PART B - PROGRAMME SPECIFICATION FOR HULL COLLEGE GROUP CURRICULUM PROVISION

INTRODUCTION
This programme specification should be aligned with the learning outcomes detailed in the module specifications. The expectations regarding student achievement and attributes described by the learning outcome in <u>section D</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx In section D, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section D should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes. For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

A.	Overview/ factual information	
1.	**Programme/award title(s)**	
	FD Fine Art	
2.	**Date of Validation**	
	9 July 2018	
3.	**Date of Revalidation**	
4.	**Total credit points for the award**	
	240	
5.	**UCAS Code**	
6.	**Programme start date**	
	Sept 2018	
7.	**Underpinning QAA subject benchmark(s)**	
	Foundation Degree Qualification Benchmark (QAA, 2010) Foundation Degree Characteristics Statements (QAA, 2015)	
8.	**External and internal reference points used to inform programme outcomes**	
9.	**Professional/statutory recognition**	
	N/A	
10.	**Programme Mode (Full Time, Part Time or Blended Learning)**	
	Full time	
11.	**Delivery Pattern**	
	2 Years – Full Time	
12.	**Dual accreditation (if applicable)**	
	N/A	
13.	**Date of production/revision of this specification**	
	July 2018	

B. Educational aims and objectives

The general aims of the Fine Art course are to:

- Widen participation in the areas of art, design, media communications and related discipline;
- Develop graduate skills that will be valued by potential employers. Employability is a theme running throughout the Programme and to this end work-based experience is included in each year of the Programme;
- Increase access to higher education from under-represented groups in the local community;
- Produce capable and well-rounded graduates who will contribute to the skill base of the local economy and region;
- Provide a framework in which employers, partners, stakeholders and providers can collaborate to develop the curriculum;
- Enable students to develop transferable skills and knowledge which will enhance their contribution and develop their full potential in the field of Fine Art;
- Enhance the employability and career prospects of students;
- Create progression opportunities for suitably qualified Fine Art practitioners to access relevant postgraduate courses;
- Respond to changes in the regional labour market in the creative sector.

Through the use of innovative pedagogies and enhanced learning environments we aim to provide students with a curriculum and opportunities to develop their learning experiences, knowledge and understanding, cognitive skills, professional skills and key transferrable skills appropriate to the level of the award. With reference to the Learning and Teaching Strategy and the wider aims of the Fine Art course we intend to ensure that Fine Art graduates will be able to:

- Demonstrate a sound and contemporary knowledge base within their chosen field of study.
- Apply critical and reflective thinking through extended independent inquiry to enhance their understanding of the complexities within their chosen field of study.
- Participate in research and scholarly inquiry; formulating relevant questions and engaging critically with a wide range of evidence.
- Demonstrate the core capabilities and skills of information and digital literacy; the ability to locate, evaluate and synthesise occasionally conflicting information, ideas and data in a professional and ethical manner.
- Communicate effectively for different purposes and in different contexts.
- Apply creative, enterprising and innovative practices that facilitate academic, personal and professional development.
- Demonstrate a capacity for problem identification through effective planning, monitoring and evaluation, both working independently and as part of a team.
- Appreciate the wider social, historical, environmental and global contexts of their academic knowledge and vocational activities.

- Display a professional and reflective approach to the pursuit of future goals, including qualities of leadership, ethical responsibility, personal integrity and respect for others, self-confidence and self-awareness.
- Demonstrate the ability and motivation to participate responsibly and collaboratively as active citizens in the communities in which they live and work.

We as a team are committed to providing a learning environment that encourages and supports these attributes.

Visiting Lecturers/Tutors – A regular visiting artists programme enhances the learning experience as students gain invaluable insights into how artists work beyond graduation and operate as practitioners within the arts industries. This may take the form of a lecture, with Q&A, one-to-one studio tutorials, practical or theoretical workshops. Recent examples from the previous BA (Hons) programme include an RSA cultural planning day, talks on progression from College into their careers by interns and graduates, panel discussions in the Ferens on, for example: Martin Creed, performance workshops with an artist for a Whitechapel Gallery colloquium, an interdisciplinary arts: geology symposium and talks on 2017 from the City of Culture Team.

