

FINE ART
WITH
PLYMOUTH
UNIVERSITY

Plymouth University

Faculty of Arts

School of Art & Media

Programme Specification

BA Hons Fine Art Full-time
0506

A handwritten signature in black ink, appearing to be 'S. C. Smith', with a long horizontal line extending to the right.

Approved by Minor Change 12/11/14

1. Final award title: **BA Honours Fine Art Degree**

Level 4 Intermediate award : Certificate of Higher Education in Fine Art

Level 5 Intermediate award : Diploma of Higher Education in Fine Art

UCAS code W100

JACS code W100

1. **Awarding Institution:** Plymouth University

Teaching institution(s): Plymouth University

2. **Accrediting body** N/A

Summary of specific conditions/regulations

Date of re-accreditation

3. **Distinctive Features of the Programme and the Student Experience**

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

- Through our modes of delivery we address the needs and ambitions of a range of learners, placing them at the centre of their learning experience and enable them to learn through each other.
- We have a commitment to the development of the independent practitioner who, on graduation, can effectively use and extend their creative practice through further study, cultural engagement/ employment, research, and self-fulfilment.
- Throughout the programme we provide the opportunity to explore the dynamic relationship between modes of making, thinking and writing, 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 and supported through the breadth of technical and material processes available, as well as discursive approaches under-pinned by staff research interests and expertise.
- The Plymouth Plus *Art, Site, Context* (ART403) module, which takes place in the context of a major European city, is introduced in Semester 2 to address

understandings of site as discursive i.e. as relating to the social, historical, political, as well as geographical and collaborative contexts.

- The Socrates Exchange Programme extends to students the opportunity to develop an understanding of the European and International context in which contemporary fine art practice operates, and to which it necessarily refers. The programme also maintains international links through field trips, staff research, and staff membership of pan-European educational bodies.
- 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 and developing independent critical judgement.
- We provide a healthy balance between group learning, collaborative processes, and individual development.
- The atmosphere for study is of a friendly and supportive nature, with approachable staff and a studio culture that provides a social and dynamic environment that is crucial to study at HE within the creative arts.
- Our students can also access, through negotiation, specialist laboratories and workshops in other faculties of the University, a feature of the University's multi-disciplinary context that provides the backdrop for the cross-disciplinary possibilities of contemporary art practice.
- The fine art and faculty facilities are located within a vibrant and regenerating city, which offers possibilities for socially engaged projects, collaboration and links with outside agencies and organisations.
- The student studying at Plymouth has a wide variety of adjacent urban, rural and coastal contexts with which to engage, as well as access through field trips to other diverse contexts and sites.

4. Relevant QAA Subject Benchmark Group(s)

Art & Design

SEEC

5. Programme Structure

Programme structure and modules with credit and award requirements for Fine are as follows:

Certificate Stage

Level 4 Full-time mode (FT)

<i>Mandatory (core) modules</i>	<i>Level 4 credits</i>	<i>Option modules</i>
ART401 <i>Fine Art Intensive</i>	20	
ART402 <i>Fine Art Practice 1</i>	20	
	20	ART403PP <i>Art, Site, Context</i>
ART404 <i>Fine Art Practice 2</i>	20	
ART405 <i>Conversations in Art 1</i>	20	
ART406 <i>Conversations in Art 2</i>	20	

Progression requirements: students progressing from Level 4 to Level 5 require 120 credits. For FT students 100 Fine Art credits are mandatory.

Students may opt to take Plymouth Plus module (20 credits)

Award: Students can exit at this point with Certificate of HE in Fine Art

Diploma Stage

Level 5 Full-time

<i>Mandatory (core) modules</i>	<i>level 5 credits</i>	<i>Option modules</i>
ART501 <i>Fine Art Practice 3</i>	40	
ART502 <i>Fine Art Practice 4</i>	40	ART505 <i>International Exchange</i>
ART503 <i>Conversations in Art 3</i>	20	
ART504 <i>Conversations in Art 4</i>	20	

Progression requirements: FT students require 120 Level 5 credits in Fine Art.

