



## Programme Specification Template - Postgraduate

Please note:

- Guidance notes for staff or suggestions for the design and functionality of the database are in grey highlight. **Guidance notes should be deleted in the final version.**

### SECTION A: CORE INFORMATION

1. Name of programme: **Fine Art**
2. Award title: MA
3. Programme linkage: No
4. Is the programme a top-up only? No
5. Level of award: Level 7
6. Awarding body: University of Sunderland
7. Department: **FACI**
8. Programme Studies Board: **MA Fine Art**
9. Programme Leader: **James Hutchinson**

10. How and where can I study the programme?

Tick all boxes that apply

At Sunderland:	
Full-time on campus	X
Part-time on campus	X
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At the University of Sunderland London campus:</b>	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

<b>At a partner college:</b>	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

Free text below to give further brief details (optional) – e.g. that the partner teaches the first part of the programme after which students progress to Sunderland. (Maximum 150 words)

11. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	1	1
Part-time	2	2
Distance learning		
Work-based learning		

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University. For start-dates for programmes delivered in a partner college, please contact the college.

## SECTION B: FURTHER CORE INFORMATION

Use [Outline Programme Proposal Form for ADC](#), for questions 12 to 23

**Learning and teaching strategy** The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan whose aims are to:

develop independent, active and reflective learners;

- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners;
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience;
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The main learning and teaching methods employed are a combination of:

**Lectures** to present and explain factual information and give a grounding in key theories, genres and relevant works.

**Seminars** to allow guided group discussion as a means of clarifying and elaborating on aspects of course work and thinking.

**Demonstrations** to show you practical techniques across different areas.

**Group critiques** to allow you to develop the ability to feedback to others about their work and to learn from feedback given by lecturers and your peers.

**Tutorials** are available throughout the programme. They are either one-to-one with the lecturer or in small groups to discuss your ideas and support your learning.

**Electronic learning resources** (electronic journals, internet, DVDs, videos, VLE) develop skills of research and analysis, and access information from different appropriate sources.

**Presentations** help with your oral and visual presentation skills and allow you to develop the skills to evaluate your own work and concisely identify the key points to inform your audience.

**Feedback** to improve your work. When you have submitted work for assessment you will receive feedback as well as a grade for the work with practical work it is normal to provide verbal formative feedback throughout the process of production and on completion of an assignment or module.

**Independent learning or private study** encourages you to become resourceful and self-reliant using your own initiative and time-management skills. With experience you also learn when it is better to seek appropriate guidance. This is a core skill that employers are keen to see in any graduate. Independent learning and you will be taken through a range of research skills to enable you to understand what is required within each module and undertake the necessary research. It will also equip you with tools to reflect upon your knowledge base skills and professional studies with view to develop future professional opportunities.

The contextual studies modules enable students to understand some areas of critical theory in art, design and photography and to position their own production within informed critical and professional contexts. Through in-depth exploration of key concepts and debates that inform contemporary photographic practice you will develop confidence in thinking about your practice in an academic context and develop an awareness of historic and contemporary debates. The contextual studies modules combine lectures, seminars and student-led presentations and provide you with a range of research skills required for academic research and tools to reflect upon your own creative and professional practice.

A small number of technical workshops will be provided to allow you to further develop your technical skills within fine art. The virtual learning environment (VLE) is used as a repository for a range of material and links.

Assessment is an important element of teaching and learning. You will receive oral formative feedback to your practical and written work. There are formal assessment points on completion of each module for which you will receive summative feedback.

**Retention strategy** The University has a range of strategies in place to guide and support students, which help to maintain retention. **Induction** After enrolling on this programme you will be taken through induction activities, introducing you to the University, the staff and fellow students. There is normally a range of programme and library inductions, tours of facilities and social events with MA students from Arts and Design and Students' Union activities all designed to help you make friends, settle in to University life, find your way around and get ready for your studies.

### **Student Handbook**

You will receive a student handbook that explains important aspects of your academic studies, how and where to get advice and support, and directs you to some of the wider support systems in place for students.