Research Trips (TBA) – To relevant galleries, organisations, regionally, nationally and abroad. The staff will keep the students aware of exhibitions, conferences, workshops and other opportunities available to them regionally and nationally on a regular basis.

Additional Staff Lectures – On their own practice and research or other pertinent areas of interest.

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

On completion of the Programme, students will have acquired the level of knowledge, understanding and transferable skills that will enable to take full advantage of a wide range of employment opportunities in settings in the art and design industries or help them progress onto a top-up BA (Hons) programme.

D.	**Programme Outcomes - Level 4**

	1. Knowledge and Understanding

	Upon completion of level 4 students will be able to:

A1	Be able to handle and apply elements of theory in related contextualising disciplines to understand meaning, representation, consumption and use, and wider contextual considerations, such as the social and geographical determinants on and impact of cultural artefacts and media productions.
A2	Understand forms, conventions, principles and techniques of making and interpretation in their chosen field and evidence sound judgements based on these in the design process, and the manipulation of materials and arguments.
A3	Formulate solutions in defined contexts within their chosen field, and realise and articulate these ideas with a range of techniques in material forms.
A4	Demonstrate a knowledge and understanding of key theories, concepts and principles relevant to a specific subject area; familiarity with the past and present cultural and economic environments in which the visual arts and design have developed and are produced and consumed; and an understanding of operations in the industrial sectors in their field.
A5	Communicate the results of their work using structured analysis, coherent arguments, and appropriate presentation techniques.
A6	Collect, assess, evaluate and interpret primary and/or secondary data and, where appropriate, information systems in order to enable unfamiliar/more complex problems to be addressed.
A7	Access and use a range of relevant learning resources in order to acquire the skills to begin the process of moving from dependent to self-directed learning.
A8	Discuss issues associated with personal and professional development.

Learning and Teaching Strategy

Knowledge and understanding are acquired through practical workshops and inductions, studio sessions, formal lectures, seminars, group critique, individual and group tutorials, and private study.

An assessment task is referred to as the "brief" and is usually assessable through the completion and submission of a portfolio of work as appropriate to the learning outcomes of the module. A portfolio is a collection of work that might consist of sketchbooks, drawings, painting studies, paintings, photographic material, performative material (and documentation thereof), maquettes, models, sculptures, printmaking, printed material, audio and time-based material, written material, oral material (and documentation evidence) that relates to a topic or theme which has been produced over a period of time (QAA definition) with components that are developed in a holistic and integrative way. Research is strongly related to and integrated into practical as well as intellectual exploration, development and final outcome and therefore should not be separated out. Some elements may be tackled more successfully than others but the whole should be regarded as a package in which each piece is integral. To separate these out for assessment purposes destroys the concept of the traditional *research>explore>develop>final* outcome flow which is integral to the process of making art and design artefacts, hence the implementation of 100% portfolio assessment. Portfolio assessment enables students to become life-long learners by developing their transferable skills, self-reflection and learner autonomy.

2. Cognitive Skills

Upon completion of level 4 students will be able to:

B1	Source, navigate, select, retrieve, manipulate and manage information and ideas for defined purposes.
B2	Analyse defined problems from a range of perspectives.
B3	Understand, discuss, and apply established theories and arguments within their field.
B4	Reflect upon and make judgements about their own and others' work.
B5	Generate programmes of inquiry with practical or theoretical outcomes.

Learning and Teaching Strategy

Intellectual skills are developed through formal lectures, seminars, group critique, individual and group tutorials, e-learning opportunities as appropriate to the subject area and self-directed independent learning activities to develop students' learning autonomy and ownership of the knowledge and information gained during a module.

Analytical skills are developed through briefs (including client and industry related practice) that encourage creativity and problem solving.

3. Practical and Professional Skills

Upon completion of level 4 students will be able to:

C1	Initiate distinctive creative work and experiment with practices, forms and conventions.
C2	Acknowledge and work with concepts drawn from an interdisciplinary environment.
C3	Manipulate relevant equipment and software effectively.

