

University of Plymouth

Faculty of Arts and Humanities

School of Humanities and Performing Arts

Programme Specification

**BA (Hons) Fine Art / Art History
(2126)**

Approved by Minor Change:
16/11/15, 17/11/17, 11/06/19, 4/12/19 & 09/12/2020

1. BA (Hons) Fine Art / Art History

Final award title

BA (Hons) Fine Art / Art History

Level 4 Intermediate award title(s)

Certificate of Higher Education

Level 5 Intermediate award title(s)

Diploma of Higher Education

UCAS code VW31

JACS code VW31

2. Awarding Institution: University of Plymouth
Teaching institution(s): University of Plymouth

3. Accrediting body(ies) N/A

4. Distinctive Features of the Programme and the Student Experience

The Joint Honours Fine Art & Art History programme has a number of distinctive features, of which the following stem directly from its constitutive structure:

- The programme offers students the opportunity to pursue studies in two subjects, Fine Art and Art History, from Level 4 entry to degree level.
- Throughout the programme there is a commitment to ensuring that students can pursue these studies with equal levels of engagement, and with a concomitantly equal weighting of attainment between the two subjects.
- Through the adoption of a structure of delivery in which students take existing modules within each of two well-established and mature subject provisions, the programme provides a context in which students can encounter and make use of the resources of subjects which are committed to developing best practice in their respective areas and to enhancing student learning and reflection within them.

Both Art History and Fine Art have had, historically, strong records of association and collaboration with other subjects. The present Joint Honours programme builds on this accumulated experience and is designed to offer a provision that exploits the most prominent strengths of each subject.

The following distinctive features are therefore noted according to their descriptions within Fine Art and Art History programme specifications, as these pertain to the Joint Honours programme.

The Fine Art programme offers a number of distinctive features which are variously evident throughout the three levels of the course:

- The programme addresses the needs and ambitions of a range of learners (full-time and Joint Honours students), placing them at the centre of their learning experience and also enabling them to learn through each other.
- Throughout the programme, opportunities are provided to explore the dynamic relationship between modes of making and thinking that reflect models current in contemporary art practice. This includes finding-out and conceiving ideas through practice as research, and through integration of theory and practice.
- Students' emerging creative identities and concerns are developed, supported, and responded to, through the technical and material processes available as well as discursive approaches under-pinned by staff research interests and expertise.
- The Plymouth+ module in Fine Art, which is an option for Joint Honours students, is introduced early in the programme to address understandings of site as discursive. It also introduces students to collaborative methods and practices.
- Professional placements enhance understanding of career opportunities and give students experience of 'live' projects and working with arts professionals in a range of cultural contexts.
- International exchange module in stage 2 enhances opportunities for students to experience a new cultural context
- A wide range of assessment methods and approaches are utilised to enhance student learning and reflection. These are appropriate to the various levels of students' emerging independent critical judgement.
- A balance is provided between group learning, collaborative processes and individual development.

The distinctive features of the Art History programme are distributed likewise across the three levels of the subject's provision:

- The programme is committed to providing a significant proportion of its modules on the basis of research-informed teaching, providing students with the opportunity not only to encounter discourses, arguments and historical materials that might otherwise be unavailable, but also to move away from reliance on a textbook approach to study.
- The programme encourages all of its students, from Stage 1 onwards, to become active participants in modules and active producers of knowledge, seeking out new sources of information, challenging established beliefs (including those of the programme team) and making the subject their own.
- The programme is designed to offer an approximately equal balance of historical, period-oriented studies and studies of theoretical, methodological and other conceptual issues of importance to the visual arts. The distinction is never absolute in terms of module content but it is maintained as a broad approach, such that all students have the opportunity to encounter important historical studies and also conceptual issues of potentially wide significance.
- The programme encourages experiential learning, including especially first-hand encounters with artefacts, their locations and situated contexts, together with attention to institutional spaces, roles and functions.
- In either stage 2 or 3, students are offered the opportunity to travel to an International city for an intensive study of its art and visual culture, opening a range of activities including independent study tasks and engagements with architectural/urban studies and permanent and temporary art collections.
- The programme team have fostered links with arts organisations in the South West and encourage students to become stake-holders in the cultural life of the region. Participation in collaborative projects with local institutions is an important part of the subject's activities and for students provides benefits of enhanced

personal and professional skills profiling and the development of career strategies.

- The programme team have also established links with both national and international organisations, providing students with opportunities to visit exhibitions, collections and institutions which they would not ordinarily have access to, and/or network with the curatorial and museum staff who run them.
- In contrast to other Art History programmes in the south of the UK, the Art History programme is assessed 100% by coursework.

The above descriptions of the significant programme features of the two constituent subjects lay out prominent features of their ethos, working principles and practices, as these relate to the Joint Honours course. They apply to all modules collectively which comprise, either as mandatory or option modules (see 'Programme Structure and Pathways'), the Joint Honours programme.

5. Relevant QAA Subject Benchmark Group(s)

QAA Benchmarks for Art and Design, and for History of Art, Architecture and Design (2002, revised 2008)

6. Programme Structure

Programme structure and modules with credit and award requirements for Fine Art & Art History (Joint Honours) are as follows. Art History modules marked (*) are subject to substitution annually from the full catalogue of ARHI modules listed below.

Level 4

<i>Mandatory (core) modules</i>	<i>Level 4 credits</i>	<i>Option modules</i>
ART 413 Contemporary Fine Art 1	40	
ART 415 Interdisciplinary Art Practice 2	20	
ARHI 414 Introduction to Art History and Visual Culture		20
ARHI 411 Continuity and Change in Western Art		20
ARHI 415 Cultural Practices in Context		20

Progression requirements: all students progressing from Level 4 to Level 5 require 120 credits. Joint Honours students take 60 credits from Fine Art and 60 credits from Art History in all stages.

Award: Students can exit at this point (ie. successful completion of Level 4 modules) with a Certificate of Higher Education.

