**Programme Specification**

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| **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. |

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| **BA (Hons) Fine Art** |

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| 1. **Awarding Institution/Body**
 | University of Kent |
| 1. **Teaching Institution**
 | University of Kent  |
| 1. **School responsible for management of the programme**
 | School of Music and Fine Art |
| 1. **Teaching Site**
 | Medway |
| 1. **Mode of Delivery**
 | Full-timePart-time  |
| 1. **Programme accredited by**
 | N/A |
| 1. **a) Final Award**
 | BA (Hons) |
| 7. **b) Alternative Exit Awards**  | BA (non hons) Fine Art; Diploma in Fine Art; Certificate in Fine Art |
| 1. **Programme**
 | Fine Art |
| 1. **UCAS Code (or other code)**
 | W100 |
| 1. **Credits/ECTS Value**
 | 360 (180 ECTS) |
| 1. **Study Level**
 | Level 6 |
| 1. **Relevant QAA subject benchmarking group(s)**
 | Art and Design (2017)History of Art, Architecture and Design (2016) |
| 1. **Date of creation/revision**
 | June 2011/March 2012/March 2017/revised FSO Feb 2018  |
| 1. **Intended Start Date of Delivery of this Programme**
 | September 2018 |

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| 1. **Educational Aims of the Programme**

The programme aims to: |
| 1. Provide students with excellent academic guidance and provide an environment in which they can achieve their full creative and intellectual potential.2. Produce graduates equipped with high-level skills and competencies that are grounded in, and as a preparation for, professional practice and further development in the field of the visual arts.3. Develop existing and new areas of teaching in response to current research and scholarship within the subject as well as to developments within professional arts practice.4. Enable students to contextualise and theorise their practice in relation to, and through critical evaluation of, the work of contemporary practitioners and leading researchers within the discipline.5. Enable students to produce a significant body of art practice through the development of practical, critical and conceptual abilities.6. Assist students in developing skills appropriate to both autonomous and collaborative working practices.7. Foster students’ awareness of Fine Arts’ relationship with other arts subjects, and provide opportunities for interdisciplinary explorations.Widen participation in higher education and contribute to a dynamic and sustainable arts culture within the local region. |

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| **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 (SB) for Art and Design (21017) (AD) and History of Art, Architecture and Design (2016) (HAAD). |

**A. Knowledge and Understanding of:**

1. Key practitioners, practices and theorists of art, across all aspects of visual arts practice, including, film, video, photography, installation, painting, sculpture, curation and critical writing. **(SB AD 6.9i HAAD 4.2iv)**

2. The materials, processes and conceptual frameworks that predominate in contemporary visual arts practice. **(SB AD 6.8iii)**

3. Interdisciplinary practice: the relation between and interactions within and across visual art specialisms, as well writing critique and curation, and other artistic disciplines. **(SB AD 6.9iii)**

4. The approaches to producing professional practice based outcomes in a range of media for public audiences. **(SB AD 6.8v, 6.9ii)**

5. Substantive areas of research and scholarship within visual arts practice and the ability to relate its insights to the practice and experience of art production. **(SB HAAD 6.4iv, AD 6.9i)**

6. Visual arts practice within its historical, social, theoretical, cultural, political, philosophical or economic context, and the ability to relate processes of change in visual arts practice to historical, social and other factors. **(SB AD 6.9i)**

7. An awareness of the professional and ethical responsibilities associated with contemporary visual arts practice. **(SB AD 6.8 vi, 6.9ii, iv)**

**Skills and Other Attributes**

**B. Intellectual Skills:**

1. Skills of research and exploration; gathering, synthesis and evaluation of evidence and information, including the ability to quote from a number of academic and professional sources, relating insights to the practice, theory, and experience of visual art. **(SB HAAD 6.5iii, 6.6iii, AD 6.8ii)**

2. The ability to read, understand and engage analytically with a range of texts, artworks and other source material. **(SB AD 68iv, HAAD 6.6iii)**

3. The ability to plan, implement, evaluate, and reflect critically on one’s own and others’ work. **(SB AD 6.8i ii)**

4. The ability to recognise direct influences and quotations in one’s own and others’ work. **(SB AD 6.8iv)**

5. The ability to employ reasoning and logic in order to analyse data, and to formulate relevant arguments and hypotheses, in order to express, interpret and discuss such analyses, arguments and hypotheses. **(SB HAAD 6.7i, ii)**