Award: Students can exit at this point with a Diploma of HE in Fine Art.
(240 credits total)

BA (Hons)

Level 6 Full-time

<i>Mandatory (core) modules</i>	<i>Level 6 credits</i>	<i>Option modules</i>
ART601 <i>Fine Art Practice 5</i>	30	None
ART602 <i>Fine Art Practice 6</i>	60	
ART603 <i>Critical Project</i>	30	

Award requirements: FT students require 120 level 6 Fine Art credits.

Award: Honours Degree 360 Credits total

Award Title: BA (Hons) Fine Art

BA Hons Single Hons Fine Art & JH Fine Art Stage 1 CEP MODULE DIAGRAM 2015-16

Uni wk													CHRISTMAS		Assess & Co-curricular Period											EASTER						Assess & Co-curricular Period
	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	16	17	18	19	20	21	22	23	24		25	26	27	28	29	30

Fine Art Intensive (ART401) 20 credits	Fine Art Practice 1 (ART402) 20 credits	Art, Site, Context (ART403PP) 20 credits	Fine Art Practice 2 (ART404) 20 credits
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Conversations in Art1 (ART405) 20 credits	Conversations in Art 2 (ART406) 20 credits
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JH FA/AH*
Intensive
20 credits

BA Hons Single Hons Fine Art & JH Fine Art Stage 2 CEP MODULE DIAGRAM 2015-16

Uni wk													CHRISTMAS		Assess & Co-curricular Period											EASTER									Assess & Co-curricular Period
	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	16	17	18	19	20	21	22	23	24		25	26	27	28	29	30			

Conversations in Art 3 (ART503)
20 credits
(SH only)

Conversations in Art 4 (ART 504)
20 credits
(SH only)

AND

Fine Art Practice 3 (ART 501)
40 credits
(SH only)

Fine Art Practice 4 (ART 502)
40 credits
(SH & JH)

OR

Fine Art Practice 3a (ART501a)
20 credits
(JH only)

International Exchange (ART505)
40 credits
(SH & JH)

BA Hons Single Hons Fine Art & JH Fine Art Stage 3 CEP MODULE DIAGRAM 2015-16

Uni wk													CHRISTMAS	Assess & Co- curricular Period															EASTER					Assess & Co- curricular Period	
	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		28	29	30			

Critical Project (ART 603) 30 credits (SH only)	Fine Art Practice 6 (ART 602) 60 credits (SH only)
Fine Art Practice 5 (ART 601) 30 credits (SH only)	

Fine Art Practice 6a (ART 602a) 60 credits (JH only)
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6. Programme Aims

1. To enable the development of subject-specific conceptual and technical skills in order to facilitate an individual or collaborative contemporary art practice, through an 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 promote an understanding and awareness of broader cultural, social, theoretical, historical and contemporary contexts in order that students are able to critically reflect on how these contexts inform and relate to their own practice and those of others.
3. To give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferable skills to prepare them for professional practice, employment in the cultural industries or postgraduate study, through an intellectually and creatively challenging programme of study.
4. To provide an academic framework that stimulates debate, the identification of interests, intentions and ideas, that encourages imagination and invention, recognition of the provisional nature of knowledge, and the challenging of received ideas, codes and conventions.
5. To promote best practice in learning, teaching and assessment - to ensure the relevance of the programme by drawing on research, scholarship, creative and professional practice, and to offer self-directed and independent learning.
6. 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.

7. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed ability to:

- 1) 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
- 2) 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
- 3) be aware of the environmental, ethical, social and cultural implications of contemporary art practice.
- 4) understand and contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed ability to:

- 1) analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation
- 2) - formulate reasoned responses to the critical judgements of others
- 3) - source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources
- 4) recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art
- 5) generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs
- 6) articulate ideas and information comprehensibly in visual, oral and written forms
- 7) use visual languages to investigate, analyse, interpret, develop and articulate ideas and information

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills
- 2) take responsibility for their own learning
- 3) - anticipate and accommodate change, and work within contexts of ambiguity, uncertainty, and unfamiliarity.
- 4) interact effectively with others, for example through collaboration, collective endeavour and negotiation.
- 5) - identify personal strengths and needs through self-evaluation
- 6) - select and employ communication and information technologies.
- 7) observe health and safety and good working practices.