Level 5

<i>Mandatory (core) modules</i>	<i>Level 4 credits</i>	<i>Option modules</i>
ART518 Fine Art Practice 2	60	

Option modules – 3x20 credit modules altogether

Autumn Semester: at least one optional module

Spring Semester: at least one optional module

ARHI502 Collecting and Exhibiting Cultures	20
ARH510 Art After 1950	20
ARHI501 Self-Reflexivity in Western Art and Visual Culture	20
ARHI514 Regimes and Revolutions in European Art	20
ARHI515 Power, Patronage and Ideology: Aspects of Renaissance Art	20
ARHI516 Virtual Cultures: Imagery in Online and Offline Worlds	20

Progression requirements: all students progressing from Level 5 to Level 6 require 120 credits of which 60 are mandatory modules in Fine Art and 60 are from Art History.

Award: Students can exit at this point (i.e. successful completion of Level 5 modules) with a Diploma of Higher Education.

Level 6

<i>Mandatory (core) modules</i>	<i>Level 6 credits</i>	<i>Option modules</i>
ART622 Fine Art Practice 3	60	
ARHI605 Dissertation 1	20	
ARHI608 Dissertation 2	20	

Option modules

One 20 credit module in either the Autumn or Spring Semester

ARHI612 Art After 1950	20
ARHI601 Self-Reflexivity in Western Art and Visual Culture	20
ARHI618 Regimes and Revolutions in European Art	20

ARHI621 Virtual Cultures: Imagery in Online and Offline Worlds 20

Award requirements: 120 level 6 credits are required of which 60 is the mandatory module in Fine Art and 60 selected from Art History (see structure diagram for possible combinations).

Award: Honours Degree 360 Credits total

Award Title: BA (Hons) Fine Art and Art History

Art History modules:

Extending from one of the key distinctive features of the Art History programme, its ethos of research-informed teaching, the Art History course has necessarily been designed to ensure maximum flexibility in delivering its curriculum. It therefore does not operate with a rigid and unvarying structure diagram. With the exception of the dissertation modules (ARHI 605, 608), all Stage 2 and 3 modules can be taught in either semester. A full list of Art History modules available is appended below.

Available undergraduate Art History modules (including validated 'back catalogue' modules), additional to those listed above:

Stage one/ Level 4: ARHI401, ARHI402, ARHI405, ARHI410 and ARHI416 - all 20 Credit Modules

Stage two/ Level 5: ARHI501, ARHI503, ARHI504, ARHI512, ARHI514, ARHI509, ARHI510, ARHI513, ARHI511 (all 20 credits), ARHI516 (20 credits), ARHI515 (20 credits)

Stage three/ Level 6: ARHI 603, ARHI 618, ARHI 610, ARHI 614, ARHI 611, ARHI 612, ARHI 602, ARHI 616, ARHI 613, ARHI 615, ARHI601, ARHI617, ARHI618 + dissertation modules ARHI 605 and ARHI 608 (ALL 20 credit modules), ARHI620 (20 credits), 618 (20 credits), ARHI619 (20 credits), ARHI621 (20 credits)

JOINT HONOURS FINE ART/ART HISTORY Stage 1 / Level 4 2020-21 (all core)

Semester One	<p>ARHI414 Introduction to Art History & Visual Culture (Péter Bokody) 20 credits</p>	<p>ARHI411 Continuity & Change in Western Art (Nicola Wakeham) 20 credits</p>	<p>ART 413 Contemporary Fine Art 1 40 credits</p>
Semester Two	<p>ARHI 415 Cultural Practices in Context (TBC) 20 credits</p>	<p>ART 415 Interdisciplinary Art Practice 2 20 credits</p>	

JOINT HONOURS FINE ART/ART HISTORY Stage 2 / Level 5 2020-21

Semester One	<p>ART 518 Fine Art Practice 2 CORE 60 credits</p>	<p>ARHI 502 Collecting & Exhibiting Cultures (Jenny Graham) JH OPTION 20 credits</p>	<p>ARHI501 Self-Reflexivity in Western Art and Visual Culture (Péter Bokody) JH OPTION 20 credits</p>	<p>ARH510 Art After 1950 (TBC) JH OPTION 20 credits</p>
Semester Two		<p>ARHI516 Virtual Cultures: Imagery in Online and Offline Worlds (Péter Bokody) JH OPTION 20credits</p>	<p>ARHI514 Regimes and Revolutions in European Art (Jenny Graham) JH OPTION 20 credits</p>	<p>ARHI 515 Power, Patronage and Ideology: Aspects of Renaissance Art (Péter Bokody)</p>

Please Note:

***JH Fine Art students select altogether 3 x 20-credit ARHI OPTION module, at least 1 x 20-credit modules in Semester 1 and in Semester 2.**

JOINT HONOURS FINE ART/ART HISTORY Stage 3 / Level 6 2020-21

Semester One	ART 622 Fine Art Practice 3	ARHI612 Art After 1950 (TBC) OPTION 20 credits	ARHI601 Self-Reflexivity in Western Art and Visual Culture (Péter Bokody) OPTION 20 credits	ARHI 605 Dissertation I (Péter Bokody) CORE 20 credits
Semester Two	CORE 60 credits	ARHI621 Virtual Cultures: Imagery in Online and Offline Worlds (Péter Bokody) OPTION 20 credits	ARHI618 Regimes and Revolutions in European Art (Jenny Graham) OPTION 20 credits	ARHI 608 Dissertation II (Péter Bokody) CORE 20 credits

Please Note:

***JH Fine Art students select 1 x 20-credit ARHI OPTION module in Semester 1 or Semester 2.**

7. Programme Aims

The Joint Honours Fine Art and Art History programme has five overarching aims:

1. To provide students with the subject-specific conceptual and technical skills that will allow them to develop as practitioners in both fine art and art history.
2. To provide students with the necessary knowledge and understanding to approach art practice and the history of art and visual culture with an awareness of their prominent position throughout history and of their broader cultural, social, theoretical, historical and contemporary contexts.
3. To encourage students to critically reflect on their own practice, and that of others, in both art and art history and to interrogate the cultural, political and social import of those practices.
4. To provide educational environments and academic frameworks that stimulate debate and the identification of interests, intentions and ideas, and give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferable skills.
5. To provide students with a range of skills appropriate to professional practice, employment in the cultural industries, postgraduate study and lifelong learning.