### **Student Reps**

Students on all programmes elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

### **Attendance**

The University has a system of attendance monitoring system where students swipe into at each contact session electronically. Any unexplained absences are noted and student support staff will contact any students who do not attend to make sure everything is all right and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

### **Staff Student Liaison Committee (SSLC)**

Each area holds SSLC meetings at least once per term at which student reps and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

### **Personal Tutor**

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained.

### **Student Support Staff**

The University has Student Support staff that can meet to discuss anything if you prefer to discuss issues with someone who is outside of your immediate academic community.

### **Comprehensive Additional Support**

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, International Office, Careers and Employability Service, and financial support and advice. The Students' Union provides an independent service that offers advice and support across the full range of personal and academic problems which students may encounter. These services are available via the Student Gateway or directed by tutors.

**24. Any other information** please add anything you think may be useful to the approval panel.

## **SECTION C: TEACHING AND LEARNING**

**25. Programme aims; plain English summary** What is the programme about?

The MA Fine Art Programme aims to: Provide students with the opportunity to engage in a robust and innovative programme, reflecting the continually expanding developments in the field of Fine Art.

Enable students to further develop their personal practice in a context that encourages, supports and offers enhanced professional challenges appropriate to the development of their current and future Fine Art practice.

Provide a context in which students can further integrate theory and practice within a professional, research-led studio-based environment.

To enhance the employability of students by providing advanced analytical, critical and production skills underpinned by relevant theory.

To provide new career opportunities for prospective students already in employment.

**26.** What will I know or be able to do at the end of the programme? These should be brief bullet points for each sub-heading.

### **Learning Outcomes Postgraduate Certificate – Skills**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S1 Developed a range of advanced studio based skills appropriate to their individual and future projects.
- S2 The ability to relate advanced theoretical discourses and professional contexts in contemporary art and design to their own practice
- S3 Developed advanced analytical and critical skills relevant to fine art practice through a range of written skills, including essay writing and reflective analysis.
- S4 An advanced and extended range of appropriate research skills and methods, including the use of information technologies.
- S5 Identify and apply a range of transferable professional skills which can be evaluated through the personal project.
- S6 The ability to reflect upon and analyse their own professional practice, knowledge and skills using a range of tools.

### **Learning Outcomes Postgraduate Certificate – Knowledge**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K1 Develop knowledge and understanding of a range of appropriate studio-based strategies to support growth in personal studio practice.
- K2 Will evidence specialist knowledge in critical discourse and related practices in art and design after Modernism show and advanced understanding of critical and professional contexts informing contemporary practice in fine art.

### **Learning Outcomes Postgraduate Diploma – Skills**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S7 Ability to further develop and refine their own studio-based project using an extended advanced range of studio-based methodologies/strategies appropriate to personal project.
- S8 Ability to independently apply appropriate analytical and critical skills to own contemporary fine art studio project and evidence advanced career planning.
- S9 Have applied appropriate advanced professional skills including project management, research skills and communication skills to personal project.

### **Learning Outcomes Postgraduate Diploma – Knowledge**

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K3 evidence of advanced knowledge and understanding of a range of appropriate digital and studio-based strategies appropriate to professional practice.
- K4 Demonstrate understanding of relevant artists practices and contexts, (historical contemporary and emerging) which support the development of an advanced contemporary Fine Art Practice.
- K5 Demonstrate understanding of the challenges and issues related to practice as a contemporary professional artist.

### Learning Outcomes Masters – Skills

By the end of this part of the programme successful students should know, understand or be able to do the following:

- S10 Ability to demonstrate advanced practical and conceptual skills appropriate to the development of an advanced personal project for public exhibition.
- S11 Ability to demonstrate advanced levels of analysis and critical evaluation appropriate to development of masters level artwork for public exhibition.
- S12 Ability to demonstrate advanced skills appropriate to making and exhibiting artwork for Public Exhibition.

### Learning Outcomes Masters – Knowledge

By the end of this part of the programme successful students should know, understand or be able to do the following:

- K6 Ability to produce an advanced body of artwork that demonstrates a coherent synthesis of ideas, content and form in relation to personal project.
- K7 Ability to demonstrate advanced professional skills in relation to exhibition organisation and promotion.
- K8 Ability demonstrate advanced analysis, critical awareness, contextual knowledge and self reflection relevant to Contemporary Fine Art.