Learning and Teaching Strategy

Practical studio-based delivery is a key feature of the programme. Academic staff deliver core content that ranges across practical/technical, critical/theoretical and contextual aspects of the programme. Specialist technical support staff provide induction and tutorial support for skills development where appropriate. Visiting speakers and industry practitioners contribute to programme delivery as appropriate.

Research and independent learning skills are central to the programme They are encouraged through research tasks, creative briefs and the opportunity for self-initiated work, and are developed throughout the course.

Client-related and professional practice are strong elements of the programme.

4.	**Key / Transferrable Skills**

Upon completion of level 4 students will be able to:

D1	Self-management – address and fulfil the demands of modules alongside reflection on personal development needs and plans.
D2	Reasoned and critical thinking – analyse information, experiences and creative products within the parameters of taught modules.
D3	Interpersonal and social skills – interact effectively with others, for example, through collaboration, collective endeavour and negotiation.
D4	Communication and presentation skills – articulate ideas and information comprehensibly in visual, oral and written forms.
D5	Work autonomously, demonstrating qualities of adaptability and flexibility.

Learning and Teaching Strategy

Transferable/key skills are core to the learning strategy of the programme.

They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects.

Reflection and self-awareness are fostered by keeping sketchbooks, visual diaries, research journals and/or blogs in a format appropriate to the subject area.

Programme Outcomes - Level 5

1. Knowledge and Understanding
Upon completion of level 5 students will be able to:

A1	Evidence the impact on their practice of their understanding of significant exemplars in their chosen field and relevant frameworks which might include the physical, geographical, environmental, ethical, social, historical, theoretical, legal or statutory.
A2	Demonstrate both convergent and divergent, logical and lateral thinking in the processes of observation, investigation, critical analysis, speculative enquiry, visualisation and making.
A3	Demonstrate the command of a range of creative and production processes relevant to their chosen subject through, for example, understanding and creative manipulation of the specific properties and conventions associated with materials, genres and media.
A4	Demonstrate a relation between practice and theory on the grounds of deepened practical and contextual understanding, more complex and/or live briefs which demand the synthesis and integration of a range of disciplines and skills.
A5	Articulate and communicate effectively and appropriately in visual, material, oral and written forms for specific purposes and targeted audiences.
A6	Demonstrate the capacity to access, understand, evaluate and apply diverse research sources and methods in both the creative process and the work undertaken to develop contextual understanding and critical analysis.
A7	Apply underlying concepts and principles outside the context in which they were first studied including, where appropriate, the application of those principles in an employment context; participate effectively in interdisciplinary collaborative learning activities and demonstrate the capacity for sustained independent enquiry.
A8	Analyse their own learning and development needs and develop appropriate strategies as practitioners and communicators, and evaluate and reflect upon their progress towards their chosen specialisms or careers.

Learning and Teaching Strategy

Knowledge and understanding are acquired through practical workshops and inductions, Studio sessions, formal lectures, seminars, group critique, individual and group tutorials, and private study.

2. Cognitive Skills

Upon completion of level 5 students will be able to:

B1	Navigate, select, retrieve, manipulate and manage information and ideas for different purposes, identifying and using a wide range of sources.
B2	Analyse problems from a range of perspectives, using logical and lateral thinking.
B3	Engage with intellectual debates in field of practice, constructing well-supported arguments and challenging established approaches.
B4	Reflect upon and make informed judgements about their own and others' work, referring to professional and academic criteria.
B5	Generate, plan and sustain programmes of inquiry with practical or theoretical outcomes.

Learning and Teaching Strategy

Intellectual skills are developed through formal lectures, seminars, group critique, individual and group tutorials, e-learning opportunities as appropriate to the subject area and self-directed independent learning activities to develop students' learning autonomy and ownership of the knowledge and information gained during a module.

Analytical skills are developed through briefs (including client related practice) that encourage creativity and problem solving.

3. Practical and Professional Skills

Upon completion of level 5 students will be able to:

C1	Apply distinctive and creative solutions to production tasks, drawing on knowledge of relevant disciplines and an awareness of professional considerations.
C2	Work in an interdisciplinary environment, listening to and collaborating with others.
C3	Explore and use a range of professional software successfully.

