UNDERGRADUATE
CREDIT AND MODULE OVERVIEW

1. Introduction

The document provides an overview of the structural design and credit requirements for undergraduate courses approved by Leeds Arts University. The document also outlines expectations for skills development and assessment on undergraduate courses, together with feedback and assessment load. The overview is informed by the Sector Recognised Standards (Office for Students, 2022) which specifies the level and volume of study required for specific types of awards.

Pedagogic approaches and course content are dealt with through the University's Course Approval Process and are set out in course documentation. Teaching and learning strategies are outlined in a separate document (Undergraduate Teaching & Learning Overview) and are also further detailed in course documentation.

2. Credit

The achievement of undergraduate awards is based on the principles of credit accumulation where credit is gained through the successful achievement of designated learning outcomes at a specified level. The amount of credit achieved relates to the amount of learning, with each single unit of credit representing a notional 10 hours of student learning.

3. Award

Each award should be distinct from other awards, have a defined course structure, aims and specific learning outcomes related to the knowledge, skills and attributes that an individual is intended to have achieved on completion of the award. For undergraduate courses interim exit award titles (e.g. CertHE and DipHE) are available on all courses. Each course leading to an award is comprised of a set of modules detailed within a Course Specification.

4. Course Structure

Each course is divided into discrete, credit rated modules. Upon successful completion of a module, students receive academic credit in respect of their learning achievements.

Courses are based on discrete modules to provide flexibility and promote efficiency in course design, structure, and provision and to ensure equity of experience for students. An important aspect of course design is the feature of afforded optionality within the modules. A credit value, specified in terms of the number of credits and the level, is ascribed to each module. Credit weightings range from 20, 30, 40 or 60 credits. As students successfully take and pass modules, they accumulate credit towards specific awards.

In specific circumstances, where course teams have a compelling case to deviate from some aspect of these requirements, for example, on the grounds of meeting professional body requirements, this must be made clear in the proposal put forward for approval and such deviation must be approved through Academic Board and its committees as appropriate.

Courses of study are constructed to enable students to progress through the levels of study and, on achievement of the learning outcomes and credit requirements associated with each level of study, to qualify for an award of Leeds Arts University.

The module specifications define the structure and content of a module and are approved through the course approval process. Each module will have a defined level of study at Level 4, 5 and 6. The module will lead to specified learning outcomes which are summatively assessed; it will have a specific code and title and be distinctive overall in terms of aims, defined Module Expectations, content and assessment.

Each unit of credit represents 10 hours of student learning and the minimum size of a unit available is 20 credits, the maximum size of a unit available is 60 credits (see table below).

Unit Size (HE Credits)	Notional Learning Hours	ECTS Credits (European Credit and Accumulation Transfer System)
20 credits	200 hours	10 credits
30 credits	300 hours	15 credits
40 credits	400 hours	20 credits
60 credits	600 hours	30 credits

The distribution of student learning hours within a module is a matter for the professional judgement of the course team. However, consideration must be given in the module specification to the indicative distribution of student effort in the module, which may include formally scheduled teaching and other activities they will be expected to complete to achieve the learning outcomes, such as directed study and independent study. Undergraduate courses use a range of teaching and learning strategies, as appropriate to the subject of study – these are set out in the Undergraduate Teaching & Learning Overview.

Individual courses have their own learning cultures and content based on their bespoke course design, drawing from the variety of the teaching and learning methods listed below:

- Module briefings
- Submission briefings
- Briefings
- Lectures
- Seminars
- Group critiques (crits)
- Tutorials
- Instrumental/Vocal Tuition (Music/Acting only)
- Ensemble performance (Music only)
- Studio workshops and activities
- Central resource inductions
- Central resource workshops
- Supported study
- Studio Sessions
  - Central resource independent access or 'drop-in'
  - Off-site or supported development
  - Independent Study

These methods feature differently on every course. They can be experienced through, for example, more intensely programmed weeks which include a significant number of timetabled sessions. Alternatively, there may be weeks that place more emphasis on providing time and space to make progress with individual and collaborative creative projects. The exact mix will be designed according to the course, level, aims of the module, content of the sessions and progress through the academic year.

Course specific Level Learning Outcomes specify the knowledge and skills appropriate to the field of study and identify the ways in which these will be developed and evaluated in the students. The Level Learning Outcomes are mapped to the module which identify the ways in which students' Knowledge and Understanding, Cognitive, Practical and Transferable skills are developed and evaluated. Students' successful engagement with a module contributes to their achievement of the Level Learning Outcomes.