### 27. What will the programme consist of?

Taught postgraduate programmes generally consist of a number of taught modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations](#).

New/ (N) Existing (E) module*	University Award Eligible +*	Module code*	Module Title*	Le vel *	Section/ Year*	Credit value*	Core	Pre-Requisites	Assessment weighting e.g. exam % coursework %
N	Postgrad uate Certificat e	ARTM27	Contempora ry Fine Art Studio Practice: 'Test it'	M	Stage 1	30	C	None	Studio Presentation & Learning Plan 100%

N	Postgraduate Certificate	ARTM29	Critical and Professional Contexts in Contemporary Art and Design	M	Stage 1	30	C	None	Essay 80% S.W.O.T. analysis 20%
N	Postgraduate Diploma	ARTM35	Contemporary Fine Art Studio Practice: 'Do It' '	M	Stage 2	30	C	ARTM27 ARTM29	Presentation & process file 100%
N	Postgraduate Diploma	ARTM36	Contemporary Fine Art Professional Practice: 'Digital publication Project' - -	M	Stage 2	30	C	ARTM27 ARTM29 ARTM35	Self Reflective Blog and Studio Assessment (100%)
N	MA Fine Art	ARTM37	Contemporary Fine Art Professional Practice: Exhibition	M	Stage 3	30	C	ARTM27 ARTM29 ARTM35 ARTM36	Public Exhibition & Blog 100%
N	MA Fine Art	ARTM39	Contemporary Fine Art Research Project: Reflect	M	Stage 3	30	C	ARTM27 ARTM29 ARTM35 ARTM36 ARTM37	Research Project: written essay/report or visual essay (50%) Publication (50%)

**28. How will I be taught? Modes of teaching and learning aligned with Unistats – choose one or more**

Scheduled teaching activities	x
Independent study	x
Placement	

Students take a large responsibility for the management of their own learning, supported by a range of teaching methods. At MA level you will already have some command of the necessary creative, organisational and research skills sufficient to support independent learning. This is particularly important because the programme is focused on developing your own perspective of practice, in response to the issues posed by the course. The aim of the programme is to provide a stimulating and supportive learning environment within a framework of critical debate and against professional contexts where ideas can be encouraged and tested. The teaching emphasis will therefore be on encouraging self-reliance and personal creative responsibility

within a programme of lectures, seminars, workshops, and peer reviews (critiques), supported by group and individual tutorials. A list of the modules in the programme can be found in the [Programme Regulations](#).

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

**29.** How will I be assessed and given feedback? Modes of assessment aligned with Unistats: choose one or more.

Written examinations	
Coursework	x
Practical assessments	x

A summary of the types of teaching, learning and assessment in each module of the programme can be found in the [Matrix of Modes of Teaching](#).

The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>YES</b>	
This programme uses the Subject Specific Assessment Criteria	<b>YES</b>	

The University regulations can be found [here](#).

The purpose of assessment is to enable you to demonstrate the extent to which you have achieved the learning outcomes of each module. Within this programme you are encouraged to see the assessment as an integral part of the learning experience, and with formative assessment being provided throughout the development of each self-initiated piece of work, you will take on more responsibility for your learning throughout the programme.

Each module provides different elements for assessment to enable you to evidence your learning and develop and extend your skills and knowledge, making you better prepared to compete within the world of work, or to continue your studies onto MPhil/PhD.

All assessment elements will be marked by the programme team and all elements will be sampled by the external examiner. Feedback will be provided orally throughout the programme and as written feedback on the completion of each module. You will be required to evidence the progress of all your self-initiated practical projects with a supporting Research and Process file that will document and evaluate the process of developing the work and reflect upon the decisions that have been made.

The contextual studies modules will use assessment in written format (essays, exhibition reviews, reflective accounts of own practice, funding proposals) to evidence your ability to articulate your ideas and use research to inform your creative and professional practice as well as providing evidence of your knowledge and understanding of key critical debates within photography.

