

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

FdA Fine Art Practice

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	West Kent and Ashford College
3. School responsible for management of the programme	Centre for Music and Technology; West Kent and Ashford College
4. Teaching Site	West Kent and Ashford College
5. Mode of Delivery	Full-time
6. Programme accredited by	
7. a) Final Award	FdA
7. b) Alternative Exit Awards	Certificate
8. Programme	Fine Art Practice
9. UCAS Code (or other code)	W104
10. Credits/ECTS Value	240 credits (120 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Art and Design (2017) History of Art, Architecture and Design (2017)
13. Date of creation/revision	Oct 2012/revised FSO Jan 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. **Educational Aims of the Programme**

The programme aims to:

- Provide a high standard of higher education.
- Provide a teaching and learning environment that will facilitate the confidence and skills necessary to engage with fine art practice.
- Be focused on how the teaching and learning develops and builds the skills and attributes appertaining to the vocational possibilities associated with the subject.
- Provide a teaching and learning experience that is inclusive to students from a range of backgrounds who would not normally be able to study this subject at HE level.

- Provide a learning and teaching experience that allows students to use a practical engagement with material processes to build their critical, intellectual and professional skills.
- Prepare students for progression to honours level or professional practice by facilitating a strong engagement with professional principles of fine art practice.
- Provide a teaching and learning experience that is firmly located in the world of contemporary fine art practice, and encourage them to critically situate themselves within this milieu.
- Provide learning opportunities that are enjoyable experiences, involve realistic workloads, are relevant and in line with the standards of the industry, allow students to experience first-hand what it is like to work in the industry and to offer support for students from a diverse range of backgrounds.
- Enhance the students learning experience by offering specialist lectures and facilities.
- Provide high quality teaching in a suitable environment with industrial equipment and appropriately qualified and trained staff.
- To provide flexibility, knowledge and skills, plus a range of personal qualities and attitudes essential for successful performance in professional working life.
- Continue to build on already strong industry contacts, partners and WBL providers to ensure a continued high standard of professional interaction and vocational relevance.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the QAA subject benchmarking statement for Art and Design (2017) (AD) and History of Art, Architecture and Design (2017) (HAAD).

A. Knowledge and Understanding of:

1. A critical understanding of well-established principles in the field of fine art practice and the way in which those principles have developed **(AD SB 1.6; 2.5; 3.5; 4.4; 6.5 i)**
2. Ability to apply underlying concepts and principles of fine art practice outside of the context in which they were studied and apply them within the forum of professional practice **(AD SB 1.9; 2.7; 3.6; 3.10; 4.1; 5.9; 6.5 ii; 6.6; 6.10)**
3. Use a range of techniques, processes and technologies appropriate to fine art practice to critically analyse and practically situate their art work **(AD SB 1.2; 1.6; 1.7; 1.8; 2.2; 2.3; 2.7; 3.1; 3.4; 3.7; 3.8; 4.4; 5.4; 6.8 iv; 6.10)**
4. Understand the fine art practitioner's relationship to a variety of audiences, both specialist and non-specialist **(AD SB 1.9; 2.4; 3.1; 3.10; 4.4; 5.5)**
5. Engage with and develop practical skills that will enable a broader, critical engagement with fine art in a professional context **(AD SB 1.6; 2.2; 2.4; 2.8; 3.4; 3.10; 4.3; 5.1; 5.2; 5.6; 5.9; 6.6) (HAAD SB 3.6, 3.7)**
6. Reflect upon and engage with professional and personal development through an engagement with vocational possibilities associated with fine art practice. **(AD SB 1.6; 1.7; 1.9; 2.2; 2.4; 3.6; 4.4; 5.9; 6.6; 6.8)**
7. Show an enhanced confidence in dealing with practical and theoretical processes associated with fine art. **(AD SB 1.2; 2.2; 2.6; 1.6; 4.1; 6.5; 6.9) (HAAD SB 5.9)**
8. Develop a contextual grasp of how fine art practice has developed and the relationship to contemporary practice **(AD SB 1.6; 2.5; 2.7; 3.5; 6.9; 6.10) (HAAD SB 3.1)**