5. Skills Development

Course and module specifications explicitly demonstrate through the indicative content, the Learning Outcomes, the Module Expectations, and the assessment strategies where critical engagement with skills are located. The minimum expressions of learning for these aspects are determined at an institutional level, with the Directors of Undergraduate Studies undertaking compliance review prior to module delivery.

a) Cognitive skills – Academic and professional writing

Whilst recognising cognitive skills development as being evident in practice-based approaches, UG students are also expected to be able to develop and demonstrate cognitive skills, and academic and professional writing skills, through academic essays and professional applications. Certain aspects of academic writing such as the format of citations are procedural. The Harvard Citation and Referencing Format is to be used.

Where academic and professional writing will be part of the criteria of assessment submission, it is identified in the module specifications. Module briefs set what students should be expected to achieve in their academic writing and encourage students to think about:

- language fundamentals such as grammar, punctuation, and spelling
- writing clear introductions, statements of purpose, articulating informed arguments and drawing appropriate conclusions
- following academic citation and referencing conventions

Each level requires students to develop cognitive skills. As they move through the levels, their level of cognitive skills increases. At each level academic writing and essays are used as critical, rigorous elements of assessment. Course Teams reflects on the student workload and submission expectations for the remainder of the module, following adjustments in line with these requirements.

Module overviews clearly signpost where and how developing cognitive skills will be addressed and include reference to the lectures and seminars that provide the linked content to the themes/questions.

The University Library offer supporting workshops in a range of appropriate areas including referencing and citation.

b) Professional Practice skills – Employability and collaboration

UG students are expected to be able to develop and demonstrate professional practice skills and post-graduate readiness, typically evidenced through employability related activities, collaboration live/simulated industry briefs and fostering of transferable skills for wider graduate level employment.

Where professional skills development will be part of the criteria of assessment submission, it is identified in the module specifications. Module briefs set what students should be expected to achieve in the development of their professional skillsets and encourage students to think about:

- fostering interpersonal skills

- communication fundamentals to relay information and ideas in influential ways to diverse audiences e.g. oral, written, and visual.
- applying professional standards, etiquette, and conventions
- constructive approaches to teamwork and exploring solutions beyond personal limitations
- engaging with real-world and *wicked* problems

Each level requires students to develop their professional skills. As they move through the levels, their level of professional skills increases. At each level, professional writing and applications, presentations, and creative outputs are used as critical, rigorous elements of assessment. Course Teams reflects on the student workload and submission expectations for the remainder of the module, following adjustments in line with these requirements.

Module overviews clearly signpost where and how development of professional skills will be addressed and include reference to the lectures, seminars and workshops that provide the linked content to the themes.

The Careers, Employability and Enterprise department, at institutional level, support the cultivation of professional skillsets and behaviours through:

- The Creative Networks programme which invites high-profile speakers to entertain, challenge and stimulate their audiences as they recount their career journeys and provide insights into the latest industry developments.
- Industry Speakers, as course level directed speakers who provide real-life perspectives within the creative industries.
- Allied workshops in a range of appropriate areas including CV and job applications, developing resilience, IP, project planning & management, and LinkedIn & digital platforms.

As part of professional practice, collaboration is encouraged within and across courses as well as with external groups.

c) Graduate Attributes

A set of Graduate Attributes presents the breath of characteristics, skills, and features that a Leeds Arts University undergraduate student can expect to gain as a result of the learning and experiences they engage with while at Leeds Arts University. The Graduate Attributes have been informed by the University Strategic Plan, to align with and thread through the University Values, providing a coherent visibility and language at an institutional, course and individual level. The Graduate Attributes, as distinguishing high-level qualities that are developed throughout the student experience are broader than just employability, however, are significantly allied as a linked agenda.

The Graduate attributes are [subject to approval]:

Attribute	Attribute Descriptor
Self-directed	Confident in own abilities to set and accomplish challenging goals.
Collaborative	Build belonging and resilience through collaboration in personal and professional creative communities.
Critical	Curious about the world and equipped to find creative solutions to problems through research, imagination, and critical thinking.
Professional	Contextualises and applies their knowledge, skills, and mindset to thrive in professional settings.

Progressive	Actively and ethically engaged with the world to make it a better, fairer, and more beautiful place.

6. Assessment

a) Assessment and Feedback Strategy

Each module has an assessment strategy which ensures that learning activities and evidence required for assessment are aligned with the module expectations which are mapped to the level learning outcomes.

Course Teams state in specifications the methods of formative assessment strategies during the delivery of a module. Formative assessment should be used judiciously and be appropriately timed to facilitate student progress and designed to ensure that the team can provide constructive feedback. The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by students to improve their learning.

Each module includes a summative assessment strategy which is aligned with the module expectations. All stated module expectations for a module will be summatively assessed at their designated level. All assessment will normally take place within the semester in which the module(s) is (are) taught.

The delivery of the assessment strategy is managed by the Course Leader. In determining the assessment for a module, account will be taken of assessment loading, design, schedule for the course. The aim is to ensure some standardisation of the assessment loading across different modules and courses.

b) Assessment Load

Consideration by course teams is given to the submission evidence loads for assessment to ensure a balanced workloads across the students' study time and is proportionate to the expected learning to avoid over-assessment.

Assessment design at Leeds Arts University is holistic, intended to evidence the learning of the student and the workload is informed by the scale of the outputs to be submitted (such as the word length of an essay, duration of a performance or quantity of artefacts), by the amount of time students are expected to spend engaged in learning activities leading up to assessment components, and by the complexity of the assessment tasks.

It is recognised that across the creative arts disciplines there are several modalities of assessment evidence, often media rich, that are not appropriately expressed in written formats. Word Count Equivalencies (WCE) as a proxy to map assessment loads, which can be challenging to map consistently and appropriately reflect the nuances and complexities of assessment tasks.

The expectation is that courses adopt a consistent, and transparent, approach to assessment loadings, that are aligned with subject based expectations and practices.

Assessment design should afford the opportunity for academic stretch, however, recognise that heavy assessment workloads may contribute to surface learning and act as a barrier to continuation.

Module Leaders should at point of design, consider the nominal division of learning hours for learning and those required to produce and document the assessment outcomes, to ensure that they are appropriately balanced and manageable. Module Information (the brief) are reviewed and approved for release by the relevant Director of Undergraduate Studies prior to publication.

Upon completion of a module, Module Leaders, guided by Course Leaders, are expected to undertake a review of the assessment load, and report their conclusions as part of the Module Evaluation process.

The University operates a centralised approach to module submissions and assessment activities and course teams should ensure that the assessment tasks provide appropriate evidence to make a judgment on learning but is manageable within the assessment window, recognising that there can be correlation in excessive student assessment workloads leading to excessive staff workloads.

There should be clear statements in the module descriptor regarding workload to ensure that appropriate time is allocated to the activities. Submission dates for all elements of assessment will be determined on an annual basis and prior to the commencement of a course. Students must be provided with details of coursework submission dates at the start of a module.

Typical expressed features of a module submission are:

- an artefact(s) - produced as the result of an extended investigation of the subject area;
- a written submission(s) involving research into a set theme- such as an essay, rationale to supportan artefact, job application as part of a professional practice theme;
- an edited development document that demonstrates the significant stages of the learning journey.

The number of elements, length of written pieces and scale of artefacts will depend upon the credit valueand stage of the module.

Examples of tasks and submission evidence, that recognise the different complexities (including pre-

A level 5, 30 credit module, for BA (Hons) Fashion Photography that includes a folio of practical work, in response to at least two live briefs, competitions, open calls or designer/collaborative commissions; an industry engagement report of research into practitioners, professionals or organisations relevant to their own career pathways ambitions; an accompanying research and design file; and a criteria-based job application.
production/postproduction) of assessment load include:

A level 4, 20 credit module, for BA (Hons) Fashion Branding with Communication that requires a 25-slide folio that communicates a referenced understanding of key movements and influences within the 20th and 21st century; a variety of Visual Representations of own visual and creative work in response; a short self-directed project that emphasis personal interests.

A level 4, 30 credit module, for BA (Hons) Filmmaking that asks for a 600-word literature review and accompanying short film script equating to 5-8 minutes of screentime, that explores a the playing out of a single emotion, want or need between two characters.

A level 4, 60 credit module, for BA (Hons) Comic & Concept Art comprised of three linked study briefs, the responses to which are communicated through a visual development document (20 slides guidance), resolved folio of outcomes (4 slides guidance) and 1500-word essay in response to a related, assigned question.

A level 5, 60 credit module, for BA (Hons) Textile Design response that comprises of a 45-slide Design Folio that communicates their main area of practice and ability to test and develop design ideas and skills as a textile designer to variety of contexts and audiences; an Employability Folio which conveys their emerging identity, strengths and skills to a potential employer, including CV, job application and digital presence; and a 1500-word contextual positioning report that summarises their emerging practice and methodologies.

A level 5, 60 credit module, for BMus (Hons) Popular Music that requires a mediated performance between 15-20 minutes in length arising from study tasks, including a minimum of two original compositions; selected supporting development research; and an accompanying 3,000-word academic essay on a related question.

A level 6, 60 credit module, for BA (Hons) Fine Art that requires a 35-slide portfolio of work (with optional video links up to 10 mins) is response to a self-identified theme that communicates the work in relation to the history, theory and social contexts within contemporary Fine Art practices; accompanied by a 5000-word critical essay that evidences a synthesis of theory and practice.

A level 6, 60 credit module, for BA (Hons) Illustration that requires a Folio of practical work in response to a series of provocations and self-identified interests, that documents resolved outcomes along with supporting development work in the form of sketchbook pages, material testing, thumbnails and roughs; and a Presentation, that communicates the professional contextualisation of the students practice and planned progression.