

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Fine Art BA (Hons) Fine Art (Top-Up) BA (Hons) with Foundation Year
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Visual Arts
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Fine Art
<b>Pathways (if applicable)</b>	N/A
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Fine Art (ordinary)
<b>Accreditation details:</b>	N/A
<b>Length of programme:</b>	3 years 1 year Top-Up 4 years with Foundation Year
<b>Mode(s) of Study:</b>	Full time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Art and Design (2019)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BAFINEFT / BAFINETU/ BAFINEFY
<b>UCAS Code(s):</b>	W100 / W102
<b>Approval date:</b>	01 December 2022
<b>Date of last update:</b>	January 2025

## 2. Programme Summary

BA (Hons) Fine Art at BNU is a contemporary programme of study that explores the nature of Fine Art practice as interdisciplinary, socially engaged, collaborative and entrepreneurial.

The course will equip you with the knowledge and practical skills required to engage with the Fine Arts sector either as a professional artist or in a number of allied roles. You will have the opportunity to engage with cutting edge approaches to material and visual practices, as

well as those that challenge the boundaries of the field. This will be grounded in the conceptual, theoretical, cultural and ethical frameworks that underpin the contemporary arts. The programme prepares you for future employment in the arts and cultural industries through the investigation of contemporary practices, trends, networks and opportunities. Due to connections with the Buckinghamshire Cultural Strategy Group you will have access to involvement with professional exhibition or curatorial projects in collaboration with some of the county's galleries and museums. You will develop your knowledge of Fine Art through investigation of contemporary fine art concerns such as materiality and virtual reality, interdisciplinarity, collaboration, socially engaged practice and the intersections between analogue and digital approaches to making. There will be clear emphasis on arts-based practice, where you will develop projects from concept to exhibition outcomes and be encouraged to adopt experimental approaches and methods. Reinforcing the University's ambition to provide an inclusive educational experience for our learners, regardless of background or circumstance, you will have opportunities to drive or be involved in projects that embrace diversity and that are socially- driven.

You will be taught by staff who are active researchers and/or practitioners who will provide you with current insight into the subject, as well as develop your learning through research, collaborative projects, industry briefs and external opportunities. You will refine your skills, methods and knowledge to become thinking practitioners critically-engaged with your subject.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Provide opportunities for learners to determine personal artistic direction through knowledge of Fine Art practices located in contemporary political, cultural, social and ethical contexts
2. Produce well-rounded graduates equipped with a range of academic, creative and professional skills appropriate for the requirements of increasingly interdisciplinary creative industries and/or to progress onto postgraduate study
3. Develop learners' key transferable skills and behaviours, including creativity, problem solving, self-reflection and self-management, in order to improve employability prospects and successful independent and collaborative enterprise
4. Provide learners with a critical understanding of Fine Art in order to articulate and contextualise their practice within theoretical discourse and broader frameworks of contemporary practice
5. Offer a contemporary curriculum engaged with social, technological, environmental, ethical and cultural perspectives, enabling graduates to become 'thinking practitioners' or socially-responsible entrepreneurs, applying their learning to a range of cultural contexts

#### Programme Learning Outcomes

##### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

ID	Learning Outcome
K1	Identify and articulate your creative identity, motivations and aspirations within the context of contemporary artistic practice and the creative industries.

<b>K2</b>	Demonstrate a synthesised understanding of the practice-theory relationship as you interpret, analyse and evaluate critical approaches to your creative practice.
<b>K3</b>	Contextualise your practice in the light of key debates and theories in the field such as socially-engaged practice, collaboration, participation and globalisation.
<b>K4</b>	Relate a critically-informed knowledge of professional practice to wider creative and cultural industries.
<b>K5</b>	Show detailed subject knowledge and understanding of the critical, ethical and social dimensions of Fine Art.

### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>C1</b>	Analyse a range of problem-solving methods in order to apply them to a variety of briefs, demonstrating increasing risk-taking, independence and initiative.
<b>C2</b>	Investigate highly experimental approaches as applied to creative production that evidence risk-taking in both analogue and digital methods of creative production.
<b>C3</b>	Synthetise ideas and concepts for presentation and exhibition.
<b>C4</b>	Evaluate your own creative and innovative responses to contemporary themes, using a select choice of techniques, materials, processes and technologies to develop a coherent body of work.
<b>C5</b>	Formulate concepts and theories in response to briefs.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Demonstrate the use of the appropriate communication, aesthetic, interpersonal, entrepreneurial and digital skills required in a professional context.
<b>P2</b>	Make confident use of theoretical, conceptual and practical skills in your practice within relevant contexts and with regard to social, cultural, political and ethical responsibilities.
<b>P3</b>	Demonstrate the creative development of ideas through outcomes that utilise relevant research, knowledge and practical skills.
<b>P4</b>	Implement a socially responsible and ethical approach to your practice recognising the implications of the power of visual arts as a tool for influence, social commentary and social change.
<b>P5</b>	Employ appropriate skills, processes, methods, technologies and materials in the context of the increasingly interdisciplinary nature of fine art practice.

### Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
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<b>T1</b>	Manage your own learning and development, with the confidence to make creative and professional decisions while being open to change and challenge.
<b>T2</b>	Apply the skills of problem-solving, analysis, reflection and self-criticism to yourself and your practice.
<b>T3</b>	Manage the progression of complex tasks, meeting deadlines and demonstrating appropriate self and time management.
<b>T4</b>	Take responsibility for your participation in and contribution to effective group working and collaboration, taking a leading role where appropriate.
<b>T5</b>	Communicate information, argument and analysis effectively to specialist and non-specialist audiences.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the practical and theoretical application of acquired Fine Art knowledge and its understanding within the larger context of contemporary practices. (K1-K5; C3, C5, P3). The graduate attribute of creativity is developed through practical skills and the analysis of knowledge to encourage an experimental and critical approach framed by the wider contemporary ethical context and responsibility of Fine Art. (C1-C5; T1, T2). The Fine Art programme promotes a critically framed and engaged practice to acquire the attribute of a socially aware and ethically responsible practitioner (P1-P5, K3, K5). Hence, through knowledge, analysis and practice, the programme fosters key transferable skills for self-development, including leadership skills required to become highly employable, socially-aware professionals and 'thinking practitioners' ready to take on the challenges of the 21st Century through Fine Art practices (T1-T5, P5, P1, C1).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and/or demonstrate portfolio work, further guidance is given on the interview and portfolio advice pages.
- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with us [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year</b>	<p><b>Core modules:</b>                      CAD0001 Research and Development in Art and Design (20)                      CAD0002 Collaboration in Creative Practice (20)                      CAD0003 Visual Experimentation (20)                      CAD0004 Contextual Studies: Ideas, Concepts, Intro to research &amp; writing (20)                      CAD0005 Portfolio (20)                      CAD0011 Project - Creative Realisation (20)</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b>                      CAD4027 Intermediality and Interdisciplinarity I: Material and processes (20)                      CAD4030 Histories, Theories and Methods (20)                      CAD4028 Digital Realms and Virtual Spaces (20)                      CAD4031 Creative Sector Collaborative Practices (20)                      CAD4029 Intermediality &amp; Interdisciplinarity II: Contemporary Studio Practices (20)                      CAD4089 Contemporary Issues and Creative Practice (20)</p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules</b>                      CAD5082 Professional Studies: Fine Art Networks (20)                      CAD5063 Fine Art 2.0: Sustainability and Ecological Thinking (20)                      CAD5064 Beyond the Visual (20)                      CAD5062 Participatory &amp; Socially Engaged Practices (20)                      CAD5065 Critical Studies and Research (20)</p> <p><b>Option modules:</b>                      Choose from one of the following 2 modules:                      CAD5122 Belonging &amp; Becoming (20)                      CAD5061 Enterprise (20)</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
<b>Level 6</b>	<p><b>Core modules:</b>                      CAD6031 Contextual Report on Practice (20)                      CAD6029 Professional Practice (20)</p>	<b>Ordinary Degree,</b> awarded on achievement of 300 credits, including

	CAD6030 Creative and Professional Development (20) CAD6027 FMP (40) CAD6026 Research and Development: FMP (20)	60 credits at Level 6 and 120 credits at each of Levels 4 and 5  <b>Honours Degree</b> , awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

A variety of teaching and learning strategies are employed, including

- Lectures
- Tutorials
- Seminar presentations
- Group critiques
- Practical workshops
- Technical demonstrations
- Guided independent study
- Blended delivery through the use of Blackboard
- Study trips

**Lectures** – The theory element of the curriculum is led or supported by a programme of lectures.

On practice-based modules, they could refer to tutor-led presentations and demonstrations of the core content, which is further explored in a range of interactive and integrated activities, including practical workshops; this may include the discussion of historical, critical and contextual information to link theory and practice. Related exercises will be distributed so enabling you to both reinforce and evolve your appreciation of the material covered, incorporating a mixture of individual and group discussion and activity.

**Seminars, Seminar presentations, Group Critiques** – Seminars may involve group critiques when you are required to display your work in progress to tutors and your peers and is considered central to the learning experience. They allow you to test ideas in the presence of staff and other learners as well as more formal presentations which may be assessed. The process encourages you to become increasingly articulate and confident when discussing your work and prepares you for client presentations when you extend your practice into employment. The critique is seen as an important forum not only for critical appraisal but also for debate and discussion, and as an opportunity for you to question the opinions of your tutors and peers. Briefing meetings/Progress critiques are used to launch projects and discuss current progress and anticipated requirements.