6. The ability to undertake and manage extended independent and group creative and conceptual research. **(SB AD 6.8i, 6.10biv, ci)**

7. The ability to understand and apply appropriate interdisciplinary practices, concepts and skills. **(SB AD 6.9iii)**

8. The ability to present coherent arguments, verbally and in writing. **(SB HAAD 6.5v, 6.10i)**

**C. Subject-specific Skills:**

1. Effectively deploy key terms and concepts relevant to understanding art in a contemporary context. **(SB AD 6.9i)**

2. Draw upon understanding of the materials and processes central to a variety of fine art media, as well as the technical skills necessary to produce practical work in these contexts. **(SB AD 6.8iii)**

3. Locate evidence from a wide range of primary and secondary sources, and interpret it in relation to the aims and conceptual framework of critical and artistic practice. **(SB AD 6.9i, HAAD6.5iii)**

4. To critically evaluate a range of different conceptual and practical methodologies and approaches to both understanding and making art. **(SB AD6.8ii)**

5. Work collaboratively to produce practice based outcomes for public audiences. **(SB AD 6.8v, 6.9ii)**

6. Competently perform tasks necessary for contemporary professional artistic practice, including skills of time management, budgetary control, space management, equipment acquisition and maintenance, fundraising, display and dissemination of work, and exhibitor negotiation. **(SB AD 6.8vi, 6.9ii)**

7. Reflect upon and effectively document the stages of a project’s development, including the formulation and evolution of ideas, planning and experimentation, processes of completion and evaluation. **(SB AD 6.8ii, iv)**

 8. To place art works into a historical and conceptual context, employing analysis and critical interpretation to forge connections between practices that elucidate the process of making. **(SB AD 6.8ii, 6.9i)**

**D. Transferable Skills:**

1. Communication: Articulate ideas and information comprehensibly in visual, oral and written forms. Organise information effectively. Respond to written sources. Adapt style for different audiences. Use of images as a communication tool. **(SB HAAD6.10i)**

2. Information technology: Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources. Select and employ communication and information technologies. Produce written documents. Employ advanced specialist software for module projects and tasks. **(SB HAAD 6.10v, AD 6.10di ii iii)**

3. Working with others: Interact effectively with others, for example through collaboration, collective endeavour and negotiation, utilising a variety of team structures and working methods, and understanding group dynamics and handling interpersonal issues. Accurately define and review the work of others. Skills of negotiation and persuasion in relation to the planning and execution of a project or the dissemination of its outcomes. **(SB AD 6.10ci)**

4. Improving own learning: Study independently, set goals, manage workloads and meet deadlines. To explore personal strengths and weaknesses. Develop autonomy in learning. Listen effectively and so to learn from and participate constructively in discussion. The ability to update knowledge and skills, seek and use feedback, critically reflect on and improve performance. **(SB AD 6.10ai, biii iv)**

5. Problem solving: identify and define intellectual and practical problems; explore alternative solutions and discriminate between them. Creative experimentation. Focus and apply attention to detail. Gather, organise and deploy ideas in order to formulate arguments cogently and to express them effectively both orally and in written form. Make subtle and discriminating comparisons of texts and visual artefacts. Research and evaluate sources in the process of carrying out independent study. **(SB AD 6.8iv, HAAD 6.6iii)**

6. The ability to manage resources and time effectively and be able to organise and prioritise tasks. **(SB AD 6.10ai)**

7. The ability and confidence to manage and carry a project through to delivery. **(SB AD 6.10ai ii)**

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

Stage 1 provides a practical, critical and contextual skills and knowledge foundation for the further stages of the programme. The pedagogy is inflected with an understanding that the core methodology of Fine Art involves ‘finding and defining your own brief’, the first year is therefore, developmental and transitional.

Stage 2 offers modules that broadly develop ideas of intention and reception, alongside a balanced choice of embedded theory and practice modules which are more outward facing.

Stage 3 encourages specialist study of increasing intensity and application.

Throughout the programme, students will be taught in a mix of classroom-based and studio-based modules, all of which combine ‘theoretical’ and ‘practical’ experiential approaches and assessment.