- 8) use relevant technologies as communication and research tools through the internet, archives and library

8.4. Employment related skills

On successful completion graduates should have developed the ability to:

- 1) - 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.

- 2) apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice

- 3) apply resourcefulness and professional skills to support their own practice, and/or the practice of others

- 4) present ideas and work to audiences in a range of situations

8.5. Practical skills

On successful completion graduates should have developed the ability to:

- 1) employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice

- 2) select, test and make appropriate use of materials, processes and environments

- 3) develop ideas through to material outcomes, for example images, artefacts, products and processes, or texts

- 4) - employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making

- 5) manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination

- 6) recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner

- 7) recognise the implications of and potential for emerging media and technologies for contemporary fine art practice

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

UCAS Code: W100

Qualifications: Applicants will be expected to have either of the following-

UCAS Tariff points score	260 points
Progression Diploma	Grade B
Foundation Diploma in General Art & Design, Fine Art, or relevant discipline	
International Baccalaureat	26 points

The BA Fine Art Programme will accept the following I4 – I9 Diplomas as an entry qualification if the application is supported by a suitable portfolio: Construction & the Built Environment; Creative&Media; Engineering; IT; Society, Health & Development.

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 such as essays and critiques of exhibitions.

Applicants with disabilities will be considered on the same basis as other applicants. If an offer is made they will then be invited to attend a DAS interview that the programme Admissions Tutor will also attend, to establish their particular needs and support requirements followed by a DAS assessment. It is therefore important that applicants declare any disability prior to interview on the application form. Special interview arrangement will be made if necessary for those with disabilities.

NB. DAS evaluation of individual students by the university specialist unit assesses their needs. The subsequent relevant information is circulated to the teaching team and subject librarians and appropriate technical and other provision is made accordingly.

Overseas students, if unavailable for interview, can be selected through the production of an electronic portfolio and a telephone interview, and are required to have achieved a IELTS English score of 6.

Applicants with Accredited Prior Learning or Accredited Prior Experiential Learning are considered on an individual basis according to the University regulations framework. We welcome applicants with APL or APEL because of the diverse experiences and contributions they can bring to the course whilst recognising that their needs may differ from standard entry students. Level 4 introductory modules are designed to identify and address differing student learning needs.

All applicants must have GCSE (or equivalent) English at Grade C or above.

Entry Requirements for BA Fine Art	
A-level/AS-level	Normal minimum entry requirements are 260 points Candidates are interviewed before an offer is made.
BTEC National Diploma/QCF Extended Diploma Foundation Course	Normal minimum entry requirements are 260 points Candidates are interviewed before an offer is made.
Access to Higher Education at level 3	Pass an Access to HE. Candidates are interviewed before an offer is made.

9. Progression criteria for Final and Intermediate Awards

N/A

10. Exceptions to Regulations

Instant Resits

Membership of PARM will be as follows:
Chair (Relevant Head of School or Nominee)
Faculty Registrar (regulatory guidance)
Senior Administrator Programmes (Secretary)
Relevant Programme Managers

Student assessment marks will remain provisional until they have been considered and ratified at the relevant Subject Assessment Panel held in June. Progression decisions remain provisional until they have been considered and agreed at the relevant AAB held in June. Resit deadlines will be decided by PARM at the meeting in January.

Compensation

Compensation is not available for any Fine Art modules in 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. The final award will comprise marks from Level 5 (Stage 2) weighting of 0.4 (40%) and Level 6 (Stage 3) weighting of 0.6 (60%).

11. Transitional Arrangements

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.