The above aims, with the exception of the first, are programme aims of the two constituent subjects. In addition, the programme has a number of subject-specific aims which are drawn from those of the two constitutive subjects and apply particularly to modules within those subject areas:

Fine Art:

1. To facilitate the exploration of approaches, processes, ideas, theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and dissemination.
2. To provide an academic framework that encourages imagination and invention, recognition of the provisional nature of knowledge, and the challenging of received ideas, codes and conventions, and to offer self-directed and independent learning.
3. To provide a studio environment that supports and reflects the active and reflective modes of learning integral to Fine Art practice, including experimentation, speculation, material investigation and experiential learning.

Art History:

1. To facilitate students to undertake independent research using primary and secondary source material.
2. To facilitate the inculcation of skills in visual literacy and visual analysis by encouraging students to engage directly with artefacts and other forms of visual culture, and to encourage students to undertake fieldwork on supervised visits to the galleries and museums of the region and beyond.

3. To provide students with the ability to communicate arguments and ideas in appropriate written formats.

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

8.2. Cognitive and intellectual skills

8.3. Key and transferable skills

8.4. Employment related skills

8.5. Practical skills

The Joint Honours Fine Art and Art History programme has been designed to allow the engagement of students with subject-specific academic contexts and practices in each of its component areas, such that the learning experience of Joint Honours students, and the teaching and learning methods and strategies and assessment strategies, are not differentiated from those of Single Honours students in any specified component of the programme structure. The intended learning outcomes are therefore subject-specific and are drawn conjointly from the intended learning outcomes of the component Fine Art and Art History programmes as recently re-approved.

8.1 Intended learning outcomes: Knowledge and Understanding

<p>Fine Art</p> <p>On completion graduates should have developed the ability to:</p> <ul style="list-style-type: none"> - articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of contemporary art practice, further study, research 		<p><i>Teaching and learning methods and strategies:</i></p> <p>Seminars, group and individual tutorials, critiques, proposal writing and presentations, research tasks and portfolios, field trips, technical</p>	<p><i>Teaching and learning methods and strategies:</i></p> <p>Lectures; seminars; group work within seminars and for class presentations; class debate; on-site exhibition analysis; on-site picture analysis;</p>		<p>Art History</p> <p>On completion graduates should have developed:</p>
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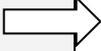
<p>and self-fulfilment</p> <ul style="list-style-type: none"> - understand the critical and contextual dimensions of contemporary fine art practice in relation to the socio-cultural, political and historical contexts in which it operates - be aware of the environmental, ethical, social and cultural implications of contemporary art practice, - understand and contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts 	<p>workshops and demonstrations, artist-led projects, library workshops.</p> <p><i>Assessment strategies:</i> Assessed coursework: individual and/or collaborative practice project outcomes, research material, sketchbooks, oral presentations, proposals, essays, written work, presentation and dissemination of work in public contexts.</p> <p>Self-evaluation and peer-evaluation, formative assessment (FAP 302) and summative assessments with qualitative feedback.</p>	<p>experiential learning through fieldwork; tutorials; assessment feedback sessions; PDP work and self-reflective study; attendance at public lectures for the Peninsula Arts/Art History series.</p> <p><i>Assessment strategies:</i> 100 % coursework including: short and long essays; the dissertation; research reports which can include a self-reflective piece of writing in the form of a research log; annotated bibliographies; essay plans.</p>	
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8.2 Intended learning outcomes: Cognitive and Intellectual Skills

<p>Fine Art</p> <p>On completion graduates should have developed the ability to:</p> <ul style="list-style-type: none"> - analyse information and experiences, 	<p><i>Teaching and learning methods and strategies:</i></p> <p>Seminars, group</p>	<p><i>Teaching and learning methods and strategies:</i></p> <p>Lectures; seminars; group</p>	<p>Art History</p> <p>On completion graduates should have developed:</p>
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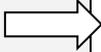
<p>formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation</p> <p>- formulate reasoned responses to the critical judgements of others</p> <p>- source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources</p> <p>- recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art</p> <p>- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs</p> <p>- articulate ideas and information comprehensibly in visual, oral and written forms</p>	<p>and individual tutorials, field trips, short projects, case studies, critiques, proposal writing and presentations, research presentations, artist-led part exchange days</p> <p><i>Assessment strategies:</i> Assessed coursework: individual and/or collaborative practice project outcomes, research portfolios, proposals, written work, sketchbooks, presentation of work within a public context.</p> <p>Self-evaluation and peer-evaluation, formative assessment (FAP 302) and summative assessments with qualitative feedback.</p> <p>Essays, reflective learning journals, presentations</p>	<p>work within seminars and for class presentations; class debate; on-site exhibition analysis; on-site picture analysis; experiential learning through fieldwork; tutorials; assessment feedback sessions; PDP work and self-reflective study; attendance at public lectures for the Peninsula Arts/Art History series.</p> <p><i>Assessment strategies:</i> 100 % coursework including: short and long essays; the dissertation; research reports which can include a self-reflective piece of writing in the form of a research log; annotated bibliographies; essay plans.</p>	
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8.3 Intended learning outcomes: Key and transferable skills

<p>Fine Art</p> <p style="text-align: right;"></p> <p>On completion graduates should have developed the ability to:</p> <ul style="list-style-type: none"> - study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills - take responsibility for their own learning - anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity. - interact effectively with others, for example through collaboration, collective endeavour and negotiation. - identify personal strengths and needs through self-evaluation - select and employ communication and information technologies. - observe health and safety and good working practices. - use relevant 	<p><i>Teaching and learning methods and strategies:</i></p> <p>Group and individual tutorials, problem solving within self-directed projects, placements, collaborative projects, professional portfolios, proposal writing, case studies, oral presentations, research tasks, critiques, technical workshops and demonstrations, presentations and dissemination of work in public contexts</p> <p><i>Assessment strategies:</i> Assessed coursework: individual and/or collaborative practice, project outcomes, presentations, research material, sketchbooks, proposals, written work, presentation and dissemination of work in a public context..</p> <p>Self-evaluation</p>	<p><i>Teaching and learning methods and strategies:</i></p> <p>Lectures; seminars; group work within seminars and for class presentations; class debate; on-site exhibition analysis; on-site picture analysis; experiential learning through fieldwork; tutorials; assessment feedback sessions; PDP work and self-reflective study; attendance at public lectures for the Peninsula Arts/Art History series.</p> <p><i>Assessment strategies:</i> 100 % coursework including: short and long essays; the dissertation; research reports which can include a self-reflective piece of writing in the form of a research log; annotated bibliographies; essay plans.</p>	<p style="text-align: left;"> Art History</p> <p>On completion graduates should have developed:</p>
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technologies as communication and research tools through the internet, archives and library	and peer-evaluation, formative assessment (FAP 302) and summative assessments with qualitative feedback.		
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8.4 Intended learning outcomes: Employment related skills