A diverse range of teaching methods are employed for different learning outcomes and contexts, including:

* Seminars and workshop sessions focused on prescribed reading or other learning assignments.
* Practical studio teaching, involving both workshops and ‘crits’.
* Independent learning on set projects either self-directed or within small groups, supported by group and individual tutorials and supervision.
* Lectures.
* Screenings.
* Visits to galleries, screenings and exhibitions, locally and in London.
* Work-based learning and placements.

Specific training in the safe use of equipment is given in small group sessions, and is required before students can independently access advanced technical/IT resources.

Assessment fosters the development of a range of skills that include technical, professional, organisational and management skills as well as creative, critical and independent research skills and methodologies. Students are assessed through the submission of practice-based and written work. Assessment is a continuous process throughout the programme. It is a way of measuring students’ progress and achievement, and acts as a focus for self-evaluation, critical awareness and future learning.

Learning is assessed by:

* Practice based outcomes (individual and group).
* Contributions in class ‘crits’, including oral, intellectual, practical and creative contributions and evidence of research and preparation.
* Submission of written work in a variety of formats: essays, critical evaluations of projects, dissertations, research journals, reviews of exhibitions, journalistic writing, funding applications, and other documentary material.
* Oral presentation often supported by video or other visual material.
* Observation of individual and group processes on practical projects, including peer review.
* The presentation of practical/creative work through public and/or in-class forums.

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| For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.  |

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| **17 Programme Structures and Requirements, Levels, Modules, Credits and Awards**This programme is studied over three years full-time or six years part-time. The programme is divided into three stages, each stage comprising modules to a total of 120 credits. 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/qa/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/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits, at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Fine Art. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Fine Art. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.Full-time students may apply to add either a Placement Year or Year Abroad onto their programme of study between Stages 2 and 3 via the Faculty-wide Humanities Placement Year or Humanities Year Abroad programme specifications. Full-time students that are not taking a Placement Year or Year Abroad may instead apply to add a Term Abroad in Spring Term of Stage 2 using the Faculty-wide Humanities Term Abroad programme specification.Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year*.*For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>. Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. 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/qa/credit-framework/creditinfo.html>. Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), 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.  |

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| **KV Code** | **Code** | **Title** | **Level** | **Credits** | **Term(s)** |
| **Stage 1** |
| **Compulsory Modules** |
| FIAR4000 | FA309 | Creative and Critical Practice 1 | 4 | 30 | Autumn |
| FIAR4002 | FA311 | Methods and Materials | 4 | 30 | Autumn |
| FIAR4003 | FA312 | The Shock of the Now: Themes in Contemporary Art | 4 | 30 | Spring |
| **Optional Modules** Students must select 30 creditsfrom a list of modules provided by the School |
| **Stage 2** |
| **Compulsory Modules** |
| FIAR5001 | FA502 | Practice In Context 1 | 5 | 30 | Autumn |
| FIAR5004 | FA508 | Practice in Context 2 | 5 | 30 | Spring |
| **Optional Modules** Students must select 60 creditsfrom a list of modules provided by the School |
| **Stage 3** |
| **Compulsory Modules** |
| FIAR6002 | FA509 | From Warhol to Whiteread: Postmodernity and Visual Arts Practice  | 6 | 30 | Autumn |
| FIAR6000 | FA504 | Resolution | 6 | 60 | Spring & Summer |
| **Optional Modules** Students must select 30 creditsfrom a list of modules provided by the School |

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| **18 Work-Based Learning** |
| 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. |
| Students may choose to include the optional Year Abroad/Placement year in their programme of study. If this is the case students should refer to the relevant programme specification for details of the work-based learning requirements. |

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| **19 Support for Students and their Learning** |
| * School and University 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/](http://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/](http://www.kentunion.co.uk/)
* Careers and Employability Services [www.kent.ac.uk/ces/](http://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/](http://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>