12. Mapping and Appendices:

12.1. ILO's & Assessment against Modules Mapping

1. Programme Intended Learning Outcomes Map	BA (Hons) Fine Art 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
<p>Knowledge and Understanding:</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 and self-fulfilment - 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>to support students to contextualise their own practice through lectures, conversations, tutorials, research and writing (MA)</p>	A,	ART406
	<p>to introduce students to an understanding of the relevance of past and current Fine Art practice and theory (MA)</p>	A	ART404
	<p>to enable students to develop an understanding of the concept of site within contemporary art (MA)</p>	A, B	ART403PP
	<p>to enable students to develop approaches and methods of research in relation to a specific site - its histories and contexts (MA)</p>	A, B, F	ART403PP
	<p>to introduce students to a range of art practices through visits, lectures, conversations and tutorials</p>	A, B	ART405
	<p>to enable students to further develop their critical writing and research skills (MA)</p>	A, B	ART406
<p>Cognitive/ Intellectual Skills</p> <ul style="list-style-type: none"> - analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation - source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources - recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art 	<p>to enable students to develop and gain confidence in their research, analysis and critical writing skills to support students in the production of a digital slideshow (MA)</p>	C, F	ART405 ART406
	<p>to introduce students to methods for the interpretation of artists' work (MA)</p>	D, J	ART401
	<p>to introduce students to: a range of contemporary art practices and theories (MA)</p>	C, E,	ART402

<ul style="list-style-type: none"> - generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and in response to project briefs - articulate ideas and information comprehensibly in visual, oral and written forms - use visual languages to investigate, analyse, interpret, develop and articulate ideas and information 	<p>to enable students to explore and realise ideas through creative interaction between concepts, approaches, and material and technical processes (MA)</p> <p>to enable students to explore the interaction between approaches, contexts, and outcomes in the development of individual or collaborative art practice</p> <p>to enable students to produce conceptual, material and/or written responses to a specific site - its history and contexts (MA)</p>	<p>F, D</p> <p>D, F</p> <p>C, D, E</p>	<p>ART402</p> <p>ART404</p> <p>ART403PP</p>
<p>Key Transferable Skills (Generic)</p> <ul style="list-style-type: none"> - study independently, set goals, manage their own workloads, meet deadlines and employ problem solving skills - 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 	<p>to give students the opportunity for independent learning, personal development (PA)</p> <p>to provide an academic framework that stimulates debate, the identification of interests, intentions and ideas, that encourages imagination and invention, recognition of the provisional nature of knowledge, and the challenging of received ideas, codes and conventions. (PA)</p> <p>to enable students to develop an understanding of approaches to collaboration within contemporary art (MA)</p> <p>to enable students to develop effective organisation and evaluation of learning and time management (MA)</p> <p>to support students in the</p>	<p>K, J</p> <p>H, K, M</p> <p>G</p> <p>I, L</p>	<p>ART404</p> <p>ART402 ART403PP ART404 ART406</p> <p>ART403PP</p> <p>ART402</p>

<p>- select and employ communication and information technologies.</p> <p>- observe health and safety and good working practices.</p> <p>- use relevant technologies as communication and research tools through the internet, archives and library</p>	<p>production and delivery of a presentation of research interests using a digital slideshow (MA)</p> <p>to introduce students a range of material processes and equipment, as appropriate inc H&S (MA)</p> <p>to enable students to test methods of dissemination including in a reflective professional portfolio (MA)</p> <p>to enable students to develop and gain confidence in their research ... skills to support students in the production of a digital slideshow (MA)</p>	<p>L, H</p> <p>H</p> <p>H, J, O</p> <p>H, J</p>	<p>ART406</p> <p>ART401</p> <p>ART404</p> <p>ART405</p>
<p>Employment-related Skills</p> <p>- 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.</p> <p>- apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice</p> <p>- apply resourcefulness and professional skills to support their own practice, and/or the practice of others</p> <p>- present ideas and work to audiences in a range of situations.</p>	<p>...to prepare students for professional practice, employment in the cultural industries or postgraduate study, through an intellectually and creatively challenging programme of study (PA)</p> <p>to promote an understanding and awareness of broader cultural, social, theoretical, historical and contemporary contexts in order that students are able to critically reflect on how these contexts inform and relate to their own practice and those of others (PA)</p> <p>...to prepare students for professional practice... (PA)</p> <p>to enable students to test methods of dissemination including in a reflective professional portfolio (MA)</p> <p>to support students in the production and delivery of a presentation of research interests using a digital</p>	<p>D, L, M</p> <p>A, M</p> <p>G, L</p> <p>H, K, L</p> <p>H, K, L</p>	<p>ART401 ART402 ART404</p> <p>ART403PP ART405 ART406</p> <p>ART404</p> <p>ART404</p> <p>ART406</p>