Learning and Teaching Strategy

Practical Studio based delivery is a key feature of the programme.. Academic staff deliver core content that ranges across practical/technical, critical/theoretical and contextual aspects of the programme. Specialist technical support staff provide induction and tutorial support for skills development where appropriate. Visiting speakers and industry practitioners contribute to programme delivery as appropriate.

Research and independent learning skills are central to the programme They are encouraged through research tasks, creative briefs and the opportunity for self-initiated work, and are developed throughout the course.

Client related and professional practice are strong elements of the programme, delivered in particular throughout the 'Professional Practice' core.

4. Key / Transferrable Skills

Upon completion of level 5 students will be able to:

D1	Self-management – work independently, set goals, manage workloads, meet deadlines and articulate suitable routes for personal development and career progression.
D2	Reasoned and critical thinking – analyse information, experiences and creative products and formulate independent judgements about these.
D3	Interpersonal and social skills – interact effectively with others, developing strategies for problem solving, communicating effectively within different situations.
D4	Communication and presentation skills – present ideas and work to audiences in a range of situations, using appropriate conventions and techniques.
D5	Work autonomously and reflectively, developing strategies to respond successfully to changing requirements.

Learning and Teaching Strategy

Transferable/key skills are core to the learning strategy of the programme.

They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects.

Reflection and self-awareness are fostered by keeping sketchbooks, visual diaries, research journals and/or blogs in a format appropriate to the subject area.

E.   Programme Structure

Level 4

Compulsory Modules	Credit Points	Optional Modules	Credit Points
Ways of Making 1: Introduction to Techniques	20		
Theory in Context 1: Visions of the Modern World	20		
Drawing – Understanding Through Looking	20		
Ways of Making 2: Evolving Techniques	20		
Studio Practice 1	20		
Professional Practice 1 - An Introduction to Exhibiting Practices	20		

Level 5

Compulsory Modules	Credit Points	Optional Modules	Credit Points
Studio Practice 2: Self-Initiated Project	20		
Theory in Context 2 - Art in the Postmodern Age	20		
Site-Specific Art 1 – Introduction, Collaboration & Enactment	20		
	20		
Site-Specific Art 2 – Self-Initiated Project	20		
Professional Practice 2 – Exhibiting Practices	20		
Studio Practice 3 – Confirming Practice			

Exit Award(s):	Credit Points
FD	240

F. Distinctive features of the programme structure

Where applicable, this section provides details on distinctive features such as:

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The aim of the course is to enable the individual to build and define their practice in a constructively critical and pluralistic environment. Students are encouraged to experiment, take risks and question accepted modes of art production, whilst informed and mindful of the legacy of traditional processes. Autonomy and self-confidence are developed so that the individual can undertake sustained, independent investigations and develop the necessary skills and critical faculties to operate as professional art practitioners in all areas of the creative industries.

The course will respond to external opportunities and work with industry partners to meet our aim of developing the school's enterprise, entrepreneurship and employability agenda with an emphasis on assisting learner progression potential. Students will be prepared for further study at level 6, a 'top up' to full BA Hons, or may choose to proceed directly into employment or self-employment within the creative industries. The programme will also incorporate an appropriate ethical framework and ensure that it follows the BERA guidelines as adopted by the HE sector at the Hull College Group. Throughout all modules there will be a focus on appropriate Health and Safety guidelines specific to relevant industries and individual student work.

Our intention is to provide an exciting, supportive, resourceful, academic environment for students to grow intellectually and creatively. We aim to produce professionally competent, imaginative, ambitious and versatile graduates who are able to contribute to and innovate within all strata of the creative industries, as well as being well-rounded citizens.

G. Support for students and their learning

Students receive pastoral and academic support through the College Tutorial System which includes group and individual tutorial entitlements. Students will also be able to access online materials as part of their studies to further develop their own understanding during their self-directed study.

All students are allocated a named personal tutor. The tutorial process incorporates Personal Development Planning, including individual target setting, planning and progress review. Personal Development Planning is embedded in all Awards. The Library staff provides support for learners during the induction period and throughout the programme.