**Tutorials** – Tutorials may be individual or small group based. The tutorial system enables exploration through discussion of issues such as current work, progress, including new ideas and possibilities, research methodologies, providing analysis and exchange, through negotiated development to support progressively independent and student-centred learning. An open and direct approach to discussion of work is encouraged. Additionally, each learner will be allocated a Personal Tutor who oversees the pastoral support of their tutees within each year group.

**Practical workshops and technical demonstrations** – You will be supported by a range of staff during your studies, from tutors and visiting lecturers to technical demonstrators who will provide you with practical and technical instruction. Core technical skills will be delivered through a series of hands-on practical workshops, and your knowledge and skills-base tested and applied through a range of practice-based tasks. You will be required to develop a technical folder documenting your practical skills development on the course.

**Projects** – Central to the learning experience is the undertaking of self-set, staff-set practical assignments, and externally-set briefs. Assignments are staged throughout the course to make increasingly complex demands of the learner. The final level of study requires you to manage and generate professional quality work which is suitable for exhibition and public dissemination. Although modular in construct, the course requires you to negotiate the complex relationship between theory and practice through application, and to grow from a coherent learning experience.

The project is essential in teaching and learning in that it encourages the definition of problems and their appropriate solution and evaluation. All projects have clearly defined learning outcomes and assessment criteria, related to content, which provide the framework for exploration, experiment, research, development, presentation and communication. As you progress through the course, you are expected to take a more active role in directing your own work and ideas and designing your own project briefs through negotiation with staff. Since practice is the main element of the course, staff closely monitor the implementation, management and intellectual development of all projects, including your involvement in external assignments which contribute to your professional development.

**Study Trips** – These aim to foster group dynamics, peer group learning and broadening of learner experience of other cultural and contextual perspectives. Visits to museums, galleries and other appropriate institutions and organisations are arranged to complement your awareness and understanding of contemporary commercial and cultural artistic practice.

**Visiting speakers** – a dynamic visiting lecturer programme is integral to the course, where visiting professionals from a range of backgrounds contribute through presentations and/or workshops on their practice and specialism. You will regularly encounter different views and perspectives, which will help you to construct a wider knowledge base.

**Guided Independent Study:** The early stage of the course is dedicated to supplying foundation concepts, information and experience of process underpinning creative practice which can be expanded and utilised at a later stage. Subsequently, the emphasis moves to the growing independence and self-direction in learners' work, and the tuition assumes a more individual dialogue with learners. You are encouraged to explore a diverse range of applications for images from which you will decide a personal balance and direction. Personal research and independent project development are important, where time is given to plan and develop ideas as well as reflect on connections between areas of enquiry. You will be expected to undertake guided independent study throughout your course, and to utilise your time outside of taught sessions to develop your knowledge, skills base and project development.

**Blended delivery:** The course offers a blended approach to learning and teaching, where you will be fully supported by the Virtual Learning Environment (VLE). It is not just materials and resources that can be accessed, but tasks and interactive activities set up to structure and support your studies.

Learning strategies, under the direction of the course team, are designed to increase your active involvement in the learning process, growing your level of independence as the course progresses. Ongoing critical dialogue enables staff and learners to shape the overall coherence of the learner's experience and tutorial guidance fosters discussion on the progress of your personal intellectual and creative development.

Furthermore, you are encouraged to participate and engage with a range of arts-based, commercial and/or socially driven projects and workshops to build confidence and understanding of the broader industry or professional base. There will be opportunities to engage with externally set industry briefs to give you a better understanding of professional standards and expectations.

Additionally, you are also strongly encouraged to be pro-active in seeking opportunities for work experience. Staff will provide support through your Professional Studies and Professional Practice modules, and there will be opportunities for external engagement, from community-based projects, and exhibitions, to specific commissions

## **Assessment**

The assessment aims to guide and support learners to become independent-thinking creative practitioners, articulate their creative practice in the given context of their field and facilitate the progressive acquisition of independent learning skills.

Formative assessments are here to guide and support learners in their creative and academic endeavours. Summative assessments confirm learners' skills and knowledge to validate their progression to the next level and learning processes.

### **Formative Assessment**

Across level 4, 5 and 6 of the courses, learners receive oral and written formative feedback at different stages. The one-to-one tutorial with their academic tutor enables learners to receive tailored feedback to support their creative and academic progress. Tutorials help learners to plan their work, direct them towards further investigations and ensure they have the relevant support to thrive in their studies. Learners also received informal peer feedback during seminar and group critiques. Those group discussions facilitate learners' development of visual critical thinking abilities while developing essential skills in studio code ethics and practice, as they would in professional settings.