	slideshow (MA)		
<p>Practical Skills (Subject Specific)</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 environments - 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 	to introduce students to a range of material processes and equipment inc H&S (MA)	N, H,	ART401
	to introduce students to questioning of the nature of studio practice (MA)	F, N, O	ART401
	to enable the development of subject-specific conceptual and technical skills in order to facilitate an individual or collaborative contemporary art practice...(PA)	N, M, H	ART401 ART402 ART404
	to enable students to explore and realise ideas through creative interaction between concepts, approaches, and material and technical processes (MA)	K, J, L	ART402
	to enable students to produce conceptual, material and/or written responses to a specific site - its history and contexts (MA)	N, O, K	ART403PP
	to introduce students to methods of dissemination (MA)	H, J	ART404
	to introduce students to connections between approaches and technical processes in the development of individual or collaborative contemporary art practice (MA)	N	ART 404

Programme Intended Learning Outcomes Map	BA (Hons) Fine Art Diploma Stage		
Graduate Attributes and Skills	Module Aims (MA) and Programme Aims (PA)	SEEC	Related Core Modules where taught & assessed
Core Programme Intended Learning Outcomes mapped to FHEQ requirements			
<p>Knowledge and Understanding:</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 and self-fulfilment - 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, 	<p>to enable students to develop an understanding and awareness of contextual frameworks in relation to art practice and professional practice (MA)</p> <p>to inform students of key themes, theories, ideas and artworks in relation to contemporary art practice (MA)</p> <p>to enable students to gain an understanding of different social and cultural contexts</p>	<p>A, C</p> <p>A, B</p> <p>A, B</p>	<p>ART501 ART501a</p> <p>ART503 ART504</p> <p>ART505</p>

<p>- understand and contextualise their practice through the works of other contemporary arts practitioners and theoretical contexts</p>	<p>to enable students to develop an understanding and awareness of contextual frameworks</p>	<p>A</p>	<p>ART502</p>
<p>Cognitive/ Intellectual Skills</p> <p>- analyse information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review and evaluation</p> <p>- formulate reasoned responses to the critical judgments 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>- use visual languages to investigate, analyse, interpret,</p>	<p>to support students in learning how to implement and develop a critical project, using writing and other appropriate media (MA)</p> <p>to provide students with opportunities to converse on art practice and related issues (MA)</p> <p>to enable students to use effective research, analysis and presentation strategies (MA)</p> <p>to enable students to develop an understanding and awareness of contextual frameworks in relation to art practice (MA)</p> <p>to enable students to develop an informed proposal for their art practice (MA)</p> <p>to enable students to research and experiment with materials, processes and environments in order to refine their art practice (MA)</p> <p>to support students in developing critical writing</p> <p>to enable students to develop and realise art practice that responds to the context of the</p>	<p>C, D, E</p> <p>D, L</p> <p>C, D, H, L</p> <p>A, D, E</p> <p>D, A, K</p> <p>F, N, M</p> <p>C, D, E, F</p> <p>C, D, F</p>	<p>ART504</p> <p>ART503 ART504</p> <p>ART503 ART504</p> <p>ART501 ART501a</p> <p>ART502</p> <p>ART502</p> <p>ART503</p> <p>ART505</p>

develop and articulate ideas and information	exchange destination (MA)		
<p>Key Transferable Skills (Generic)</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 technologies as communication and research tools through the internet, archives and library 	<p>to enable students to develop proposals for both their art practice and their professional placement (MA)</p> <p>to enable students to undertake a skills audit and take responsibility for independent learning and evaluation (MA)</p> <p>to enable students to research and experiment with materials, processes and environments in order to develop their art practice (MA)</p> <p>to develop students' professional practice skills through placements with external agencies (MA)</p> <p>to enable students to undertake a skills audit and take responsibility for independent learning and evaluation (MA)</p> <p>to enable students to use effective research and presentation strategies (MA)</p> <p>to enable students to research and experiment with materials, processes and environments (MA)</p> <p>to support students in learning how to implement and develop a critical project, using writing and other appropriate media (MA)</p>	<p>K, L</p> <p>K, I</p> <p>H, M,</p> <p>G, L, M</p> <p>I</p> <p>H, J, L</p> <p>H</p> <p>H, J, L,</p>	<p>ART501 ART501a</p> <p>ART501 ART501a</p> <p>ART501 ART501a</p> <p>ART502</p> <p>ART501 ART501a</p> <p>ART503</p> <p>ART502</p> <p>ART504</p>
Employment-related Skills			