<p>Fine Art </p> <p>On graduation, students should have the ability to:</p> <ul style="list-style-type: none"> - articulate and synthesise their knowledge and understanding, attributes and skills in effective ways for application within professional arts practice or employment in the cultural sector. - apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of contemporary art practice - apply resourcefulness and professional skills to support their own practice, and/or the practice of others - present ideas and work to audiences 	<p><i>Teaching and learning methods and strategies:</i> Group and individual tutorials, problem solving within self-directed projects, library/skills workshops, critiques, careers events, professional portfolios, placements, research tasks, technical workshops (inc H&S) and demonstrations, artist-led workshops, presentation and dissemination of practice in public contexts, collaborative projects.</p> <p><i>Assessment strategies:</i> Assessed coursework: individual and/or collaborative practice project outcomes,</p>	<p><i>Teaching and learning methods and strategies:</i></p> <p>Lectures; seminars; group work within seminars and for class presentations; class debate; on-site exhibition analysis; on-site picture analysis; experiential learning through fieldwork; tutorials; assessment feedback sessions; PDP work and self-reflective study; attendance at public lectures for the Peninsula Arts/Art History series.</p> <p><i>Assessment strategies:</i> 100 % coursework including: short and long essays; the dissertation; research reports</p>	<p>Art History </p> <p>On completion graduates should have developed:</p>
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<p>in a range of situations.</p>	<p>research material, proposals, essays, oral presentations, digital presentations, art exchange days (formative), professional portfolios, written work, presentation and dissemination of work in a public context.</p> <p>Self-evaluation and peer-evaluation, formative assessment (FAP 302) and summative assessments with qualitative feedback.</p>	<p>which can include a self-reflective piece of writing in the form of a research log; annotated bibliographies; essay plans.</p>	
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8.5 Intended learning outcomes: Practical skills (subject specific)

<p>Fine Art</p> <p>On completion graduates should have developed the ability to:</p> <ul style="list-style-type: none"> - employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice - select, test and make appropriate use of materials, processes and 	<p style="text-align: center;"></p> <p><i>Teaching and learning methods and strategies:</i></p> <p>Group and individual tutorials, critiques, technical workshops/demonstrations (inc H&S), artist-led workshops and short projects, placements, learning journals, sketchbooks, presentations and dissemination of work in public contexts.</p>	<p><i>Teaching and learning methods and strategies:</i></p> <p>Lectures; seminars; group work within seminars and for class presentations; class debate; on-site exhibition analysis; on-site picture analysis; experiential learning through fieldwork; tutorials;</p>	<p style="text-align: center;"></p> <p>Art History</p> <p>On completion graduates should have developed:</p>
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<p>environments</p> <ul style="list-style-type: none"> - develop ideas through to material outcomes, for example images, artefacts, products and processes, or texts - employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making - manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination - recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner -recognise the implications of and potential for emerging media and technologies for contemporary fine art practice 	<p><i>Assessment strategies:</i></p> <p>Assessed coursework: individual and/or collaborative practice project outcomes, research material, project reports, presentation of work within a public context.</p> <p>Self-evaluation and peer-evaluation, formative assessment (FAP 302) and summative assessments with qualitative feedback.</p>	<p>assessment feedback sessions; PDP work and self-reflective study; attendance at public lectures for the Peninsula Arts/Art History series.</p> <p><i>Assessment strategies:</i> 100 % coursework including: short and long essays; the dissertation; research reports which can include a self-reflective piece of writing in the form of a research log; annotated bibliographies; essay plans.</p>	

9. Admissions Criteria, including APCL, APEL and DAS arrangements

We accept candidates with a wide variety of qualifications including A-levels, GNVQ Advanced, 14-19 National Diploma, Access courses and International Baccalaureat. In addition, all candidates are considered on the individual merits of their applications. Applicants for the Fine Art and Art History programme, applicants with English as their second language, and mature candidates are generally invited for interview by subject staff.

Fine Art and Art History

2019 entry

UCAS tariff: 104 points

A level: minimum of 2 A levels, General Studies accepted.

International baccalaureate: 26 points

18 Unit BTEC National Diploma/QCF Extended Diploma: DMM

BTEC National Diploma modules:

If you hold a BTEC qualification it is vital that you provide our Admissions team with details of the exact modules you have studied as part of the BTEC. Without this information we may be unable to process your application quickly and you could experience significant delays in the progress of your application to study with us. Please explicitly state the full list of modules within your qualification at the time of application.

All access courses

Pass a named Access to Higher Education Diploma (preferably art and design or combined), with at least 33 credits at merit and/or distinction.

GCSE: Mathematics and English language grade C

Equivalent qualifications and ability may be considered.

An interview and portfolio presentation are requirements for entry onto this course.

In general, admission to the programme requires applicants to be able to demonstrate a level of technical skill and creativity commensurate with their peers entering the BA Fine Art single honours programme.

All applicants are normally interviewed with portfolio, containing developmental and finished work; sketchbooks; critically-annotated workbooks outlining the processes of research, ideas; samples of formal academic writing in the form of essay/s. Interviews are usually conducted jointly by members of both the Fine Art and Art History subject teams.

Overseas students, if unavailable for interview, can be selected by means of a telephone interview and the production of an electronic portfolio (which must have accompanying samples of formal academic writing, eg. essay/s, in English), and are required to have achieved a IELTS English score of 6.

10. Progression criteria for Final and Intermediate Awards

If a student withdraws from the programme after successfully completing Level 4 they are eligible for the award of a Certificate of Higher Education;

If a student withdraws from the programme after successfully completing Levels 4 and 5 they are eligible for the award of a Diploma of Higher Education;

If a student fails to achieve 405 credits at Level 6 but gains 80 credits they may be eligible for the award of an Ordinary Degree.