All HE students have the opportunity to join the Students Union (SU) and access their facilities and support. The SU is NUS affiliated.

A Student Engagement Officer (SEO) is available to support students who may be struggling with personal and time management, attendance and who require support to make requests for mitigation or are considering suspending studies.

Support Staff

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H. Criteria for admission

This award subscribes to the admissions criteria and processes of Hull College Group. Students should have completed a relevant Level 3 qualification with an appropriate grade profile or a qualification in an equivalent subject and level of study.

Admission criteria: 64 UCAS points under the new UCAS Tariff from 2017.

The following minimum criteria applies:

- GCE/VCE Advanced Level and New Nationals. One 6-unit qualification at Advanced level, plus three other subjects at GCSE grade C or above (be specific about GCSE requirements for your programme);
- National Certificate/Diploma or suitable bridging course in a qualification relevant to the course chosen;
- SQA Advanced Highers. One band C Advanced Higher Pass plus three other subjects at standard grade (grade 3) or above;
- International Baccalaureate. Award of the Certificate with a minimum of 20 points;
- Irish Leaving Certificate. Three higher/honours passes at grade C;
- Access courses.

The following qualifications are welcomed and will be taken into consideration by the Admissions Team, but may enable entry on to the Award only in conjunction with other qualifications.

- GNVQs/NVQs or other Level 3 vocational qualifications within the relevant QCA framework;
- City and Guilds qualifications at Level 3 or above;
- Advanced Modern Apprenticeships with Level 3 qualifications.

Applicants are not necessarily expected to have formal qualifications. For example, they may have had appropriate work experience, paid or unpaid. Students may be admitted onto the Award on the basis of non-certificated learning, which will require students to evidence this previous experience and also consider whether an application for APL (see below) could be considered.

A student may be allowed entry to the course if he/she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course. Applications are welcomed from persons who can demonstrate relevant work experience, including work in a voluntary capacity.

Accreditation of Prior Learning (APL)

The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of Prior Learning (APL) is defined as a system whereby academic credits can be awarded for previous learning that has taken place either through formal courses of study (Accreditation of Prior Certificated Learning ─ APCL) or in other ways (Accreditation of Prior Experiential Learning ─ APEL).

Additional Requirements for Entry to the Programme:

Entry directly onto Level 5 is possible either through a Level 4 qualification such as an HNC Qualification or the completion of a suitable Certificate of Higher Education, prospective students will need to complete an APL/APEL claim though as soon as possible before the programme starts.

I. Language of study

Programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission may be required to provide evidence that they can communicate effectively in the English language, for example, by achieving a minimum of IELTS 6.5, or equivalent.

J. Information about assessment regulations

Summary of Assessment Requirements:

The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit all of the appropriate assessments to Turnitin. All work will be marked electronically and grades recorded electronically once the moderation process has completed. Assignments are due on an agreed date for submission to the Faculty Board Office.

Feedback to students on assessments is provided within 20 working days of the hand-in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments. It is important for all students to be aware that grades are not final until they have been ratified by a Board of Examiners, so any provisional grades until this point maybe subject to change.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

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

This award is managed and operated in accordance with College regulations and procedures. This includes representation and input from employers who will contribute

to curriculum development and review.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Curriculum planning
- Course team minutes
- Quality Enhancement Plans (QEPs)
- Modifications of the course
- National Student Survey (NSS) and other surveys which are administered by the college

This award will be evaluated against the following criteria:

Benchmark alignment
The award will be reviewed against appropriate benchmarks and professional frameworks.

Quality Improvement
The award will be subject to peer review as part of the College quality improvement processes and will also be subject for data interpretation during the Curriculum and Quality Meetings between the Assistant Principal of Higher Education, the Quality Directorate and the Faculty Management Teams.

Student Perceptions
The award will be subject to Student Experience Meetings, module and mid-module evaluations, the NSS and other student feedback mechanisms. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and Academic Board.

Recruitment Retention and Achievement
The award will be measured against annually agreed college targets which will be monitored through the Curriculum and Quality Meetings and also through the annual monitoring process.