<p>- 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.</p> <p>- apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice</p> <p>- apply resourcefulness and professional skills to support their own practice, and/or the practice of others</p> <p>- present ideas and work to audiences in a range of situations</p>	<p>to introduce students to professional practice through placements with external agencies (MA)</p> <p>to enable students to undertake a skills audit and take responsibility for independent learning and evaluation</p> <p>to give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferable skills to prepare them for professional practice, employment in the cultural industries ... (PA)</p> <p>to enable students to gain an understanding of their own art practice within a new cultural context and develop independent learning (MA)</p> <p>to develop students' professional practice skills through placements and an exhibition (MA)</p>	<p>D, G, H F, M</p> <p>I, K</p> <p>B, I, K, L,</p> <p>C, D, K</p> <p>B, G, L, H</p>	<p>ART501 ART501a</p> <p>ART501 ART501a</p> <p>ART502</p> <p>ART505</p> <p>ART502</p>
<p>Practical Skills (Subject Specific)</p> <p>- employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice</p> <p>- select, test and make appropriate use of materials, processes and environments</p> <p>- develop ideas through to material outcomes, for example images, artefacts, products and processes, or texts</p>	<p>to provide a studio environment that supports and reflects the active and reflective modes of learning integral to contemporary fine art practice, including experimentation, speculation, material investigation and experiential learning (PA)</p> <p>to enable students to research and experiment with materials, processes and environments in order to refine their art practice (MA)</p> <p>to enable students to develop an understanding and awareness of contemporary ideas, debates, and relevant theories, in relation to an individual or collaborative fine art practice (PA)</p>	<p>C, J, K, N</p> <p>N, O</p> <p>D, N, O, A</p>	<p>ART501 ART501a ART502</p> <p>ART501 ART501a ART502</p> <p>ART502 ART505</p>

<p>- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making</p>	<p>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 (PA)</p>	<p>F, K, H, N</p>	<p>ART501 ART501a ART502</p>
<p>- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination</p>	<p>to enable students to develop and realise art practice that responds to the context of the exchange destination (MA)</p>	<p>D, F, L, N</p>	<p>ART505</p>
<p>- recognise the relationship artists have with audiences and participants and to present work to an identified audience in a coherent and professional manner</p>	<p>to develop students' professional practice skills through ... an exhibition (MA) to increase students' awareness of career opportunities (MA)</p>	<p>F, L, M, G, O</p>	<p>ART502 ART502</p>
<p>-recognise the implications of and potential for emerging media and technologies for contemporary fine art practice</p>	<p>to further develop a reflective professional portfolio</p>	<p>H, N</p>	<p>ART502</p>
<p>-recognise the implications of and potential for emerging media and technologies for contemporary fine art practice</p>	<p>to provide students with opportunities to converse on art practice and related issues</p>	<p>A, B, J</p>	<p>ART503 ART504</p>

Programme Intended Learning Outcomes Map	BA (Hons) Fine Art Degree HE Level 3 (Level 6)		
Graduate Attributes and	Module Aims (MA) or	SEEC	Related

Skills	Programme Aims (PA)		Core Modules where taught & assessed
Core Programme Intended Learning Outcomes mapped to FHEQ requirements			
<p>Knowledge and Understanding:</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 and self-fulfilment - 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>to promote an understanding and awareness of broader cultural, social, theoretical, historical and contemporary contexts in order that students are able to critically reflect on how these contexts inform and relate to their own practice and those of others (PA)</p> <p>to develop deeper understanding of contemporary debates and relevant contextual frameworks in relation to an individual and/or collaborative art practice (MA)</p> <p>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)</p> <p>to enable students to consolidate a contextual framework for their practice</p>	<p>A, B, E</p> <p>A, E</p> <p>A, B, N</p> <p>A,D, H</p>	<p>ART601 ART602</p> <p>ART601</p> <p>ART602 ART602a</p> <p>ART603</p>
<p>Cognitive/ Intellectual Skills</p> <ul style="list-style-type: none"> - analyse information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review and 	<p>to provide a studio environment that supports and reflects the active and reflective modes of learning integral to fine art practice, including experimentation,</p>	<p>C, E, F</p>	<p>ART601 ART602 ART602a</p>