11. Exceptions to Regulations

There are no exceptions/special academic regulations applicable to the Art History components of the programme.

Fine art is **exempt** from the University regulation which stipulates that Level 4 (Stage 1) will comprise 0.1 (10%) to the final award of BA Hons Degree.

As such the final degree award is calculated as follows:

Stage 1 (Level 4) 60 credits Fine Art are Pass/Fail; 60 credits of Art History only are given a weighting of 0.1 (10%).

Stage 2 (Level 5) marks are given a weighting of 0.3 (30%).

Stage 3 (Level 6) marks are given a weighting of 0.6 (60%).

For Fine Art modules, an Interim Board is held that allows for resits of Semester 1 studio modules (practice-based modules) to be undertaken within term time, given the need for specialist facilities, as follows:

If a student fails a module in Stage 1 or 2 prior to the end of Semester 2, they may be given an opportunity to resubmit assignments and to be reassessed for that module prior to the meeting of the interim marks verification panel (the interim board) at the end of Semester 2 subject to all of the following conditions:

- 1 This opportunity is only available where the specialist facilities required to carry out the work cannot be made available to the student during the summer vacation, but can be made available during the remainder of the academic year.
- 2 The Chair of the relevant Award Board must agree to each request and the initial Fail grade must be recorded at the Panel meeting as the first of the three permitted attempts to pass the module. Each such failure will be included in the maximum of 60 credits which a student may be allowed to retake in any one academic year.

Compensation is not available for any Fine Art modules in the programme.

12. Transitional Arrangements

12.1 The programme will change from the current one to the new CEP one in September 2015 for all stages. These changes have been discussed with current students who will take up the new CEP stage 3.

13. Mapping and Appendices:

13.1. ILO's against Modules Mapping

13.2. Assessment against Modules Mapping

13.3. Skills against Modules Mapping

13.4. Appendices

<p>Cognitive / Intellectual Skills (generic) <i>ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study</i></p>	<ul style="list-style-type: none"> • can analyse a range of information with minimum guidance using given art historical principles • can reformat a range of ideas and information towards a given purpose • can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected • can identify key problems and choose appropriate methods for their resolution 	<p>Standard and threshold benchmark levels only: 6.6, 6.7, 6.8; 6.9 (all bullet points)</p>	<p>ARHI414</p> <p>ARHI411</p> <p>ARHI414, 415, 411</p> <p>ARHI414, 415, 411</p>
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<p>Key / Transferable Skills (generic)</p> <p><i>a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</i></p> <p><i>b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</i></p>	<ul style="list-style-type: none"> • can interact effectively within a team / learning group, giving and receiving information/ideas • can manage learning using art history resources • can evaluate own strengths and weakness, challenge received opinion • can select appropriate data from a range of sources and develop appropriate research strategies • can communicate effectively in a manner appropriate art history • can identify key issues/ problems and choose appropriate tools / methods for their resolution 	<p>Standard and threshold benchmark levels only: 6.10; 6.11 (All bullet points)</p>	<p>ARHI415, 411</p> <p>ARHI415,</p> <p>ARHI414, 415, 411</p> <p>ARHI414, 415</p> <p>ARHI414, 415, 411</p>
<p>Practical Skills (subject specific)</p>	<ul style="list-style-type: none"> • able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines 	<p>No relevant benchmarks</p>	<p>ARHI414, 415, 411</p>

<p>Employment-related skills <i>c) undertake further training and develop new skills within a structured and managed environment;</i> <i>d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.</i></p>	<p>(These are from the general course aims)</p>	<p>No relevant benchmarks</p>	<p>ARHI415</p>
<p>Other</p>			

	<p>purpose</p> <ul style="list-style-type: none"> • can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected • can identify key elements of problems and choose appropriate methods for their resolution 		<p>ARHI 505, 502, 515, 506, 508, 507</p>
<p>Key / Transferable Skills (generic)</p> <p><i>iii) continued ...* and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</i></p> <p><i>a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</i></p> <p><i>b) effectively communicate information, arguments, and analysis, in variety of forms, to specialist and non specialist audiences, and deploy key techniques of the discipline effectively;</i></p>	<ul style="list-style-type: none"> • can interact effectively within a team / learning group, giving and receiving information/ideas • can manage learning using resources for the discipline • can evaluate own strengths and weakness, challenge received opinion • can select appropriate data from a range of sources and develop appropriate research strategies • can take responsibility for 	<p>Standard and threshold benchmark levels only: 6.10; 6.11 (All bullet points)</p>	<p>ARHI 506</p> <p>ARHI 505, 502, 515, 506, 508, 507</p> <p>ARHI 505, 515, 507</p> <p>All Stage 2 (Level 5) modules but esp: ARHI 505, 502, 515, 506, 508, 507</p>

	<p>own learning with minimum direction</p> <ul style="list-style-type: none"> • can communicate effectively in a manner appropriate to the relevant discipline(s) • can identify key issues/ problems and choose appropriate tools / methods for their resolution 		
Practical Skills (subject specific)	<ul style="list-style-type: none"> • able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines 	No relevant benchmarks	ARHI 506,
<p>Employment-related skills</p> <p><i>ii) continued ...**including, where appropriate, the application of those principles in an employment context;</i></p> <p><i>c) undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations;</i></p> <p><i>d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.</i></p>	(These are from the general course aims)	No relevant benchmarks	ARHI 506
Other			

Programme Intended Learning Outcomes Map	Honours Degree Level		
1 Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) The FHEQ requirements are already given here in italics	Aim	Subject Benchmark	Related Core Modules
<p>Knowledge/ Understanding</p> <p><i>i) a systematic understanding of their area(s) of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;</i></p> <p><i>ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</i></p> <p><i>iv) an appreciation of uncertainty, ambiguity and the limits of knowledge;</i></p> <p><i>a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;</i></p>		<p>Benchmark standards: 6.4, bullet points 1/2; and 6.5 bullet points, 1/ 2.</p> <p>Benchmarks: 6.4 and 6.5, bullets 5/6.</p> <p>Benchmarks: 6.5 and 6.6, bullets 4 and 6.</p> <p>Benchmarks: 6.6 and 6.7, bullet point 2.</p>	<p>ARHI 605,608 and also ARHI604, 619, 620, 607</p>