L. Annexes

Annexe 1	Curriculum Map
Annexe 2	Assessment Map
Annexe 3	Programme Delivery Models

Annexe 1 – Curriculum Map
(This table indicates which study units assume responsibility for delivering (shaded) and assessing (x) particular programme learning outcomes)

Level	Module Name	Semester	Knowledge and Understanding								Cognitive Skills					Practical and Professional Skills			Key / Transferrable Skills				
			AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	BO1	BO2	BO3	BO4	BO5	CO1	CO2	CO3	DO1	DO2	DO3	DO4	DO5
4	Ways of Making 1: Introduction to Techniques	1			x								x	x		x	x	x		x			x
4	Theory in Context 1: Visions of the Modern World	1				x		x	x			x	x									x	
4	Drawing – Understanding Through Looking	1		x	x								x	x		x	x	x		x		x	x
4	Ways of Making 2: Evolving Techniques	2			x				x				x	x		x	x	x		x			x
4	Studio Practice 1	2			x		x			x			x	x	x	x	x	x		x		x	x
4	Professional Practice 1 - An Introduction to Exhibiting Practices	2	x		x		x					x	x				x	x	x		x	x	

Level	Module Name	Semester	Knowledge and Understanding								Cognitive Skills					Practical and Professional Skills			Key / Transferrable Skills				
			AO1	AO2	AO3	AO4	AO5	AO6	AO7	Ao8	BO1	BO2	BO3	BO4	BO5	CO1	CO2	CO3	DO1	DO2	DO3	DO4	DO5
5	Studio Practice 2: Self-Initiated Project	1	x			x	x				x		x	x	x			x	x	x		x	x
5	Theory in Context 2 - Art in the Postmodern Age	1		x			x					x	x		x				x	x			
5	Site-Specific Art 1 – Introduction, Collaboration & Enactment	1	x	x	x		x					x	x		x		x	x	x	x	x	x	
5	Site-Specific Art 2 – Self-Initiated Project	2		x		x		x				x	x		x	x	x		x	x	x		x
5	Professional Practice 2 – Exhibiting Practices	2	x				x		x		x	x				x	x	x	x		x	x	x
5	Studio Practice 3 – Confirming Practice	2	x			x	x				x		x	x	x			x	x	x		x	x

Annexe 2 – Assessment Map
Level 4 – FD Fine Art

Assessment Method	Ways of Making 1: Introduction to Techniques	Theory in Context 1: Visions of the Modern World	Drawing – Understanding Through Looking	Ways of Making 2: Evolving Techniques	Studio Practice 1	Professional Practice 1 - An Introduction to Exhibiting Practices
Portfolio	100%		100%	100%	100%	100%
Essay		50%				
Coursework		50%				

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf **(Good source for identifying a range of different assessment methods)**

Annexe 2 – Assessment Map
Level 5 – FD Fine Art

Assessment Method	Studio Practice 2: Self-Initiated Project	Theory in Context 2 - Art in the Postmodern Age	Site-Specific Art 1 – Introduction, Collaboration & Enactment	Site-Specific Art 2 – Self-Initiated Project	Professional Practice 2 – Exhibiting Practices	Studio Practice 3 – Confirming Practice
Portfolio	100%		100%	100%	100%	100%
Essay		60%				
Coursework		40%				

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf (Good source for identifying a range of different assessment methods)

Annexe 3 - Programme Delivery Models

Full Time Delivery Model: Year 1

Semester 1	Semester 2
Ways of Making 1: Introduction to Techniques	Ways of Making 2: Evolving Techniques
Theory in Context 1: Visions of the Modern World	Studio Practice 1
Drawing – Understanding Through Looking	Professional Practice 1 - An Introduction to Exhibiting Practices

Full Time Delivery Model: Year 2:

Semester 1	Semester 2
Studio Practice 2: Self-Initiated Project	Site-Specific Art 2 – Self-Initiated Project
Theory in Context 2 - Art in the Postmodern Age	Professional Practice 2 – Exhibiting Practices
Site-Specific Art 1 – Introduction, Collaboration & Enactment	Studio Practice 3 – Confirming Practice