<p>evaluation</p> <ul style="list-style-type: none"> - source, navigate, select, retrieve, synthesise, evaluate and manage information from a variety of sources - recognise and utilise the potentials offered through interdisciplinary approaches to contemporary practice in art - generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity... - articulate ideas and information comprehensibly in visual, oral and written forms - use visual languages to investigate, analyse, interpret, develop and articulate ideas and information 	<p>speculation, material investigation and experiential learning (PA)</p> <p>to enable students to select and implement appropriate processes for research, analysis and synthesis (MA)</p> <p>to develop deeper understanding of contemporary debates and relevant contextual frameworks in relation to an individual and/or collaborative art practice (MA)</p> <p>to enable students to generate ideas and write a proposal for their practice (MA)</p> <p>to enable students to develop and apply critical writing skills (MA)</p> <p>to develop deeper understanding of contemporary debates and relevant contextual frameworks in relation to an individual and/or collaborative art practice.</p>	<p>C, D, E, H, J</p> <p>C, D, F</p> <p>D, J, K,</p> <p>A, C, D, F</p> <p>A, C, D, K, N</p>	<p>ART603</p> <p>ART601</p> <p>ART602 ART602a</p> <p>ART603</p> <p>ART601</p>
<p>Key Transferable Skills (Generic)</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. 	<p>to support students to be independent and reflective learners (MA)</p> <p>to enable students to generate ideas and write a proposal for their practice (MA)</p> <p>to provide an academic framework ... that encourages imagination and invention, recognition of the provisional nature of knowledge, and the challenging of received ideas,</p>	<p>K,</p> <p>K</p> <p>K, I, N</p>	<p>ART601</p> <p>ART601</p> <p>ART601 ART602 ART602a</p>

<p>- interact effectively with others, for example through collaboration, collective endeavour and negotiation</p> <p>- identify personal strengths and needs through self-evaluation</p> <p>- select and employ communication and information technologies</p> <p>- observe health and safety and good working practices.</p>	<p>codes and conventions (PA)</p> <p>to enable advanced and coherent articulation of individual and/or collaborative concerns through material processes and self-directed learning (MA)</p> <p>to enable students to produce a reflective professional portfolio including contextualisation and evaluation of their practice (MA)</p> <p>to enable students to select and use appropriate information technologies at an advanced level (MA)</p> <p>to enable students to research and experiment with materials, processes and environments in order to enhance their practice</p>	<p>G, K</p> <p>H, I, L</p> <p>H, J</p> <p>H, N, O</p>	<p>ART602 ART602a</p> <p>ART602 ART602a</p> <p>ART603</p> <p>ART601</p>
<p>Employment-related Skills</p> <p>- 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.</p> <p>- apply, consolidate and extend their learning in different contextual frameworks and situations, within the field of contemporary art practice</p> <p>- apply resourcefulness and</p>	<p>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)</p> <p>to give students the opportunity for independent learning, personal development, and acquisition of subject-specific, generic and transferrable skills to prepare them for professional practice, employment in the cultural industries or postgraduate study, through an intellectually and creatively challenging programme of study (PA)</p> <p>to enable students to explore</p>	<p>A, D, F N, K</p> <p>L, K, G,</p>	<p>ART602 ART602a</p> <p>ART602 ART602a</p>

