assignments that take place at the end of semester 1 and 2 for level 4 and semester 2 for levels 5 and 6.

Assessment in Fine Art normally requires a combination of practical work and critical reflection, for example a piece of work with subsequent oral assessment or written analysis. These components are not normally disaggregated but are integrated into final submission.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken.

15. Programme structures and requirements

	Making	Research	Exhibition	Site
L4	Space, Surface, Time	Looking Through Writing	DIY Publishing	Participation: Connecting Spaces
L5	Experimentation, Presentation, Reflection	Writing as Practice	Curatorial Projects and Off-Site Shows	Social Engagement
L6	Exit Portfolio	Critical Commentary	Solo Shows + Professional Development	Site + Context

For full details see the Award Map at Appendix 1.

Fine Art has been designed as a Single/Joint Honours pathway, Full or Part time. Single Honours students can specialise in one or more media, choosing a route that fits their chosen practice. Students can also, however, choose to study a Joint pathway with BA Hons Illustration (in which they take two courses of equal weighting) or a Major/Minor pathway.

Fine Art is offered across the full range of pathways from Level 5, and as Joint or Single Honours at Level 4.

16. QAA and professional academic standards and quality

The Fine Art programme adheres to the QAA Benchmark Statement for [Art & Design 2019](#). This award is located at Level 6 of the [OfS sector recognised standards](#)

17. Support for students

The Fine Art course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition to university life is assisted by an initial short, one week's induction programme which, through a range of activities, introduces students to their course, the staff who will be teaching them and the School. Students are, for example, invited to attend the School of Arts party in induction week.

During this initial induction week and in the first Worcester Week students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

All students are allocated a Personal Academic Tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Personal

Academic Tutor sessions usually take one of two forms: either one-to-one sessions when notes are taken and stored on SOLE, or group-based sessions during which general points and issues relating to the course are dealt with. Level 4 students are invited to meet their Personal Academic Tutor twice a semester. Level 5 and 6 students meet with them three times per year.

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

Students are further supported through a range of online support, for example via email or Skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online. The course has Facebook presence, a Twitter Feed and a Blog.

Inclusivity Teaching

The University of Worcester is committed to providing a genuinely inclusive learning community for all and working towards equalising outcomes for disadvantaged groups.

We embed the principles of inclusion into our professional practice and help ensure all students have the opportunity to develop, work hard and excel, both academically and personally. We have adopted the principles of the Inclusion Toolkit to plan teaching and learning activities: <https://www2.worc.ac.uk/inclusiontoolkit/a1-design-inclusively.html>

We support approaches to learning that are personalised for individuals taking account of their unique experiences and aspirations.

Learner Journey Toolkit

In collaboration with academic liaison librarians, information skills are embedded into teaching. Students are helped with the transition to higher education to develop the skills and confidence to be independent learners. At level 4 students are prepared for assignments and helped to understand feedback. They are introduced to resources lists, referencing and embracing academic debate. At level 5 they are encouraged to be more analytical and to synthesise and evaluate ideas and information. By level 6 they will be prepared for independent study and be able to formulate, articulate and answer a research question.

The course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support, these include, for example:

- Firstpoint
<https://www2.worc.ac.uk/firstpoint/>
<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>
- The [Disability and Dyslexia Service](#) within Student Services, which provides specialist support on a one-to-one basis.
- Writing support from the Royal Literary Fund Writer in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which, as an independent charity devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions policy

The admissions policy for Fine Art seeks to be inclusive, and the course is committed to widening participation to include all groups in society. Candidates for the course will be students who wish to pursue a career as a practitioner in the creative industries within their chosen media or in a related area of work. They will not be expected to have a substantial prior knowledge of the subject but must demonstrate an ability to think visually, have some facility with a range of media (eg

drawing, textiles, painting etc.) and demonstrate an intellectual ability to engage with the demands of a degree course. Students may be asked to submit a portfolio of artworks in PDF format to evidence their ability think visually. Mature students who have been out of education for a period of time, or students wanting to transfer from a different discipline may also be invited for interview.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (W100)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course. Suitable applicants are then selected on the strength of their qualifications, predicted grades, personal statement and references. If evidence of the ability to think visually is not apparent, students will be asked to submit a portfolio of 7 – 10 images in PDF format. The portfolio will be examined for evidence of background subject knowledge and of a foundational understanding of fine art processes. In cases where students don't have the required qualifications but have other experience, for example mature students, they may be invited for interview.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Fine Art	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Fine Art	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and FAPR3105 (not the Dissertation/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2
OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