The University aims to return marked assessments and feedback within 4 working weeks of the assignment submission date after internal moderation process have been completed. If this is not possible, students will be notified by the Module Leaders when the feedback is available and how it can be obtained.



The Academic Misconduct Regulations and associated guidance can be found [here](#). It is the responsibility of students to ensure they are familiar with their responsibilities in regards to assessment and the implications of an allegation of academic misconduct.

Students should refer to the [University Regulations](#) for information on degree classifications.

### 30. Teaching, learning and assessment matrix

#### Matrix of modes of teaching, learning and assessment

NB Text in the table below is an example. You will need some means of cross-referring to each of the learning outcomes (LO) specified for the programme. Here they are labelled LO / S (for skills) / 1, 2 etc.; LO / K (for knowledge) / 1, 2 etc. but you do not need to follow that approach. One matrix sheet must be completed for each stage of the programme.

NB. Not all option modules may be offered in any one academic year and will depend on the availability of staff and the priorities of the school. In addition, modules will usually need to be selected by a minimum number of students. Option modules may be available on more than one programme and the Programme Leaders will liaise with the Faculty Management Team to ensure there is a reasonable amount of choice in any given year.

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO K3	LO K4	LO S3
C_o_n_t_e_m_p_o_r_a_r_y_ F_i_n_e_A_r_t S_t_u_d_i_o P_r_a_c_t_i_c_e:_ 'T_e_s_t_i_t'_	ARTM27	Core	Tutorials Group work Studio Practice, seminars	Studio Presentation & Learning Plan 100%	Taught Developed Assessed	Taught Assessed	Taught, assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed
Critical and Professional Contexts in Contemporary Art and Design	ARTM29	Core	Lectures, private study, group work, seminars	Essay 80% S.W.O.T. analysis 20%	Developed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught
C_o_n_t_e_m_p_o_r_a_r_y_ F_i_n_e_A_r_t S_t_u_d_i_o P_r_a_c_t_i_c_e:_ 'D_o_i_t'_	ARTM35	Core	Tutorials Group work Studio Practice, seminars	Studio assessment and NLP 100%	Taught Developed Assessed	Taught Assessed	Taught, assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed
Contemporary Fine Art Professional Practice: Digital publication project	ARTM36	Core	Workshops Lectures private study, group work, seminars	Presentation & process file	Developed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught
Contemporary Fine Art Professional Practice: Exhibition	ARTM37	Core	Tutorials Group work Studio Practice,	Public Exhibition & NLP 100%	Taught Developed Assessed	Taught Assessed	Taught, assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed

			seminars								
Contemporary Fine Art Research Project: Reflect	ARTM39	Core	private study, group work, seminars	Research Project: written essay/report or visual essay (100%)	Developed	Taught Assessed	Taught Assessed	Taught Assessed	Taught Assessed	Taught	Taught

\*Indicates a compulsory module which must be successfully passed for progression to further modules or to the next academic year of study

How does research influence the programme? Utilising Robson real world experience funds and silver funds, staff and students have worked on Art research projects; plastic sailboat performance on the River Wear, Leonardo Objects at the Sunderland Winter Gardens Museum and will work on the upcoming Plinth project and Exhibition 'Mass' at Breeze Creatives Newcastle . See <https://www.instagram.com/sunderlandfineart/>

The Faculty of Arts and Creative Industries has an enviable and expanding reputation for practice led research. Fine Art staff are artists with a range of experience and skills enabling students to be 'paired' with personal tutors whose research interests match their own. Staff research activity includes exhibitions, site-specific works and many publications see <http://sure.sunderland.ac.uk>

### **The Centre for Research in Art & Design**

Research is the systematic study of particular questions, issues or problems in order to create new knowledge that is useful for others. University lecturers undertake research, as well as teaching, in order to advance knowledge in their subjects and importantly to develop the curriculum for their students. In art and design subjects, research can take a number of forms including writing articles and books, curating exhibitions, presenting ideas at conferences and making artworks or designs. Your lecturers will use the experience and knowledge that they gain from this in order to support you to achieve your goals.

