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 study 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 study. 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 study, approximately 25 hours are delivered as taught or staff-led sessions and the remaining hours are a combination of other types of supported learning and independent study. Individual courses have their own learning cultures based on their specific use of some of the teaching and learning styles listed below. These methods feature differently on every course and can be experienced through 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.

The delivery methods for teaching and learning are outlined below, these are performed according to a blended model which means they may be carried out on the University campus in studios and workshops, or where indicated, through a mixture of campus activity (campus) and video conferencing (vc) to enable off-site access to learning. In all cases the methods include face to face staff delivery whether in person or digitally.

Whilst the form of work produced varies dependent on the course of study (ie designs, artefacts, performances, moving image, spoken and written word), submission for assessment are all to be made digitally.

CONTENT DELIVERY

Module briefings (campus and vc) 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 (campus and vc) are often timetabled during the week leading up to a module submission deadline and are delivered to the year group or subject 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 method for submitting work and answer any questions relating to the submission and assessment process.

Briefings (campus and vc) may be given at any time and could be delivered to the year group or subject group as a whole and are essential to students' understanding of the course and the opportunities available to them. They allow the course 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/performances

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

Lectures (campus and vc) may involve students from individual year groups or across courses. Lectures are designed to introduce core themes, theories or contextual information relating to the arts in general or more specifically to a student's subject discipline. Lectures may also be available on video and supported by live Q&A.

Seminars (campus and vc) provide an opportunity for smaller groups of 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.

For Music students - Instrumental/Vocal tuition (campus and vc) provides the opportunity to receive 1 to 1 tuition in a student's main instrument from a specialist. Students develop technique through exploring repertoires.

Ensemble performance (campus and vc) provides the opportunity to receive coaching as part of an ensemble. This normally takes place in a performance or studio setting but may also be delivered through video conferencing.

SKILLS DEVELOPMENT

Studio workshops and activities (campus and vc) are designed to introduce core practical and conceptual skills such as ideas generation and visual or performative skills.. The sessions usually support the development of initial responses to modules and/or briefs. 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 or more depending on the content of the session and may be supported by more than one tutor.

Central resource inductions (campus and vc) provide students with essential information about what, how, when and where they can access particular University resources. These depend on the course but will typically include the computer resources. 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 able to use the resource or borrow its equipment for use in the development of their work.

Central resource workshops, (campus and vc) these sessions are enhancements over course content and support the development of practical skills in technical areas. Where offered they provide instruction in specific methods of practical development and production. They are usually delivered by specialist workshop staff who may offer guidance and support on the practical development of work as well as provide advice on the selection and use of specific media, processes or approaches. These sessions are supported by instructional videos and support materials

FEEDBACK AND SUPPORT

Group critiques (crits) (campus and vc) provide an opportunity to receive formative (developmental) feedback on your work. They are tutor led sessions that usually involve smaller numbers of students presenting their work for discussion and critical feedback on its 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 during a module or project.

Interim or **progress crits (campus and vc)** may be timetabled during a module and provide a tutor-led opportunity to present ongoing development work and progress made to a group of peers. These sessions offer the chance to discuss ongoing formative feedback on the work produced in response to the relevant module.

Final crits (campus and vc) are timetabled at the end of a module and provide a tutor led opportunity to present resolutions to a group of your peers. These sessions offer students the chance to discuss feedback on the final resolutions to a relevant module.

Peer review crits (campus and vc) are timetabled during a module and provide an opportunity to receive and discuss feedback on work from other members of the group. Tutors are involved in facilitating the session which usually involves larger groups of students, 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 (campus and vc) offer the opportunity to discuss work with a tutor teaching on the module and a small group of peers. Although they are often tutor-led, students need to prepare work, questions and points for discussion in order to make the most of these opportunities.

Individual tutorials (campus and vc) offer students the opportunity to discuss their work with a tutorteaching on the module. Students will need to prepare work, questions and points for discussion in order to make the most of these opportunities

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

SUPPORTED STUDY

Studio sessions / studio support . When not aside aside for other teaching activities and where circumstances allow, studio sessions provide opportunities for the development of students work. Support may be available from tutors and will often involve informal discussion and feedback on progress in order to identify any areas for improvement. Students are expected to maintain an ongoing dialogue with their peers during the development of their work in order to contribute to the learning culture of the course. An

alternative to support of this kind is provided when students receive informal feedback from tutors and their peers through open video conference sessions.

Central resource independent access or **'drop-in'** – This is time in workshops and resources that is not scheduled for classes and is available for students to access facilities independently. As students progress through their course they are able to identify workshops that most support the development of their own individual practice and demonstrate an increasingly independent approach to managing their time in these areas. Drop-in is indicated on-line by the relevant workshops and requires sign-up to use facilities at specific times dependent on availability. An alternative to this kind of support is where students access resource and workshop based learning materials and the online support of the workshop instructors.

Off-site or supported development - There will be times when you will need to work off-site at specific locations (for example working on location or in external venues) in order to research, develop and/or produce your work/perform. 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 equipment 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. You will need to ensure that you are aware of your role, responsibilities and health and safety requirements whenever you are working off-site. Information on this can be found online.

Independent Study
In addition to the different modes of Supported Study described above, Independent study is any non-timetabled, unsupervised work towards projects including visits conducted as part of research. Independent study can take place at any time. Information is available online about independent access to University resources and materials.

Additional learning support (campus and vc)
Academic support tutors provide 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 may 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 available to students dependent upon availability and demand.

Music students are able to access some sessions in the Alexander technique.

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 the University. 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 that are linked to your course or are undertaken as part of the academic calendar, a set of health and safety protocols have to be followed. Work

experience of this kind 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.