Skills and Other Attributes

B. Intellectual Skills:

1. The building on knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and self-fulfilment. **(AD SB 1.2; 2.1; 2.5; 3.5; 4.1; 4.4; 5.3; 6.5)**
2. Research and building on learning in different contextual frameworks and situations, both within and beyond the traditional fields of fine art practice. **(AD SB 1.7; 2.7; 3.1; 3.8; 4.4; 5.4; 6.6; 6.9) (HAAD SB 4.8i, 5.2, 5.4, 5.11, 6.8)**
3. The investigation, analysis, interpretation, development and articulation of ideas and information through the use of visual languages. **(AD SB: 1.6; 2.2; 3.3; 3.4; 6.7; 6.4; 6.8;)(HAAD SB 2.3, 2.4, 2.6, 3.7, 4.7, 6.5)**

C. Subject-specific Skills:

1. Build confidence and ability to become increasingly independent in their study. **(AD SB 1.6; 1.7; 2.2; 2.6; 5.3; 5.5; 5.11); (HAAD SB 5.1)**
2. Develop an independent and individualised response to concepts, skills and materials inherent to their practice **(AD SB 1.6; 1.8; 2.7; 3.3; 3.4; 4.1; 4.4; 5.4; 6.8)**
3. Start to position their developing practice in relationship to the professional realm and creative industries, including an understanding of various commercial and non-commercial outcomes of practice **(AD SB 1.9; 3.6; 3.10; 3.11; 5.1; 5.9)**
4. Demonstrate a proficiency in using the process of open ended investigation to strengthen resolved outcomes. **(AD SB 2.7; 3.7; 3.8; 3.11; 5.13; 6.4 iii; 6.8 iv)**
5. Begin to understand how the process of practically exploring concepts can enable an increasingly complex relationship towards areas of professional practice. **(AD SB 2.1; 2.7; 2.8; 1.8; 3.3; 3.4; 3.5; 4.1; 5.1; 5.2; 5.9; 6.4iii; 6.5ii; 6.8ii)**

D. Transferable Skills:

1. Successful application in a workplace environment of the range of knowledge and skills learnt through the programme. **(AD SB 1.9; 2.4; 5.3; 5.9; 5.10; 2.7)**
2. Acquire competences and skills that will enable them to work within the creative industries **(AD SB 2.7; 4.4; 1.9;3.10; 5.1)**
3. Communicate information in both practical and theoretical contexts using subject specific terminology **(AD SB 2.2; 2.7; 6.6i; 6.10iii) (HAAD SB 2.6)**
4. Show independence of thought in setting and maintaining personal targets **(AD SB 1.6; 2.7; 6.6i,ii; 6.10i,ii) (HAAD SB 4.14i, 5.1)**
5. Utilise practical skills and consider their application in other creative contexts **(AD SB 1.8; 2.7; 3.9; 4.1; 4.4; 6.3)**
6. Information skills – the ability to use information technology in a variety of ways. The ability to source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. And use emergent technologies to promote, publicise and make work.**(AD SD 2.4; 3.1; 1.7; 5.2; 5.4; 5.7; 5.8; 6.6; 6.10ii, iv) (HAAD SB 4.5i, 4.8, 4.10, 4.9iii, 6.6iii)**
7. Management and problem solving skills, the ability to solve problems and to use information sources, deal with a combination of routine and non-routine tasks, to identify and solve routine and non-routine problems. **(AD SD 1.8; 2.3; 2.7; 5.5; 6.6i,ii; 6.10i) (HAAD SB 4.7v, 6.7iii)**

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Active learning through practical enquiry is a critical feature of the fine art foundation degree.

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Teaching and learning activities include: lectures and demonstrations showing a variety of techniques and relevant skills

Students are introduced to a range of materials, technologies and tools associated with fine art practice. Workshop-based projects can have an experimental agenda where students learn to recognise the interactive relationship between materials, media and processes and between ideas and issues.

Experimental projects encourage students to experiment and explore the potential traditional media (2-D, 3-D) as well as digital imaging and other non-traditional means of expression as a means of visual communication.

Independent practical research in the studio allows students to gather a range of related ideas and responses and formulate effective ways of articulating these concerns within their practice. Independent and tutor assisted contextual research is rigorous critical enquiry/research project that tests academic and intellectual skills through verbal, written and research skills. The assessment takes the form of both academically rigorous essays and research presentations to the group.

