



Undergraduate teaching & learning at Leeds Arts University

Undergraduate degree courses at Leeds Arts University are delivered and supported through a range of teaching and learning strategies.

Courses are made up of *modules*, these are elements of study that are taught and assessed separately. Each module carries a clearly identified *credit value* the accumulation of which will allow you to progress onto the next level of the course. 100 hours of learning are expected for every 10 credits of the course. Each level (year) of the course is made up of 120 credits and therefore requires 1200 hours of learning. This equates to 40 hours of study per week throughout the academic year. The academic year consists of 30 weeks and 26 of these are teaching weeks.

For every 100 hours of learning, approximately 25 hours are delivered as taught or supported sessions and the remaining hours are allocated for studio/workshop access and independent learning. Individual courses have their own learning cultures based on their specific use of the teaching and learning styles listed below. These methods therefore feature differently and can be in intensely programmed weeks and more lightly timetabled weeks depending on the course, level, aims of the module, content of the sessions and progress through the academic year.

Content delivery

Module briefings are timetabled at the start of each module and are delivered to the year group, subject strand group or pathway as a whole. These briefings introduce and explain the aims, objectives and underlying rationale for the module and provide an opportunity to clarify any questions regarding the module content and requirements. Important information will be given out including:

- Module briefs, and any sub-briefs or tasks where appropriate
- Module submission deadlines, methods & formats including criteria for assessment
- Module timetables, staffing & taught sessions
- Resource inductions & workshop access

Assessment briefings are usually timetabled during the week leading up to a module submission deadline and are delivered to the year group or subject strand group as a whole. The aim of these briefings is to review, discuss and clarify the procedures and formats for the submission of work for assessment. This is also an opportunity to update students on the time and place for submitting work and answer any questions relating to the submission and assessment process.

Studio briefings are delivered to the year group or subject strand group as a whole and are essential to your understanding of the programme and the opportunities available to you. They allow the programme team to communicate important information relating to:

- The progress of current work/module
- Preparations and updates for timetabled sessions.
- Important announcements and events.
- Live/competition briefs/exhibitions

These briefings also provide an opportunity ask questions relating to the current workload and/or any other general issues that have arisen in relation to the course.

Lectures take place in the University's studio theatre or larger teaching spaces around the University and involve large numbers of students from individual year groups or across courses. Lectures are designed to introduce core themes, theories or contextual information relating to art and design in general or more specifically to your subject discipline.

Seminars provide an opportunity for groups of between 15 & 25 students to discuss specific ideas, theories and/or practices relating to module content. They may be staff or student-led sessions and allow for discussion to take place between lecturers and students in order to develop a deeper understanding of module content. Students are usually required to prepare for seminars by reviewing the content of lectures, reading articles or responding to tasks in order to contribute to the discussion and raise questions.

Skills Development

Studio workshops and activities are designed to introduce core practical and conceptual skills such as ideas generation and visual skills and are delivered in the course's base studios. The sessions usually support the development of initial responses to modules and/or briefs and will last for half or a full day. They are timetabled and structured in a variety of ways depending on the course and may feature one to one guidance or in groups of 5 to 30 depending on the content of the session and are generally supported by one or two tutors.

Central resource inductions provide you with essential information about what, how, when and where you can access particular University resources. These are often workshop areas such as the computer resource, 3D workshops or printmaking. Typically these inductions consist of a general overview of a resource and the health and safety requirement for accessing the facilities. If students do not attend these they will not be allowed to use the resource or borrow equipment for use in the development of their work.

Central resource workshops build on the initial induction sessions and are designed to support the development of your practical skills in specialist processes and resource areas. These sessions offer instruction in specific methods of practical development and production allowing you to complete work for specific modules. Taught workshop sessions are usually delivered by specialist workshop staff who can offer you guidance and support on the practical and conceptual

development of your work as well as provide advice on the selection and use of specific media and processes.

Feedback & Support

Group Critiques (crits) provide an essential opportunity to receive formative (developmental) feedback on your work. They are tutor led sessions that usually involve between 5 and 12 students presenting their work for discussion and critical feedback on the strengths and areas for improvement. Group crits also help you develop skills in presenting, discussing and evaluating your own progress as well as feeding back on the progress of other members of the group. There may be different types of crits depending on when they are timetabled in a module or project.

Interim or progress crits are timetabled during a module/project/brief and provide a tutor-led opportunity to present your ongoing development work and progress made to a group of your peers. These sessions will offer you the chance to discuss ongoing formative feedback on the work produced in response to the relevant module.