<p>Cognitive / Intellectual Skills (generic)</p> <p><i>iii) conceptual understanding that enables the student:</i></p> <ul style="list-style-type: none"> - to devise and sustain arguments, and / or solve problems, using ideas and technique, some of which are at the forefront of a discipline; and - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline; <p><i>b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;</i></p>		<p>Benchmarks: 6.6, bullet 6.</p> <p>Benchmarks: 6.6, bullets 5 and 6.</p>	<p>ARHI 605,608 and also ARHI604, 619, 620, 607</p>
<p>Key / Transferable Skills (generic)</p> <p><i>v) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).</i></p> <p><i>c) communicate information, ideas, problems, and solutions to both specialist and non specialist audiences;</i></p>		<p>Benchmarks: 6.8, bullets 3, 4 and 5.</p> <p>Benchmarks: 6.10 bullet 1.</p>	<p>ARHI 605, 608</p>
<p>Practical Skills (subject specific)</p>		<p>Benchmarks: 6.10, bullet 5; 6.9 bullet 4, 6.7, bullet 3.</p> <p>Benchmarks: 6.7, bullet point 3; 6.6, bullet point 3</p> <p>Benchmarks: 6.8, bullet points 3 and 5.</p>	<p>ARHI 605, 608 and also ARHI604, 619, 620, 607</p>

<p>Employment-related skills</p> <p>d) qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility; - decision making in complex and unpredictable contexts and - the learning ability needed to undertake appropriate further training of a professional or equivalent nature. 		<p>Benchmarks: none relevant</p> <p>Benchmarks: none relevant</p>	<p>ARHI 605, 608</p>
<p>Other</p>			

ILO's & Assessment against Modules Mapping (Fine Art component)

Programme Intended Learning Outcomes Map	BA (Hons) Fine Art/Art History Certificate Stage 1		
Core Programme Intended Learning Outcomes mapped to FHEQ requirements	Module Aims (MA) and Programme Aims (PA)	SEEC	Related Core Modules where taught & assessed
Knowledge and Understanding			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of contemporary art practice, further study, research and self-fulfilment	to introduce students to an understanding of the relevance of past and current Fine Art practice and theory (MA)	A	ART407
- understand the critical and contextual dimensions of contemporary fine art practice in relation to the socio-cultural, political and historical contexts in which it operates	this module introduces students to the characteristic procedures, methodologies, and objects of study within Art History and contemporary studio practice (MA).	A,B	ART409
- be aware of the environmental, ethical, social and cultural implications of contemporary art practice	to enable students to develop approaches and methods of research in relation to a specific site - its histories and contexts	A, B, F	ART409

	(MA)		
- understand and contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts	to provide students with the necessary knowledge and understanding to approach art practice and the history of art and visual culture with an awareness of their prominent position throughout history and of their broader cultural, social, theoretical, historical and contemporary contexts (PA2)	A,B	ART409
Cognitive/ Intellectual Skills			
- analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation	to encourage students to critically reflect on their own practice, and that of others, in both art and art history and to interrogate the cultural, political and social import of those practices (PA3).	C,F	ART407, 409, 410
- formulate reasoned responses to the critical judgements of others	to encourage students to critically reflect on their own practice, and that of others, in both art and art history and to interrogate the cultural, political and social import of those practices (PA3)	B,D,E,L	ART407, 409, 410
- source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources	to introduce students to methods for the interpretation of artists' work (MA)	D,J	ART407, 409, 410
- recognise and utilise the potentials offered through interdisciplinary approaches	to introduce students to: a range of contemporary art practices and theories (MA)	C,E	ART407

to contemporary practice in art			
- generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs	to enable students to explore and realise ideas through creative interaction between concepts, approaches, and material and technical processes (MA) (MA)	F,D	ART410
- articulate ideas and information comprehensibly in visual, oral and written forms	to enable students to explore the interaction between approaches, contexts, and outcomes in the development of individual or collaborative art practice (MA)	D,F	ART407, 409, 410
- use visual languages to investigate, analyse, interpret, develop and articulate ideas and information	to enable students to produce conceptual, material and/or written responses to a specific site - its history and contexts (MA)	C,D,E	ART407, 409, 410
Key Transferable Skills (Generic)			
- study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills	to provide educational environments and academic frameworks that [...] give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferable skills (PA4)	K,J	ART407, 409, 410
- take responsibility for their own learning	to enable students to develop effective organisation and evaluation of learning and time management	I, K	ART407
- anticipate and accommodate change, and	to facilitate the exploration of approaches, processes, ideas,	H, K, M	ART407, 409, 410

work within contexts of ambiguity, uncertainty, and unfamiliarity.	theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and dissemination (Fine Art PA1)		
- interact effectively with others, for example through collaboration, collective endeavour and negotiation.	to enable students to develop an understanding of approaches to collaboration within contemporary art (MA)	G	ART407, 409, 410
- identify personal strengths and needs through self-evaluation	to enable students to develop effective organisation and evaluation of learning and time management (MA)	I, L	ART407, 409, 410
- select and employ communication and information technologies.	to enable students to develop approaches and methods of research...	H	ART407, 409, 410
- observe health and safety and good working practices.	to introduce students to a range of material processes and equipment, as appropriate inc H&S (MA)	H,O	ART407
- use relevant technologies as communication and research tools through the internet, archives and library	to enable students to test methods of dissemination including in a reflective professional portfolio (MA)	H,J,K,L	ART 409, 410
Employment-related Skills			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways for application within professional arts practice or	to provide students with a range of skills appropriate to professional practice, employment in the cultural industries, postgraduate study and lifelong learning (PA5).	A,F,L,M	ART409