**School-specific information:*** All staff have regular office hours and are contactable by email. Appointments may be made outside of office hours.
* The Director of Undergraduate Studies provides consultation and advice in matters of academic guidance, module choices, changes of modules, change of degree and timetable clashes.
* All modules offer opportunities for one-to-one feedback on coursework and student performance.
* Extensive specialist facilities, including sculpture workshop, specialist editing and digital video production facilities, wet and ‘dry’ photography, comprehensive IT facilities including an extensive range of appropriate specialist software.
* Technical support for all specialist workshop spaces and equipment, hardware and software provided by qualified technical support staff.
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| **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 |
| Programme suspended |
| 20.2 **What does this programme have to offer?** |
| * An excellent foundation in both the intellectual and practical aspects of fine art, combining the study of visual arts practice and critical thinking, with practical exploration in the form of a studio-based creative arts education.
* A commitment to the highest standards in teaching and learning, placing emphasis upon a broad range of intellectual, creative and practical skills that open up a variety of career pathways and are valued by employers in arts related industries, the media, and beyond.
* Knowledge and skills that provide an excellent foundation for specialised postgraduate study and training in all aspects of the arts.
* A distinctive feature of the programme is the development of collaborative learning opportunities and interdisciplinary practice across Music, Fine Art, EED, and within Fine Art itself. Fine Art students are taught in a unique interdisciplinary environment sharing a core lecture and seminar programme, supported by staff who cross the specialisms of making in a diverse range of media, as well as having expertise in writing and curating. This core integrated programme is supplemented by study that is delivered through bespoke specialist workshops, lectures, seminars, tutorials, professional practice and projects that provide mentorship pathways in the subject specialisms of painting, sculpture and time lens/based media.
* An excellent and exciting location on Chatham Historic Dockyard, providing studio space and extensive specialist facilities including a sculpture workshop, darkrooms and a digital suite, in an unusual and inspiring setting.
* The opportunity to study in a location with easy access to the major galleries and museums in London and Europe, and a lively campus arts scene.
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| 20.3 **Personal Profile** |
| * A desire to explore one’s creative potential in the form of practical and intellectual studies combined in a studio-based fine art programme.
* A strong interest in the visual arts and a particular interest in contemporary arts.
* A desire to debate and critically reflect; an interest in ideas and their application; an openness to being challenged and to be challenging.
* The potential to devise and develop a self-directed programme of practice and an ability to undertake independent study as well as to work collaboratively with others.
* Good oral, written and creative skills, as well as a willingness and desire to develop these.
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| 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
* Peer observation
* 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>
 |
| 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
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| 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
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| 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
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| 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
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| 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 statements for Art and Design; 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/lta.html>
* Staff research activities
* Kent Inclusive Practices (<https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html>)
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| 23 **Inclusive Programme Design**  |
| The School 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. |

**BA (Hons) Fine Art: Module Mapping**

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|  | **Stage 1** | **Stage 2** | **Stage 3** |
|  | FA309 Creative and Critical Practice 1 | FA311 Methods and Materials | FA312 The Shock of the Now | FA502 Practice in Context 1 | FA508 Practice in Context 2 | FA504 Resolution | FA509 From Warhol to Whiteread |
| **Programme Learning outcomes****Knowledge and Understanding:** |
| A1 | x | x | x | x | x | x | x |
| A2 | x | x | x | x | x | x | x |
| A3 |  |  | x | x | x | x | x |
| A4 | x | x | x | x | x | x | x |
| A5 |  |  | x |  |  | x | x |
| A6 | x | x | x | x | x | x | x |
| A7 |  |  | x | x | x | x | x |
| **Intellectual Skills:** |
| B1 | x | x | x | x | x | x | x |
| B2 | x | x | x | x | x | x | x |
| B3 | x | x |  | x | x | x | x |
| B4 |  |  |  | x | x | x | x |
| B5 | x |  | x | x | x | x | x |
| B6 | x | x |  | x | x | x | x |
| B7 |  |  | x | x | x | x | x |
| B8 | x | x | x | x | x | x | x |
| **Subject-specific Skills:** |
| C1 | x | x | x | x | x | x | x |
| C2 | x | x |  | x | x | x |  |
| C3 | x |  | x | x | x | x | x |
| C4 | x | x |  | x | x | x | x |
| C5 |  |  |  |  |  | x |  |
| C6 | x | x |  | x | x | x |  |
| C7 | x | x |  | x | x | x |  |
| C8 | x | x | x | x | x | x | x |
| **Transferable Skills:** |
| D1 | x | x | x | x | x | x | x |
| D2 | x |  | x | x | x | x | x |
| D3 | x | x |  | x | x | x |  |
| D4 | x | x | x | x | x | x | x |
| D5 | x | x | x | x | x | x | x |
| D6 | x | x | x | x | x | x | x |
| D7 | x | x |  | x | x | x |  |