Seminars allow students to explore the ideas behind their work further and experiment with sometimes radical lines of investigation. Students will set their own briefs and take responsibility for continued research. Seminars, group critiques, one to one tutorials allow students to manage, exploit and reflect upon the interaction between intention, process, outcome, context and methods of dissemination in their studio-based practice.

Practical work allows students to test, use and exploit materials, processes and environment that are relevant to their developing concepts, interests and identity in fine art terms.

Taking responsibility for a public solo exhibition of their work at the conclusion of the programme gives students a strong insight into the realities of exhibiting professionally, this ranges from health and safety, logistics of materials, time management, effective use of publicity (including websites, invite design, photographic documentation), pricing and selling work as well as understanding a target audience.

For more information on the skills developed by individual modules see the module mapping.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

The Foundation Degree is 240 credits and is studied over two years full-time or three years part-time.

Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>.

Students successfully completing Stage 1 of the Fd and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of a Certificate in Fine Art Practice. For further information refer to the Credit Framework.

All modules are compulsory. Compulsory modules are core to the programme and must be taken by all students studying the programme.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

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Full-Time Delivery

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
FIAR4004	HA356	2-D Processes	4	20	1
FIAR4005	HA357	3-D processes	4	20	1
FIAR4006	HA358	Research and references	4	20	1,2,3
FIAR4007	HA359	Making and Meaning	4	40	2,3
FIAR4008	HA360	WBL Professional Engagement	4	20	2,3
Stage 2					
Compulsory Modules					
FIAR5005	HA672	WBL Site Referenced Exhibition	5	30	1,2
FIAR5006	HA673	Developing Fine Art Practice	5	30	1,2
FIAR5007	HA674	Critical Studies	5	20	1,2,3
FIAR5008	HA675	WBL Summative Exhibition	5	40	2,3

Part-Time Delivery

KV Code	Code	Title	Level	Credits	Term(s)
Year 1					
Compulsory Modules					
FIAR4004	HA356	2-D Processes	4	20	1
FIAR4005	HA357	3-D processes	4	20	1
FIAR4007	HA359	Making and Meaning	4	40	2,3
Year 2					
Compulsory Modules					
FIAR4006	HA358	Research and references	4	20	1,2,3
FIAR5006	HA673	Developing Fine Art Practice	5	30	1,2
FIAR4008	HA360	WBL Professional Engagement	4	20	2,3
Year 3					
Compulsory Modules					
FIAR5005	HA672	WBL Site Referenced Exhibition	5	30	1,2
FIAR5007	HA674	Critical Studies	5	20	1,2,3
FIAR5008	HA675	WBL Summative Exhibition	5	40	2,3

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in

advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

WBL Professional Engagement

A number of sessions will be delivered by employers. Students must use these employer-led sessions to identify and then engage in a professional and vocational engagement. This will require students to make as many visits to a selected workplace(s) as necessary and to reflect on this experiential learning via written work.

WBL Site Referenced Exhibition

Students will engage in a work placement. The employer/client is integrally involved in the delivery of this module, setting briefs and having a key role in selection. All practical work is framed within its relevance to how acquisition of the skills can be used within a vocational context.

WBL Summative Offsite Exhibition

Includes site visits and liaising with employer/being aware of institution's policies. There will be a placement in the workplace to research, install, invigilate and promote the final exhibition, plus tutorials, lectures and seminars that relate practical learning to professional/vocational skills.

Overall support for students includes: employer interactions, seminars, tutorials and feedback. The teaching team will support students to find a relevant work place/ employer to visit. The teaching team will monitor where and when workplace visits occur, ensuring no clash with other coursework

19 Support for Students and their Learning

- Induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>

College-specific:

- Health and safety
- Moodle VLE
- Central support services at WKAC College include counselling, education/career guidance, and welfare. The College also administers its own internal bursary accessible to all HE students experiencing financial hardship.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

- All applicants will be interviewed.
- Students should typically hold an appropriate Level 3 qualification, such as A-Levels including one or more relevant subjects, a BTEC Level 3 Diploma in a relevant subject, or a Foundation Diploma in Art and Design.
- Mature applicants (those over 21 years of age at the start) who may not have formal qualifications are assessed by portfolio inspection, prior experience in the field and interview.