### **Summative Assessment**

Across all levels, learners received written and formal oral feedback from different academic tutors. Feedbacks are specifically designed to enable learners to progress further and offer guidance to improve their work.

Summative assessments are aligned with the programme's learning outcomes and are clearly articulated to the learner at the start of each module. Learners are also briefed on the summative assessment criteria to communicate the framework in which they are assessed and marked.

At level 4, assessments are designed to support the learner with key skills and knowledge needed to pursue their Fine Art studies and develop their independent studio practice.

At level 5, the emphasis is to further their independent creative practices, while enabling learners to explore relevant areas of contemporary Fine Art practices. Assessments are also here to ensure learners develop key professional and theoretical skills relevant to their professional life.

At level 6, the aim is for the learner to attain an independent approach to their creative studio practice by applying the practical, theoretical skills and knowledge developed at the previous levels toward their independent project. By the end of the study, learners will have developed the theoretical, critical, practical and creative skills needed to enter the creative industries.

Overall, assessments are designed to suit a range of learners and answer the professional skills needed to succeed in Fine Art creative industries. Assessments range from written essays, reflective reports, verbal presentations, visual portfolios and creative project outcomes. Assessments also support learners to become digitally enabled and encourage them to become ethical practitioners.

## Contact Hours

Learners can expect to receive approximately 12 hours of scheduled learning activities per week. You will also be expected to undertake 18-20 hours of independent study (including research and practice) per week towards the completion of your coursework.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on university regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on university processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

### Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Subject-specific knowledge and understanding</b>																				
Present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs	X					X			X	X			X		X	X				
Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making						X	X		X	X			X							
Develop ideas through to outcomes that confirm the student's ability to select and use materials,						X	X	X	X				X		X	X	X			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
processes and environments																				
Make connections between intention, process, outcome, context and methods of dissemination.	X	X						X	X	X	X	X	X							
Demonstrate knowledge of the broad critical and contextual dimensions of the student's discipline(s)	X	X	X	X	X							X	X							
Demonstrate knowledge of the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants				X	X			X			X			X						
Demonstrate knowledge in major developments in current and emerging			X				X		X		X				X					

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
media and technologies in their discipline(s)																				
Demonstrate knowledge of the significance of the work of other practitioners in their discipline(s)	X	X	X																	
Demonstrate knowledge of the role and impact of intellectual property.					X							X		X						
<b>Generic and graduate skills</b>																				
Exercise self-management skills in managing workloads and meeting deadlines						X					X					X		X		
Accommodate change and uncertainty.							X									X				
Analyse information and experiences, and formulate reasoned arguments		X		X		X		X					X				X			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Benefit from the critical judgements of others and recognise their personal strengths and needs																	X		X	
Apply interpersonal, social and negotiation skills in interaction with others.																			X	
Communicate ideas and information in visual, oral and written forms	X	X						X	X	X	X		X							X
Present ideas and work to their audiences.	X							X			X									X
Navigate, retrieve and manage information from a variety of sources	X	X	X		X															
Select and employ communication and information technologies											X				X					X

### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																				
Intermediality and Interdisciplinarity I: Material and processes						X	X		X	X			X		X	X	X			
Intermediality & Interdisciplinarity II: Studio Contemporary Practices	X	X				X	X	X	X	X	X		X		X	X	X	X		X
Histories, Theories and Methods	X	X	X		X						X	X						X		X
Digital Realms and Virtual Spaces		X	X		X	X	X		X	X	X	X	X		X	X		X		
Creative Sector Collaborative Practices				X	X			X		X		X	X	X		X		X	X	X
Contemporary Issues and Creative Practice	X	X	X					X			X	X	X	X				X		
<b>Level 5</b>																				
Professional Studies Fine Art Networks	X			X		X					X					X		X		X
Fine Art 2.00			X		X	X		X	X	X		X	X	X			X			
Beyond the Visual		X				X	X		X	X			X		X	X	X			

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Participatory & Socially Engaged Practices			X	X	X	X		X			X	X		X		X		X	X	X
Critical Studies and Research		X	X		X	X				X	X	X				X	X	X		X
<b>Level 6</b>																				
Contextual Report on Practice	X	X	X		X	X				X	X	X				X	X	X		X
Professional Practice	X			X		X		X		X	X		X			X	X	X		X
Creative and Professional Development	X			X	X	X				X	X		X			X	X	X		X
Research and Development: FMP	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
FMP	X			X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	