Final crits are timetabled at the end of a module/project/brief and provide a tutor led opportunity to present resolutions to a group of your colleagues. This session will offer you the chance to discuss feedback on the final resolutions to a relevant module.

Peer review crits are timetabled during a module/project/brief and provide an opportunity to receive and discuss feedback on your work from other members of your group. Tutors are involved in facilitating the session which usually involves larger groups of students and sometimes whole year groups, feedback is peer-led rather than tutor-led and provides a broader range of opinions and suggestions. The aim of these sessions is to help develop a more independent approach to formative feedback within the group.

Group tutorials offer you the opportunity to discuss your work with a tutor teaching on the module and a small group of your peers. You may need to sign up for these tutorials in groups of between 4 and 8, but they are formal and mandatory points of contact that form an essential part of your learning. Although they are often tutor-led, you will need to prepare work, questions and points for discussion in order to make the most of these opportunities

Individual tutorials offer you the opportunity to discuss your work with a tutor teaching on the module. You may need to sign up for these tutorials, but they are formal and mandatory points of contact that form an essential part of your learning. You will need to prepare work, questions and points for discussion in order to make the most of these opportunities

Progress tutorials are timetabled at key points within the year and offer you the opportunity to discuss your general progress across all modules. You can raise any questions or issues that relate to your studies and discuss your grades, summative (final) feedback and intended areas of focus as well as any pastoral or support issues that may have arisen. You will normally be assigned to a specific tutor for these tutorials in order to help develop an overview of your individual progress and monitor any concerns that may arise as part of your studies.

Supported Study

Studio sessions / studio support provides dedicated studio access for the development of your work. Support is available and will often involve informal discussion and feedback on your progress in order to identify any areas for improvement. Students are expected to maintain an ongoing dialogue with their peers during these sessions in order to contribute to the learning culture of the studio and course.

Studio development occurs through unsupervised timetabled sessions that provide studio access for the development of your work. The aim of these sessions is to provide a structure for the independent development of your work and may involve accessing central resources as well as on and offsite research activities. These sessions play an essential role in developing your ability to independently manage your workload and meet the module submission deadlines.

Central resource independent access or 'drop-in' - In addition to timetabled taught sessions a significant amount of time is available for supervised non-timetabled independent access to central resources. The purpose of 'drop-in' sessions is to provide time for you to develop your practical skills and responses to set briefs. As you progress through your degree you will be expected to identify central resources that most support the development of your own individual practice and demonstrate an increasingly independent approach to managing your time in these areas. Drop-in availability is indicated on line by the relevant resource areas and may be through open access or require sign-up to access at specific times.

Off-site or supported development - There will be times when you will need to work off-site (not in the university buildings) in order to research, develop and/or produce your work. The amount of time required is dependent on the course and the module you are studying. You will be briefed on this as part of the module briefing. Whenever you are using university resources off-site, this is classed as supported development and is considered an essential part of your studies. As you progress through your degree you will be expected to demonstrate an increasingly independent approach to managing your time off-site in order to develop your work and engage in professional research. You will need to ensure that you are aware of your roles, responsibilities and health and safety requirements whenever you are working off-site. Information on this can be found online.

Independent Study

Independent study is any non-timetabled, unsupervised work towards projects and includes access to the studios and College resources, working towards projects outside of University and visits conducted as part of research. Independent study in University can take place at any time outside of timetabled sessions in the early morning, twilight, evenings and on a Saturday. Students also have access to the University during holidays. Guidance is available online about resource access times and closures for bank holidays.

Additional learning support

Academic support tutors provide one-to-one study support to students with a range of learning differences, the most common of which is dyslexia, but which include Autism Spectrum Disorder (ASD) and mental health difficulties. Weekly tutorials are available for students who are receiving the Disabled Students Allowance (DSA). Support tutors help with interpreting assignment briefs, time-management, essay planning and writing and developing reading and research skills. Drop-in support tutorials for help with research, written work and time management are open to all students dependent upon demand.

Work experience

At some point during their course, usually at level 5 (second year), most students will source an opportunity to undergo work experience outside of University in a professional context. This may be in the form of a short full-time period or spread on a part time basis over a longer period. In some cases this arises from relationships the University has built up with external employers and in others from the students own enquiries. For attendance at work experience events to be approved a set of health and safety protocols have to be followed. Work experience can take many forms and may contribute to the assessment of some modules. Extended periods of self-initiated work experience should be undertaken outside of timetabled weeks and are considered as additional to the hours of study outlined above.