Research in Art and Design at the University of Sunderland is focused through 'The Centre for Research in Art & Design' part of the Institute for Research in the Arts & Creative Industries. We have a well-established research record, especially in professional art and design practice. This is sometimes known as 'practice-led' research. The centre is divided into eight research groups and achieved 40% internationally excellent and world-leading research in the most recent national audits of research quality - REF 2014 and RAE 2008. We also have research students, who are studying PhD and MPhil degrees in most subject areas. These students are undertaking a training in research and this is something that you may wish to consider after your masters degree. Specific recent examples of Research impacting on MA Fine Art include:

Recent alumni participating in national and international exhibiting opportunities such as the 3d Glitch exhibition, The World of Print, part of the international print biennale and 1x1=1+1 curated by Eric Bainbridge in the Priestman Gallery. MA students benefit from visits to staff exhibitions as well as from the knowledge gained from working with practicing Artists whose outputs and publications are logged in <http://sure.sunderland.ac.uk> . MA Fine Art Alumni were also selected for the MA and other postgraduates 2019 exhibition in the Atkinson Gallery Millfield.

## **SECTION D EMPLOYABILITY**

### **31. How will the programme prepare me for employment?**

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

### **Placements/Work Based Learning**

As part of the Stage 2 Contemporary Fine Art Professional Practice: 'Do It' (M35), module students have the opportunity to undertake self-organised placements or residencies to support future career aspirations, this is done through the mechanism of the Learning Plan.

### **Personal and Career Planning**

Graduating MA Fine Art students are likely to enter or return to employment within the cultural industries. Part-time students may have been maintaining employment within such posts or are continuing in self-employment. The award of Masters in Fine Art will enhance and advance career

opportunities. This programme has a clear vocational focus and the skills, knowledge and experience gained will equip students to further their careers within the expanding cultural industries and could lead to further study at doctoral level or other professional training. Graduates may also take advantage of the Sunderland Futures Fund <https://www.sunderland.ac.uk/employability/>

**Guidance for Further Study** the Annual introductory talks on M.Phil and PhD level study are provided to MA Fine Art students. This is followed, for interested students, by individual interviews (Art and Design) regarding the proposal and admission system. Information and support is also made available for students interested in going on to PGCE programmes. Information on the benefits of volunteering as an entry point to arts related careers is also given. The programme team continue to work with graduates on their continuing professional development.

Graduates from MA Fine Art have gone on to a varied range of creative occupations, including: professional arts practice; exhibition and design work; and academic occupations such as further research and teaching.

The industries that employ graduates of this course include:

- FE Colleges
- Higher Education Institutions
- Art Institutions and Museums
- Media Industries
- Community Arts Organisations
- Publishing

There are also opportunities for on-campus students outside your programme of study.

And Students are encouraged to actively seek out funding and exhibiting opportunities

For information about other opportunities available to our students who study on campus, click [here](#).

Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

**32. Particular features of the qualification. (optional)**

This describes key features relevant to employability and will be reproduced in the HEAR. If any of the following features apply to all students who achieve this award, please describe them briefly below: placement, professional practice element, key programme specific regulations, professional body accreditation.

For example: "Graduates of this programme will have undertaken a minimum of 80 hours in professional practice. Completion of this programme entitles the graduate to Associate Membership of the Origami Council." (Maximum 150 words)

**33. Professional statutory or regulatory body (PSRB) accreditation. Choose one of the following.**

PSRB accreditation is not relevant to this programme	X
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

The programme is currently accredited until:

The implications of the accreditation not being renewed are:

Please see [PSRB Renewal Process](#) for information on the renewal process.

The relevant PSRB(s) is/are:

NB: if accreditation is being sought please complete the following section as if it had been awarded on the basis of the usual arrangements; leave blank anything you cannot yet answer. This section will have to be finalised once accreditation has been agreed (in the meantime this section will not be published)

The terms of the accreditation are as follows:

The programme is recognised as:

The programme is accredited dependent on, e.g. Ofsted ratings – to be used when no guaranteed time span is given but there are other criteria for the end point of accreditation. Accreditation gives graduates (status / exemption):

This depends upon successful completion of the programme.