employment in the cultural sector.			
- apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice	to enable students to explore the interaction between approaches, contexts, and outcomes in the development of individual or collaborative art practice (MA)	D,F,N	ART409
- apply resourcefulness and professional skills to support their own practice, and/or the practice of others	to enable students to develop an understanding of approaches to collaboration within contemporary art (MA)	G,L	ART407
- present ideas and work to audiences in a range of situations.	to enable students to test methods of dissemination including in a reflective professional portfolio (MA)	H,K,L	ART407, 409, 410
Practical Skills (Subject Specific)			
- employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice	to provide a studio environment that supports and reflects the active and reflective modes of learning integral to Fine Art practice, including experimentation, speculation, material investigation and experiential learning (Fine Art PA3)	H,N,O	ART407, 409, 410
- select, test and make appropriate use of materials, processes and environments	to introduce students to a range of material processes and equipment, as appropriate inc H&S.	H,N,O,M	ART407
- develop ideas through to material outcomes, for	to enable the development of subject-specific conceptual and	H,N,M	ART407, 409, 410

example images, artefacts, products and processes, or texts	technical skills in order to facilitate an individual or collaborative contemporary art practice...(PA)		
- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	to enable students to explore and realise ideas through creative interaction between concepts, approaches, and material and technical processes (MA)	K,J,L	ART407
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	to enable students to produce conceptual, material and/or written responses to a specific site - its history and contexts (MA)	N,O,K	ART409
- recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner	to introduce students to methods of dissemination (MA)	H,J	ART409
-recognise the implications of and potential for emerging media and technologies for contemporary fine art practice	introduce students to connections between approaches and technical processes in the development of individual or collaborative contemporary art practice (MA)	N	ART409

Programme Intended Learning Outcomes Map	BA (Hons) Fine Art/Art History Diploma Stage 2		
Core Programme Intended Learning Outcomes mapped to FHEQ requirements	Module Aims (MA) and Programme Aims (PA)	SEEC	Related Core Modules where taught & assessed
Knowledge and Understanding			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of contemporary art practice, further study, research and self-fulfilment	to enable students to develop an understanding and awareness of contextual frameworks in relation to art practice and professional practice (MA)	A,C	ART506a
- understand the critical and contextual dimensions of contemporary fine art practice in relation to the socio-cultural, political and historical contexts in which it operates	to enable students to develop an understanding and awareness of contextual frameworks for their professional and art practice (MA)	A,B,H	ART506a
- be aware of the environmental, ethical, social and cultural implications of contemporary art practice	to enable students to gain an understanding of different social and cultural contexts (MA)	A,B	ART506a
- understand and	to enable students to develop an	A	ART507

contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts	understanding and awareness of contextual frameworks (MA)		
Cognitive/ Intellectual Skills			
- analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation	to provide an academic framework that encourages imagination and invention, recognition of the provisional nature of knowledge, and the challenging of received ideas, codes and conventions, and to offer self-directed and independent learning ((Fine Art PA2)	A,C,E,L	ART506a ART507
- formulate reasoned responses to the critical judgements of others	to encourage students to critically reflect on their own practice, and that of others, in both art and art history and to interrogate the cultural, political and social import of those practices (PA3).	A,E,L	ART506a ART507
- source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources	to enable students to develop and realise art practice that responds to the context of the exchange destination (MA)	D,F,N	ART507
- recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art	to enable students to develop an understanding and awareness of contextual frameworks in relation to art practice (MA)	A,D,E	ART506a
- generate ideas, concepts,	to enable students to develop an	D,A,K	ART507

proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs	informed proposal for their art practice (MA)		
- articulate ideas and information comprehensibly in visual, oral and written forms	to enable students to research and experiment with materials, processes and environments in order to refine their art practice (MA)	F,N,M	ART507
- use visual languages to investigate, analyse, interpret, develop and articulate ideas and information	to enable students to develop and realise art practice that responds to the context of the exchange destination (MA)	C,D,F	ART506a
Key Transferable Skills (Generic)			
- study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills	to enable students to develop proposals for both their art practice and their professional placement (MA)	K,L	ART506a
- take responsibility for their own learning	to enable students to undertake a skills audit and take responsibility for independent learning and evaluation (MA)	K,I	ART506a
- anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.	to facilitate the exploration of approaches, processes, ideas, theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and dissemination (Fine Art PA1)	H,M,N	ART506a ART507

- interact effectively with others, for example through collaboration, collective endeavour and negotiation.	to develop students' professional practice skills through placements with external agencies (MA)	G,L,M	ART507
- identify personal strengths and needs through self-evaluation	to provide a studio environment that supports and reflects the active and reflective modes of learning integral to Fine Art practice... (Fine Art PA3)	I	ART506a ART507
- select and employ communication and information technologies.	to enable students to develop proposals for both their art practice and their professional placement (MA)	H,J,K	ART506a
- observe health and safety and good working practices.	to enable students to research and experiment with materials, processes and environments (MA)	H,O	ART507
- use relevant technologies as communication and research tools through the internet, archives and library	to enable students to further develop a reflective professional portfolio (MA)	H,J,L	ART507
Employment-related Skills			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways for application within professional arts practice or employment in the cultural sector.	to introduce students to professional practice through placements with external agencies (MA)	D,G,H,F,M	ART506a
- apply, consolidate and	to provide students with a range	A,G,H,K,N	ART506a

extend their learning in different contextual frameworks and situations, within the field of contemporary art practice	of skills appropriate to professional practice, employment in the cultural industries, postgraduate study and lifelong learning (PA5)		ART507
- apply resourcefulness and professional skills to support their own practice, and/or the practice of others	to enable students to gain an understanding of their own art practice within a new cultural context and develop independent learning (MA)	C,D,K	ART506a
- present ideas and work to audiences in a range of situations.	to develop students' professional practice skills through placements and an exhibition (MA)	B,G,H,L	ART507
Practical Skills (Subject Specific)			
- employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice	to provide students with the subject-specific conceptual and technical skills that will allow them to develop as practitioners in both fine art and art history.	N,O	ART506a ART507
- select, test and make appropriate use of materials, processes and environments	to enable students to research and experiment with materials, processes and environments in order to refine their art practice (MA)	N,O	ART506a ART507
- develop ideas through to material outcomes, for example images, artefacts, products and processes, or texts	to enable students to develop and realise art practice that responds to the context of the exchange destination (MA)	H,K,N,O	ART506a

- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	to facilitate the exploration of approaches, processes, ideas, theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and dissemination (Fine Art PA1)	D,F,N,O	ART506a ART507
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	to enable students to develop and realise art practice that responds to the context of the exchange destination (MA)	D,F,L,N	ART507
- recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner	to develop students' professional practice skills through ... an exhibition (MA)	F,L,M,G,O	ART507
-recognise the implications of and potential for emerging media and technologies for contemporary fine art practice	to further develop a reflective professional portfolio (MA)	H,N	ART507

Programme Intended Learning Outcomes Map		BA (Hons) Fine Art/Art History Degree Stage 3	
Core Programme Intended Learning Outcomes mapped to FHEQ requirements	Module Aims (MA) and Programme Aims (PA)	SEEC	Related Core Modules where taught & assessed
Knowledge and Understanding			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways in the contexts of contemporary art practice, further study, research and self-fulfilment	to provide students with the subject-specific conceptual and technical skills that will allow them to develop as practitioners in both fine art and art history (PA1)	A,D,F	ART602a
- understand the critical and contextual dimensions of contemporary fine art practice in relation to the socio-cultural, political and historical contexts in which it operates	to provide students with the necessary knowledge and understanding to approach art practice and the history of art and visual culture with an awareness of their prominent position throughout history and of their broader cultural, social, theoretical, historical and contemporary contexts (PA2)	A,B,C	ART602a
- be aware of the environmental, ethical, social and cultural implications of contemporary art practice	to enable students to produce a coherent body of work informed by research and awareness of contemporary art practice and its ethical and critical frameworks	A,B	ART602a

	and contexts		
- understand and contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts	to enable students to produce a reflective professional portfolio including contextualisation of their practice	A,E	ART602a
Cognitive/ Intellectual Skills			
- analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation	to encourage students to critically reflect on their own practice, and that of others, in both art and art history and to interrogate the cultural, political and social import of those practices (PA3).	A,E,I	ART602a
- formulate reasoned responses to the critical judgements of others	to provide educational environments and academic frameworks that stimulate debate... (PA4))	C,L	ART602a
- source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources	to provide educational environments and academic frameworks that [...] give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferable skills (PA4)	A,D,H	ART602a
- recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art	to provide students with the subject-specific conceptual and technical skills that will allow them to develop as practitioners in both fine art and art history (PA1)	A,C,F, N	ART602a
- generate ideas, concepts,	to enable students to generate	D,J,K	ART602a

proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs	ideas and write a proposal for their practice (MA)		
- articulate ideas and information comprehensibly in visual, oral and written forms	to enable advanced articulation of individual and/or collaborative concerns through material processes and self-directed learning (MA)	F,L,N	ART602a
- use visual languages to investigate, analyse, interpret, develop and articulate ideas and information	to enable students to produce a coherent body of work informed by research and awareness of contemporary art practice and its ethical and critical frameworks and contexts (MA)	A,B,D, M	ART602a
Key Transferable Skills (Generic)			
- study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills	to enable students to generate ideas and write a proposal for their practice (MA)	J,K,L	ART602a
- take responsibility for their own learning	to provide an academic framework [...] to offer self-directed and independent learning (Fine Art PA2)	I,K	ART602a
- anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.	to facilitate the exploration of approaches, processes, ideas, theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and	A,J,K M	ART602a

	dissemination (Fine Art PA1)		
- interact effectively with others, for example through collaboration, collective endeavour and negotiation.	to enable advanced and coherent articulation of individual and/or collaborative concerns through material processes and self-directed learning (MA)	G,K	ART602a
- identify personal strengths and needs through self-evaluation	to enable students to produce a reflective professional portfolio including contextualisation and evaluation of their practice (MA)	H,I,L	ART602a
- select and employ communication and information technologies.	to provide students with a range of skills appropriate to professional practice, employment in the cultural industries, postgraduate study and lifelong learning (PA5)	H,J,L, M	ART602a
- observe health and safety and good working practices.	to provide students with a range of skills appropriate to professional practice...(PA5)	G,H	ART602a
- use relevant technologies as communication and research tools through the internet, archives and library	to enable advanced articulation of individual and/or collaborative concerns through material processes and self-directed learning (MA)	H,J	ART602a
Employment-related Skills			
- articulate and synthesise their knowledge and understanding, attributes and skills in effective ways for application within professional arts practice or employment in the cultural	to enable students to produce a coherent body of work informed by research and awareness of contemporary art practice and its ethical and critical frameworks and contexts (MA)	A,D,F, N,K	ART602a

sector.			
- apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice	to enable advanced articulation of individual and/or collaborative concerns through material processes and self-directed learning (MA)	A,M,N	ART602a
- apply resourcefulness and professional skills to support their own practice, and/or the practice of others	to enable students to produce a reflective professional portfolio including contextualisation of their practice (MA)	H,M	ART602a
- present ideas and work to audiences in a range of situations.	to address issues of audience, dissemination and professional presentation (MA)	L,M	ART602a
Practical Skills (Subject Specific)			
- employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice	to provide students with a range of skills appropriate to professional practice... (PA5)	H,N,O	ART602a
- select, test and make appropriate use of materials, processes and environments	to facilitate the exploration of approaches, processes, ideas, theories and contexts within an educational environment that understands experimentation and speculative enquiry as central to artistic production and dissemination (Fine Art PA1)	A,N,O	ART602a
- develop ideas through to material outcomes, for	to enable students to produce a coherent body of work informed by	L,N,O	ART602a

example images, artefacts, products and processes, or texts	research and awareness of contemporary art practice and its ethical and critical frameworks and contexts (MA)		
- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making	to provide a studio environment that supports and reflects the active and reflective modes of learning integral to Fine Art practice, including experimentation, speculation, material investigation and experiential learning (Fine Art PA3)	J,L,N,O	ART602a
- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination	to enable students to produce a coherent body of work informed by research and awareness of contemporary art practice and its ethical and critical frameworks and contexts (MA)	B,F,N O	ART602a
- recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner	to address issues of audience, dissemination and professional presentation (MA)	A,G,L, H,N	ART602a
-recognise the implications of and potential for emerging media and technologies for contemporary fine art practice	to enable students to produce a reflective professional portfolio including contextualisation of their practice	N,J	ART602a