<p>professional skills to support their own practice, and/or the practice of others</p> <p>- present ideas and work to audiences in a range of situations</p>	<p>different modes of artistic production and presentation (MA)</p> <p>to address issues of audience, dissemination and professional presentation (MA)</p>	<p>F, L, M</p> <p>L, M</p>	<p>ART601</p> <p>ART602 ART602a</p>
<p>Practical Skills (Subject Specific)</p> <p>- employ appropriate materials, processes, methods, technologies and tools with skill and imagination within the context of contemporary fine art practice</p> <p>- select, test and make appropriate use of materials, processes and environments</p> <p>- develop ideas through to material outcomes, for example images, artefacts, products and processes, or texts</p> <p>- employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making</p> <p>- manage and make appropriate use of the interaction between intention, process, outcome, context, and the methods of dissemination</p> <p>- recognise the relationship</p>	<p>to enable the development of subject-specific conceptual and technical skills on order to facilitate an individual or collaborative contemporary art practice, through an exploration of approaches, processes, ideas, theories and contexts ... (PA)</p> <p>to enable students to research and experiment with materials, processes and environments in order to enhance their practice (MA)</p> <p>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)</p> <p>to enable the development of subject-specific conceptual and technical skills on order to facilitate an individual or collaborative contemporary art practice ... that understands experimentation and speculative enquiry as central to artistic production ... (PA)</p> <p>to enable students to explore different modes of artistic production and presentation (MA)</p>	<p>N, O, F</p> <p>N, O, D</p> <p>N, L, O</p> <p>N, C, E</p> <p>D, F, N</p> <p>A, L, M,</p>	<p>ART601 ART602 ART602a</p> <p>ART601</p> <p>ART602 ART602a</p> <p>ART601 ART602 ART602a</p> <p>ART601</p>

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)	N	ART602 ART602a
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Appendix 1

SEEC Southern England Consortium for Credit Accumulation and Transfer - Credit Level Descriptors for Higher Education

Level 4: HE Level 1

Development of Knowledge and Understanding (subject specific)

The Learner:

A Knowledge base: has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology;

B Ethical issues: can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.

Cognitive/Intellectual skills (generic)

The Learner:

C Analysis: can analyse with guidance using given classifications/principles

D Synthesis: can collect and categorise ideas and information in a predictable and standard format

E Evaluation: can evaluate the reliability of data using defined techniques and/or tutor guidance

F Application: can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues

Key/transferable skills (generic)

The Learner:

G Group working: can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)

H Learning resources: can work within an appropriate ethos and can use and access a range of learning resources

I Self evaluation: can evaluate own strengths and weakness within criteria largely set by others

J Management of information: can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance

K Autonomy: can take responsibility for own learning with appropriate support

L Communications: can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner

M Problem solving: can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues in the discipline

Practical skills (subject specific)

The Learner:

N Application: can operate in predictable, defined contexts that require use of a specified range of standard techniques

O Autonomy in skill use: is able to act with limited autonomy, under direction or supervision, within defined guidelines

Level 5: HE Level 2

Development of Knowledge and Understanding (subject specific)

The Learner:

A Knowledge base: has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks

B Ethical issues: is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

Cognitive/Intellectual skills (generic)

The Learner:

C Analysis: can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data

D Synthesis: can reformat a range of ideas and information towards a given purpose

E Evaluation: can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected

F Application: can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

Key/transferable skills (generic)

The Learner:

G Group working: can interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate

H Learning resources: can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)

I Self evaluation: can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgment

J Management of information: can manage information; can select appropriate data from a range of sources and develop appropriate research strategies

K Autonomy: can take responsibility for own learning with minimum direction

L Communications: can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats

M Problem-solving: can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner

Practical skills (subject specific)

The Learner:

N Application of skills: can operate in situations of varying complexity and predictability requiring application of a wide range of techniques

O Autonomy in skill use: able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

Level 6: HE Level 3

Development of Knowledge and Understanding (subject specific)

The Learner:

A Knowledge base: has a comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth, and an awareness of the provisional nature of knowledge

B Ethical issues: is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

Cognitive/Intellectual skills (generic)

The Learner:

C Analysis: can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject

D Synthesis: with minimum guidance can transform abstract data and concepts towards a given purpose and design novel solutions

E Evaluation: can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions

F Application: is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

Key/transferable skills (generic)

The Learner:

G Group working: can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict

H Learning resources: with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline

I Self evaluation: is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback

J information management: can select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance

K Autonomy: can take responsibility for own work and can criticise it

L Communications: can engage effectively in debate in a professional manner and produce detailed and coherent project reports

M Problem solving: is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution

Practical skills (subject specific)

The Learner:

N Application of skills: can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques

O Autonomy in skill use: able to act autonomously, with minimal supervision or direction, within agreed guidelines