20.2 What does this programme have to offer?

- Strong links with and input from employers enabling students to move more smoothly from higher education to work. Many staff continue to practice within the industry and have internationally recognised levels of industry experience.
- Tuition and guidance from a broad team of dedicated industry professionals both in the lecturing team and visiting speakers.
- A suitable progression route for students studying BTEC level 3.
- Access to specialist galleries, museums and project spaces in London through dedicated visits. There is a rigorous schedule of contemporary spaces and relevant exhibitions visited every year, these include Tate Modern, Whitechapel Art Gallery, and various private gallery spaces. *N.B. There will be a cost to students in addition to the programme fees for these trips.*
- An opportunity for students to situate their developing practice within contemporary, relevant debates in fine art practice.
- An opportunity for students to expand their expectations, intellectual engagement and practical outcomes with regards to professional fine art practice.
- An excellent standard of education that will enable students to raise their existing qualification to a higher level of academic study.
- WBL engagement links are enhanced by close developing relationships with local arts organisations.
- Specialist art resources including: generous provision of individual studio spaces, printmaking, glass work, kiln, welding, photographic dark room, 3-D printer, digital imaging software, bookable laptops, technical support in the form of demonstrators/technicians.
- Specialist computer resources including: Apple-Mac suites each complete with CPUs, scanners, laser and inkjet printers, internet access, industry standard software.

20.3 Personal Profile

Applicants will:

- Be intending to pursue a career as a practicing artist or another closely related role within the creative industries.
- Be primarily intending to work as a practicing artist in a commercial, personal or public context. They may also pursue related occupations such as curating, arts administration, teaching, technical assistance or fabrication of art works.
- Have a creative, inquisitive mind and want to expand their knowledge and understanding of fine art in its contemporary, professional and historical context
- Be motivated to undertake learning which will expose them to new and exciting experiences and situations in order to develop as their practical, intellectual and theoretical skills

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- Be research-orientated and use written research to critically inform and develop their practical and conceptual ideas
- Be enabled to combine rigorous skills based learning with academic and critical study.
- Come from a wide range of educational backgrounds, previous experiences, and age groups.
- Have a desire to take the next step following their study at FE or related adult education level.
- Have the skills, knowledge and understanding equivalent to a level 3 qualification in this subject.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

College-specific:

- Observation system – The College operates a system using trained observers to visit a department for a week and carry out observations along OFSTED lines and standards. Staff are given comprehensive feedback and graded on Teaching, Learning and Attainment. An action plan for the department is drawn up based upon the outcomes.
- Internal Verification - a rigorous IV system using a structured procedure to check and agree assessment plans; standards of all assessments; assessment decisions.
- External Verification - an External Adviser is appointed to each programme who will receive agendas and minutes of programme team meetings; be a member of any review panel; inspect samples of marked student work and submit an annual report to the University.

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

College-specific:

- Examination Board meetings
- Annual programme review

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee

- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for Art and Design and History of Art, Architecture and Design
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/hta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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Module Mapping: FdA Fine Art Practice

	Stage 1					Stage 2			
	HA356 2-D PROCESSES	HA357 3-D PROCESSES	HA358 RESEARCH AND REFERENCE	HA359 MAKING AND MEANING	HA360 PROFESSIONAL STUDIES	HA672 SITE REFERENCED	HA673 DEVELOPING FINE ART PRACTICE	HA674 CRITICAL STUDIES	HA675 OFFSITE EXHIBITION
Programme Learning outcomes									
Knowledge and Understanding:									
A1			X	X			X	X	X
A2					X	X	X		X
A3				X			X		X
A4				X	X	X		X	X
A5	X	X		X	X	X	X	X	X
A6					X	X			X
A7			X	X			X	X	X
A8			X				X	X	X
Intellectual Skills:									
B1			X	X	X	X	X	X	X
B2			X	X		X		X	X
B3	X	X	X	X		X	X	X	X
Subject-specific Skills:									
C1	X	X	X	X	X	X	X	X	X
C2	X	X		X			X	X	X
C3					X	X			X
C4	X	X		X			X		X
C5	X	X		X		X	X		X
Transferable Skills:									
D1				X		X			X
D2	X	X	X	X	X	X	X	X	X
D3	X	X	X	X	X	X	X	X	X
D4	X	X	X	X	X	X	X		X
D5	X	X		X	X	X			X
D6			X		X	X		X	X
D7	X	X	X	X	X	X	X	X	X