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

20. Graduate destinations, employability and links with employers

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

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

Graduate destinations

In terms of student progression, a small cohort progresses each year to higher studies undertaking MAs in fine art, printmaking, ceramics, textiles and a variety of arts-related specialisms. A further group undertake PGCE qualifications or opt for art therapy courses; others take up arts-related work or self-employment. Recent graduates have progressed to the following areas of employment and education:

- Teaching at home and abroad
- Setting up own business
- Marketing
- Research
- Curating
- Project Management
- Fabrication
- Arts administration
- Residencies
- MA courses

Student employability

Fine Art graduates have an extremely good record of finding work after graduation in their preferred occupation (see below). Most of the staff who teach on the course are themselves practising artists or designers and therefore have many work contacts as well as knowledge of exhibition opportunities, arts competitions, residencies and sources of arts funding.

Links with employers

A further opportunity to experience employment in an arts-related occupation is offered by FAPR3105 *Exit Portfolio* which provides an opportunity to participate in a work placement. Previously students have worked on community arts projects in schools, in art therapy units, in photographic studios and with practising artists. The feedback from students has been very positive. Students in their final year are encouraged to show their work at a range of local galleries and there is a programme of exhibiting work within University sites, as well as within the department. The culmination of students' final year's work is exhibited in the Degree Show, which students have to manage in terms of its curation and marketing.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award Map

Table 6 heading for course title

Course Title: Fine Art	
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Table 7 award map for level 4 single/joint honours BA Fine Art

Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
			Single Hons	Joint Hons		
FAPR1100	Research: Looking through Writing	30	M	M	None	None
FAPR1101	Making: Space, Surface, Time	30	M	M	None	None
FAPR1102	Exhibition: DIY Publishing	30	O	N/A	None	None
FAPR1104	Site and Participation: Connecting Spaces	30	M	N/A	None	None
CODE xxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total to include all mandatory modules, FAPR1100, FAPR1101 and FAPR1104, and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English; and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include FAPR1100 (30 credits) and FAPR1101 (30 credits).

Level 5

Table 8 award map for level 5 single/joint honours/major/minor BA Fine Art

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
FAPR2100	Research: Writing as Practice	30	M	M	M	M	None	None
FAPR2101	Making: Experimentation, Presentation, Reflection	30	M	M	M	O	None	None
FAPR2102	Exhibition: Curatorial Projects and Off-Site Shows	30	O	N/A	N/A	N/A	None	None
FAPR2103	Site and Social Engagement	30	M	O	N/A	N/A	None	None
CODE xxxx	Optional modules offered by Centre for Academic English and Skills/Institute of Education	30	O	N/A	N/A	N/A	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total to include all mandatory modules FAPR2100, FAPR2101 and FAPR2103.

Optional modules can include up to 15/30 credits drawn from a range of modules in: Academic English for native and non-native speakers of English and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major pathway students must take at least 60 and no more than 90 credits from the table above to include FAPR2100 (30 credits) and FAPR2101 (30 credits).

Joint Pathway Requirements at Level 5

Joint pathway students must take 60 credits from the table above to include FAPR2100 (30 credits) and FAPR2101 (30 credits).

Minor Pathway Requirements at Level 5

Minor pathway students must take at least 30 credits and no more than 60 credits from the table above to include FAPR2100 (30 credits).

Level 6

Table 9 award map for level 6 single/joint honours/major/minor BA Fine Art

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
			SH	Maj	JH	Min		
FAPR3104	Research: Critical Commentary (Dissertation equivalent module)	30	M	M	O	N/A	None	None
FAPR3105	Making: Exit Portfolio	30	M	O	M	O	None	None
FAPR3102	Exhibition: Solo Shows and Professional Development	30	M	O	N/A	N/A	None	None
FAPR3103	Site and Context	30	M	M	O	O	None	None

Single Honours Requirements at Level 6

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

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

Major Pathway Requirements at Level 6

Major pathway students must take 90 credits from the table above to include FAPR3104 (30 credits) and FAPR3103 (30 credits).

Joint Pathway Requirements at Level 6

Joint pathway students must take 60 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students must take a Dissertation (or dissertation equivalent), and may choose to take their Dissertation (or dissertation equivalent) in Fine Art (FAPR3104) or their other joint subject or take JOIN3001/2 where the Dissertation covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take 30 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

Table 10 credit requirements

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons