

Programme Title and Name of Award	MA in Contemporary Fine Art		
Professional Qualifications / Accreditation	N/A		
Academic Level	Level 7	Total Credits	180 credits
UCAS Code	n/a	JACS Code	W100
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information:-</p> <p>https://www.cumbria.ac.uk/study/courses/postgraduate/contemporary-fine-art/</p> <p>For APL, please refer to the University website.</p> <p>A minimum of a 2:2 honours degree, or equivalent. Applicants without formal qualifications will be considered.</p> <p>Each application is assessed individually on its own merit and is subject to an interview with examples of Ceramics, Three Dimensional Design, Design Studies and Sketchbooks. In exceptional circumstances [e.g. the case of international applications] this may be undertaken using different means [e.g. Video Conferencing, Drop Box]. In such a case prior to interview, students must supply an e-portfolio and/or link to website/blog with examples of recent work, which will be the focus of discussion during the interview.</p> <p>The programme is taught in English with a substantial written content. Students whose first language is not English are normally required to have one or more of the following qualifications;</p> <ul style="list-style-type: none"> • IELTS 6.5 (No individual score lower than 6.0), TOEFL ibt 87 - With a minimum of 18 for reading and 17 for writing • TOEFL Paper Based Test 567 - With a minimum of 53 for reading and 55 for writing 		

	<ul style="list-style-type: none"> • Pearsons Test of English Academic 59 - Including a minimum of 59 in reading and writing, and no individual score lower than 5 <p>Advanced standing on the course will be considered in line with the University's APL Regulations and Procedures.</p>
Teaching Institution	University of Cumbria
Owning Department	Institute of the Arts
Programme delivered in conjunction with	N/A
Principal Mode of Delivery	Practice-Based, Discourse-based, Taught, face to face, Independent Learning
Pattern of Delivery	Full Time, Part Time
Delivery Site(s)	Brampton Road Campus.
Programme Length	1 year Full Time, 2 years Part Time
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	<p><i>Postgraduate Certificate in Contemporary Fine Art [PGCert]</i></p> <p><i>Postgraduate Diploma in Contemporary Fine Art [PGDip]</i></p> <p><i>Masters in Contemporary Fine Art [MA]</i></p>

Programme Features
<p>Introduction</p> <p>All of our Art and Design MAs are delivered over three trimesters full time or six trimesters part time. The Contextual Studies programme brings together the creative elements from the six MAs offered within the Art and Design subject group this allows a cross pollination of ideas and approaches to these practiced-based creative arts programmes. The course is structured to allow students to engage with at least 70% practical content through a range of Studio Modules the remaining 30% of the course includes the Module Critical Context delivered in Trimesters 1 and the MA Project Proposal and Professional Development Module in Trimester 2 full-time and Trimester 1 year two part-time.</p> <p>The MA courses are based within well-established and superbly equipped workshops and studios. Learning through making is a key aspect of each course. Through a series of negotiated project proposals students will direct the path they wish to explore within their specific subject area, depending on their practice and career aspirations. The course will be taught by a broad range of academic and artist practitioners and researchers and supported</p>

by highly skilled technicians. The course structure will allow students to work from their own practice and provides a broad, discursive, theoretical, technical and creative base from which to apply methodologies from supported fields in addition to other specialisms pertinent to the developing practices of each individual. The MA programme culminates in a final, practice-based MA Project curated and exhibited in a venue or site, normally out with the University, selected by the MACFA cohort

MA Contemporary Fine Art

This course build upon the University's success in providing postgraduate study in Contemporary Fine Art and its experience more widely of delivering practiced based MAs in the creative arts and design field. The programme is designed to suit students progressing from undergraduate arts studies and mid-career professionals wishing to advance or diversify their creative practice.

All staff teaching on the MACFA programme are practicing artists with strong research profiles on a national and international level. Indeed, Fine Art staff team members are amongst the most research-active in the University of Cumbria. Generally, within the research and practice of staff and within the ethos of the course there is a commitment to interdisciplinary and its significance in contemporary Fine Art as a mechanism for the enactment of challenging enquiry.

The MA Contemporary Fine Art programme is a research based, taught programme with three distinctive phases leading to postgraduate exit awards. These are outlined below.

The programme is self-mediated; it is a negotiated programme of independent studio and research work agreed at key stages *via* the metacognitive cycle. In addition, the seminar programme provides the framework for critical debate on a range of subjects including students' own work. This aspect of the programme draws upon the diverse specialisms and experience of the Fine Art team. Crucial to the programme is the culture of discourse and enquiry, and every opportunity is taken during formal sessions to situate discussion of work within the context of multiple models of practice. Visiting artists/practitioners extend the range of methodologies and disciplinary knowledge to which students are exposed. We acknowledge the importance of a visiting artists programme and wherever possible will build upon this provision for the new programme.

Through an initial proposal students will set their practical MA curriculum informed by their experience, their research focus and their practice and career goals. The Course focuses on three studio based practice modules which allow you to manage the practical elements of your research, alongside these practice-based modules the Critical Context modules allow you to define and articulate the theoretical aspects of your practice, producing both a bibliography and literature review to underpin you research activity.

Level 1: Postgraduate Certificate The Postgraduate Certificate stage focuses on research methodologies and how they impact on individual Fine Art practice and the importance of proposal writing within a metacognitive cycle. This critically reflective approach helps with the development of practice within personally mediated research territories.

modules: UCIA7001 CRITICAL CONTEXTS
CNFA7001 PRACTICE: RESEARCH AND THEORY

CNFA7002 PRACTICE AND CULTURAL CONTEXT

Level 2: Postgraduate Diploma encourages enquiry into working strategies and concepts within the context of contemporary Fine Art and the development of a critical understanding of evolving practice leading to an interim body of publically exhibited work

modules: CNFA7003 PRACTICE: ENQUIRY AND AUDIENCE

UCIA7002 MA PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT

Level 3: Masters Level extends the development of personal practice in the form of a substantial body of presented work accompanied by an analytical and reflective deconstruction of the student's practice within the developments in Fine Art. Achievement at this stage indicates a command of the metacognitive process of Fine Art combining practice, research, contextual awareness and analysis.

module: UCIA7003 MA PRACTICE and CRITICAL ANALYSIS

Resources and Facilities

The MA Contemporary Fine Art course offers an arts campus-based experience, enhanced with the provision of a designated post-graduate base. Taught and practical elements take place predominantly within the MACFA studios at the Brampton Road site, which has a distinguished history as a centre of excellence for creative arts education. In September 2015 the Department was re-branded as the *University of Cumbria Institute of the Arts*.

Brampton Road is a unique and vibrant arts environment which has an up to date arts library and industry standard facilities, including; well-equipped Macintosh and PC computer studios carrying the latest design and multi-media software, professional photographic studios for making and documenting finished work for exhibition, promotion and marketing. Students work and study in close proximity to other undergraduate and post-graduate communities allowing opportunities for cross-disciplinary exchange and collaboration. The workshops offer excellent facilities, equipment, space and access to materials. Workshops are supported by highly trained and experienced technical staff alongside academic supervision.

Whilst providing studios for students, the programme also encourages the development of research and practical work in settings beyond the institutional context. In this way, the programme encourages the development of entrepreneurial faculties and skills in working externally, for example in site-specific contexts, alternative exhibition spaces, socially engaged practice, and so on.

Aims of the Programme

The overall aims of the Programme are:

- To facilitate in students the ability to conceptualise, research, develop and

communicate ideas through practice

- To foster in students a broad range of practical, critical, analytic, academic, and communication skills to enable the articulation of personal issues and concerns in the production and study of art
- To provide a framework for students to advance their practical skills in relation to a range of media appropriate to their developing practice
- To encourage and enable in students appropriate research, analytical and critical skills for the study and practice of Fine Art activities, as a basis for on-going and independent research
- To provide an awareness of and critical engagement with, the theoretical underpinning to the practice of Fine Art as a cultural, intellectual, and scholarly activity and cultivate engagement in the debate of issues presented by historical, recent and contemporary Fine Art practices
- To provide a suitable structure and environment for the development of good self-management skills and the attendant self-awareness and criticality necessary for their advancement.
- To advance an awareness of Contemporary Fine Art as a broad, flexible and culturally valuable practice and to assist in locating individuals' positions within this field

Level Descriptor

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
4. Conceptual understanding that enables the student:
 - To evaluate critically current research and advanced scholarship in the discipline.
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

[Taken from: QAA UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards 2014 4:17]

At HE Level 7 (Masters level), at UCIA, students will be able to demonstrate that they have the ability: to display a mastery of a specialised and complex field of knowledge and a critical awareness of issues at the forefront of the area of study; to employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable

situations; generate new ideas and support the achievement of desired outcomes; accept accountability for decision making including the use of supervision; analyse complex concepts and professional situations by means of the synthesis of personal and workplace reflection and data drawn from practice, scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for students to develop and demonstrate the following:

- K1.** Systematic knowledge and critical awareness in the selection and deployment of research methodologies applicable to their creative practice.
- K2.** Advanced synthesis and review: cultivated powers of critical reasoning in respect to analysis of cultural texts, visual and academic written communication and presentation.
- K3.** Contextual framing; knowledge and understanding of theoretical, cultural and ethical contexts in respect to their own and broader aspects of contemporary creative practice.
- K4.** Relational knowledge and underpinning: understanding the connection between theory and practice, with practice being guided by theoretical and/or philosophical considerations.
- K5.** Originality and versatility in the selection and mastery of materials and processes to illicit innovative responses to creative briefs.
- K6.** Advanced reflection and mediation on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for students to develop and demonstrate the following:

- S1.** *Interpersonal skills*, including: emotional intelligence and integrity, drive and motivation, effective listening and communication, reliability, negotiation and collaboration.
- S2.** *Advanced communication skills*: to structure and articulate ideas and arguments clearly to an audience; understanding the requirements and needs [e.g. technical and non-technical] of different audiences; making effective use of body language and presentational style.
- S3.** *Advanced project planning and monitoring skills*, including; self-direction, preparing briefs, documentation, time management, decision making, co-ordination and resource management, contingencies response and lateral thinking.
- S4.** *High level digital skills and IT literacy*; technical dexterity, flexibility and efficiency to access relevant data and present information appropriately.
- S5.** *Professional standards of presentation*; organisation and design in regard to the dissemination, promotion, exhibition and/or publication of creative media materials.

S6. Entrepreneurial skills, which may include; a willingness to nurture and/or launch a new venture, an understanding of where to access support for enterprise, awareness of funding mechanisms and approaching outside bodies agencies.

S7. Independent learning and/or strategic planning required for continued professional development including, an awareness of; personal strengths and the competencies needed for current and future roles, the potential of changing technologies and processes.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The following reference points were used in designing the course;

- QAA Master's Degree Characteristics 2010
- QAA Quality Code for Higher Education: Part A Setting and Maintaining Academic Standards 2014
- QAA National Qualifications Framework
- Subject Benchmark Statement: Art & Design 2008
- Subject Benchmark Statement: Communication, Media, Film & Cultural Studies 2008
- Subject Benchmark statement: Architecture 2010
- Subject Benchmark Statement: Master's degrees in computing 2011
- University of Cumbria: MA Contemporary Fine Art Programme Specification
- University of Cumbria: Academic Regulations
- University of Cumbria: Learning & Teaching Plan 2012 - 2017
- University of Cumbria Curriculum Review: Employability & Enterprise Skills
- University of Cumbria: Employability Plan 2012 - 2017

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The basis for all the work of the Fine Art Course Programme is that of enquiry and debate. As a community of practitioners sharing broadly similar goals within the field of contemporary art, the expectation is that we achieve them in different ways and by different means. This diversity of approaches is very important in that it allows for a cross fertilisation of thought, of ideas, concept, practice and theory. This informs the team- teaching philosophy of the course team and provides a dynamic and stimulating learning context for all of us, one which reinforces the interdisciplinary approach, and allows for the construction of new models for practice. There are no definitive answers to be found. Rather it is the engagement

with the debate and the posing of new questions, which together drive the learning process.

The course programme aims to provide a forum for practicing artists and to provide the opportunity for a time of intensive study and the development of personal programmes of work related to individual needs. We also aim to encourage critical debate related to the diversity of contemporary fine art practice within the supportive framework of lectures, seminars, studio visits and individual tutorials. It is expected that students will engage with a wide range of disciplines reflecting the diverse models of practice evident within contemporary fine art.

The MA Contemporary Fine Art course consists primarily of an approved programme of study negotiated in the form of a learning agreement at the start of each study phase and carried out mainly by independent study. The programme is divided into three phases corresponding to the staged postgraduate exits and awards. Certificate level concentrates on the process of project development within a theoretical context. Diploma level encourages the enquiry into developing models of practice. Study at Masters level involves students carrying out a major project, which will be exhibited to a high professional standard, in association with a critical appraisal or a dissertation.

The programme is studied on a full-time basis over one year or on a part time basis over two years.

Learning and teaching in Fine Art at MA level in addition to self-directed research, study and practice, relies on a complex diet of formal (and less formal) interchange, involving negotiation, tutorials, critiques, seminars, peer presentations, lectures and so on. Each of these mechanisms is seen by staff as a learning opportunity for each student, a chance to extend knowledge and expertise in the larger context of a community of learners and practitioners.

Assessment criteria are published within the project/module briefs or descriptors and are closely linked to the aims, objectives, and learning outcomes established at each stage of the course. This links with the overall criteria created as a result of the broad aims and objectives of the course.

Assessment seeks to *measure* performance and development on projects, assignments, essays, and practice in the developing ability of students to research, gather, and process information. In this way assessment is used by the student to inform, contextualise and critique the development of practice.

Assessment also has a diagnostic dimension, which seeks to identify and explore the strengths and weaknesses in students' work, with a view to facilitating further development. Within the programme structure, assessment as a formal evaluation is considered to be an important learning tool, as much as it is a means to measure achievement. Typically, students are involved in their own assessments and are there to present their work within a critical discourse that seeks to contextualise their process, methods and practice. Further metacognitive components including the Statement of Practice and a reflective self-assessment cycle exist as part of the overall assessment strategy.

Subsequent to each assessment (and appraisal see below) detailed written feedback is provided for the student in response to the presented work and the contextualisation of the Statement of Practice. The feedback will be written by one of two members of staff who attended the assessment event with the student. If requested by the student the staff member will be available for further discussion at a post assessment tutorial. In our experience however, the written feedback is normally sufficiently exhaustive for the students' needs at that stage.

In accordance with University of Cumbria academic regulations, at postgraduate level the module pass mark is set at 50%.

Assessment on the MA CFA programme comprises both formative and summative methods.

Formative assessment is generally concerned with ongoing progress. The regular formative review of students' academic and project work, which is either in draft form or in the process of being completed, is an important part of the learning process. This may be in the form of negotiated briefs, peer or self-critiques and tutor feedback [verbal and/or written]. Formative assessment is used to:

- i) Encourage the development of subject specific intellectual and practical skills; to help students acquire the knowledge they need for summative assessment.
- ii) Encourage the development and practice of inter-personal skills such as working in teams, giving presentations, leading and contributing to seminars.

Summative assessment is chiefly concerned with evaluating performance, the quality and substance of work completed by the student, in line with the criteria for the programme of study, cross-referenced against individual module aims and learning outcomes.

Opportunities for summative assessment may include; transferable and/or employability skills [embedded in assignments], formulation of creative briefs, theoretical essays, oral presentations, practical assignments and/or portfolio of discrete tasks, major project and final dissemination of major project. To ensure parity and academic rigour, assessment involves at least two members of staff. Detailed written feedback is provided for the student in response to all work presented. If requested by the student and/or where appropriate, staff will be available for further discussion at a post-assessment tutorial.

It is important to note that all assessment has a diagnostic dimension, which seeks to identify, explore and communicate the strengths and weaknesses in respective students' work with a view to facilitating further development. Within the programme structure, assessment as a formal evaluation is considered as an important learning tool, as much as it is a means to measure achievement.

Student Support

Post graduate students benefit from a comprehensive package of support at the University of Cumbria;

Initial and ongoing induction: Students are inducted during the first few weeks after enrolment in key resource areas for the MA CFA programme: in photography, AV, printmaking, wood, metal, and computer resource areas and in the library to published and on-line material. Prior to joining the course, students undertake a survey of technical skills

to identify areas of proficiency and need in respect of future development, to reinforce and enhance existing skills and build in opportunities for bespoke or class-based skills training to facilitate development of cross-curricular projects.

Students have ***Embedded Skills Interventions*** from designated staff from ***Library and Student Services [LiSS]*** as part of the induction experience and beyond. Typically this may involve workshop based activities exploring a range of practical, formal and methodological issues pertinent to research at post-graduate level 7. Students can also access individual support from LiSS via email guidance and by face-to-face advice throughout the student journey. Further LiSS learning and skills development workshops may be requested by tutors or directly by the student. These sessions focus on a range of skills; utilizing the library learning resources, academic skills, planning and monitoring of written assignments and introducing the requirements of academic research and writing at Masters level. This may be especially useful to *International Students* where English is not a first language *or* students who have been out of education for some time.

Accessible Research Material: module leaders will collaborate with LiSS advisers to ensure that programme reading lists are current and items are available via the library collections. In order to maximise availability and usefulness, eBooks and electronic journal titles will, in most cases, be prioritised. Students have full access to a wide range of electronic content using the OneSearch system. Where appropriate, module bibliographies will be made available to students electronically using the University's online reading list system. Many of the key texts, detailed in module descriptors are available in an accessible eBook format.

Moreover LiSS offer a wide range of ***Additional Support***, in respect of careers and employability, financial help, counselling, health and wellbeing and offers support for disabled students and those with specific learning requirements. Access University support and facilities easily and quickly via our [help is at hand](#) search. The Skills@Cumbria service can help support the development of academic skills throughout the programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside the programme and by different means such as face to face, email or virtual.

Personal Development Portfolio [PDP] & Research Blog: as part of the meta-cognitive cycle students will be required to keep a digital PDP file, which collates information provided by teaching and auxiliary staff [tutorial records, timetables, readings, workshop information, on-line links etc.] together in one place. Students on the MA Contemporary Fine Art programme are also asked to create and maintain a research blog throughout the duration of the course. The blog should be seen as an ongoing resource and a point of dialogue; a means of negotiating, articulating and disseminating creative practice.

Personal Tutor [PT] System: early on in the first trimester students will be allocated a Personal Tutor. This tutor will be involved in the delivery of the programme and will be responsible for support and guidance in respect to learning, development and/or pastoral matters. The PT should be the first port of call should a student have any concerns regarding the course or their ability to engage fully with the programme. If appropriate, the

PT will liaise with university services for student support, e.g.: LiSS, counselling service and SaMIS. The PT will arrange tutorials at least three times in the course of the year but students can request a tutorial at any time should they need it.

Module Tutorials: In addition to the designated PT sessions outlined above each module on the MACFA programme has space assigned for ongoing diagnostic guidance and support [in respect to module assignments]. Tutorials with relevant members of staff are available to students, arranged between the student and the tutor concerned at a time convenient to both parties.

Programme Curriculum Map ¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status ³	Map to Programme Outcomes ⁴
7	UCIA7001	CRITICAL CONTEXTS	20	Compulsory	K1, K2, K3, K4 S1, S2, S4
7	CNFA7001	PRACTICE: RESEARCH AND THEORY	20	Compulsory	K3, K4, K5, K6 S1, S3, S4, S5, S6, S7
7	CNFA7002	PRACTICE AND CULTURAL CONTEXT	20	Compulsory	K1, K2, K3, K4, K5, K6 S1, S3, S4, S5, S6, S7
7	CNFA7003	PRACTICE: ENQUIRY AND AUDIENCE	20	Compulsory	K1, K3, K4, K5, K6 S1, S3, S4, S6, S7
7	UCIA7002	MA PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	40	Compulsory	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S6, S7

¹ This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Process.

² Please refer to the relevant programme webpage on the University's website for summaries of the individual Module Aims.

³ **Core Modules** must be taken and must be successfully passed.

Compulsory Modules must be taken although it may be possible to carry as a fail (if the award permits).

Optional Modules are a set of modules from which you will be required to choose to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module (ie it may be possible to carry as a fail).

Qualificatory Units: These are non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme.

⁴ This column references the Programme Outcomes that will be achieved through successful completion of each module (i.e. through successful completion of the module's summative assessment)

Programme Curriculum Map¹					
Academic Level	Module Code	Module Title ²	Credits	Module Status³	Map to Programme Outcomes⁴
7	UCIA7003	MA PRACTICE and ANALYSIS	60	Compulsory	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6, S7

Programme Delivery Structure (Full Time)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline [FT]
		Trimester		
UCIA7001	CRITICAL CONTEXTS	Trimester 1 [Sept to Dec]	Written Assignment [60%] Portfolio [40%]	End of trimester 1
CNFA7001	PRACTICE: RESEARCH AND THEORY	Trimester 1 [Sept to Dec]	Written Assignment [30%] Project Work [70%]	Trimester 1
CNFA7002	PRACTICE AND CULTURAL CONTEXT	Trimester 1 [Sept to Dec]	portfolio [80%] set exercise [20%]	End of trimester 1
Students exiting at this point with 60 credits would receive a Postgraduate Certificate				
CNFA7003	PRACTICE: ENQUIRY AND AUDIENCE	Trimester 2-3 [Jan to April]	portfolio [80%] set exercise [20%]	End of trimester 3
UCIA7002	MA PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 2 [Jan to April]	set exercise [35%] written assignment [65%]	End of trimester 2
Students exiting at this point with 120 credits would receive a Postgraduate Diploma				
UCIA7003	MA PRACTICE and ANALYSIS	Trimester 3 [May to Sept]	project work [75%] set exercise [25%]	End of trimester 3

Students exiting at this point with 180 credits would receive a Master's Degree in Contemporary Fine Art

Programme Delivery Structure (Part-time)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline (FT)
		Trimester		
UCIA7001	CRITICAL CONTEXTS	Trimester 1 (Sept-Dec)	Written assignment (60%) Portfolio (40%)	End of trimester 1
CNFA7001	PRACTICE: RESEARCH AND THEORY	Trimester 1-2 [Sept to March]	Written Assignment [30%] Project Work [70%]	Trimester 2
CNFA7003	PRACTICE: ENQUIRY AND AUDIENCE	Trimester 2-3 [March to September]	portfolio [80%] set exercise [20%]	End of trimester 3
Students exiting at this point with 60 credits would receive a Postgraduate Certificate in Contemporary Fine Art				
CNFA7002	PRACTICE AND CULTURAL CONTEXT	Trimester 4 [Sept to Dec]	portfolio [80%] set exercise [20%]	End of trimester 4
UCIA7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 5 (Jan-May)	Written assignment (65%) Set exercise (35%)	End of trimester 5

Students exiting at this point with 120 credits would receive a Postgraduate Diploma in Contemporary Fine Art

UCIA7003	MA PRACTICE and ANALYSIS	Trimester 6 [May to Sept]	project work [75%] set exercise [25%]	End of trimester 6
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Students exiting at this point with 180 credits would receive a Master's Degree in Contemporary Fine Art

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	By: Module Evaluation Questionnaires, Annual Evaluatory Reports [AER], Annual Programme Review, peer observation, best practice department discussions, external visitor, external examiner reports, student feedback.
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.	Student feedback sheets used for all teaching and learning events as well as staff/student liaison, and peer review. Students are fully engaged in the appropriate consultative and quality review committees and the outcome of any changes in processes concerning quality management and programme enhancement will be notified to all students immediately. Departments are regularly involved in peer review and meet to discuss and disseminate best practice.

Date of Programme Specification Production:	December 2015
Date Programme Specification was last updated:	08.04.2019
For further information about this programme, refer to the programme page on the University website:- https://www.cumbria.ac.uk/study/courses/postgraduate/contemporary-fine-art/	