Is membership of the PSRB dependent on further requirements? e.g. a period of placement, employment or further study after graduation. Please state

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Placement requirements	
Attendance requirements	
Professional practice requirements	
Final or overall mark for the award	
Other	

Interim or exit awards are not accredited.

Free text for description which is not covered by the options above.

(Maximum 50 words)

Repeat if necessary for more than one PSRB

## SECTION E: PROGRAMME STRUCTURE AND REGULATIONS

Please complete and insert Part B of the [Programme Regulations Form](#), for question 37

## SECTION F: ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

### 38. What are the admissions requirements?

State the admissions requirements for each entry point (e.g. for the start of the Masters programme but also, if applicable, entry to the dissertation phase ('stage' or 'part') only, where particular entry routes are required).

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below. (Maximum 100 words)

Can students enter with advanced standing?	<b>Yes</b>	<b>No</b>
--------------------------------------------	------------	-----------

If yes, to which Stages?

Stage 1	
Stage 2	
Stage 3	
Stage 4	

If yes, with what qualifications? (Maximum 100 words)

(e.g.: Postgraduate Diploma with credit in basket weaving theory for entry to the Masters phase (usually just the dissertation). NB include reference to approved standard overseas as well as UK qualifications where applicable. Remember that mappings must be in place – seek advice from Academic Services if you are unsure about this)

#### Notes:

Where **Entry with advanced standing** is given (i.e. after the Postgraduate Certificate or Postgraduate Diploma phase of a Masters award) you will need to

- ensure that the entry route is approved
- map the learning outcomes of the entry qualification to the relevant part of this programme (this requires Faculty approval – seek advice from your AD Student Experience)

See [Articulation and Related Processes](#) for details or consult Academic Registry.

#### Other:

For example, any professional experience required or desirable; English language proficiency; any other skills required (e.g. IT). Note that it is now generally illegal to give age as any kind of entry criterion: please seek advice from Academic Registry if you think this may be a problem.

The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found [here](#) but if you think that this may be relevant to you, please contact the department which offers the programme you are interested in.

### 39. What kind of support and help will there be?

a. in the department:

Describe the student support in place in the department/ faculty - *include programme support (e.g. programme leader, level or year tutor, module leaders as applicable), personal tutor, student support officer / equivalent, placement support if applicable etc. and any help given for careers guidance through the programme / department. (Maximum 500 words)*

b. *in the university as a whole:*

The University provides a range of professional support services including [wellbeing](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

c. *in a partner college:*

Please see the relevant college prospectus or website for details of student support if you are planning to study in one of our partner colleges.

**40. What resources will I have access to?**

On campus		In a partner college		By distance learning	
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**On campus**

*Tick all that apply*

General Teaching and Learning Space	
IT	
Library	
VLE	
Laboratory	
Studio	
Performance space	
Other specialist	
Technical resources	

Text for details listed above: (Maximum 600 words)

Information about the University's facilities can be found [here](#).

Please see the relevant college prospectus or website for details of college learning resources if you are planning to study in one of our partner colleges.

**41. Are there any additional costs on top of the fees?**

No, but all students buy some study materials such as books and provide their own basic study materials.	
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	



List any additional costs the students will have to meet and whether this is optional (e.g. an optional field trip) or essential (e.g. buying a lab coat). Give an estimate of the approximate cost which may be a range (e.g. depending where the field trip goes in a particular year) and some idea of what the activity is (e.g. a visit to a basket-weaving factory). (Maximum 250 words)

**42. How are student views represented?**

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level students are represented on University level Committees by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

**Programmes offered in partner colleges:** If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

**For distance learning operated from Sunderland:** if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular you are likely to have virtual rather than physical meetings and discussions. However these arrangements should provide comparable opportunities for you to give feedback. Details are given below.

**Describe further features including office hours / open door policies, on-line facilities such as VLE discussion boards, programme questionnaires and anything else. (Maximum 300 words)**

**SECTION G: QUALITY MANAGEMENT**

**43. National subject benchmarks**

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?	<b>YES</b>	<b>NO</b>
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The subject benchmark(s) for this programme is/are:

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

**44. How are the quality and standards of the programme assured?**

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

**Please also complete and insert the [SITS form](#).**