

Programme Specification for

BA Fine Art

with exit awards in:

BA Fine Art

BA Fine Art Critical Practice

BA Fine Art Multimedia Practice

BA Fine Art Social Practice



1. Programme title	BA (Honours) Fine Art
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	BA (Honours) Fine Art, BA (Honours) Fine Art Critical Practice, BA (Honours) Fine Art Multimedia Practice, BA (Honours) Fine Art Social Practice, Dip HE Fine Art, CertHE Fine Art
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time/ Part-time

9. Criteria for admission to the programme

See the University Guide and Regulations for specific criteria for admissions to the University.

Selection of students for all levels of the programme is based upon evidence of ability demonstrated by a portfolio of art and design work at interview. In addition, it is recommended (but not essential) that students joining Level 4 of the programme have completed a Foundation course in art and design, or relevant BTEC National Diploma course.

The standard academic qualifications for entry to Level 4 are: five subjects passed at GCSE (Maths and English at C or above) and 280 UCAS points gained at A level, Foundation or equivalent.

The standard academic qualifications for entry to Levels 5 or 6 are: a Higher National Diploma or Foundation Degree in an appropriate subject or Level 4 certificate form

another BA programme.

Applications from mature students, over 21 years of age at the time of admission without formal qualifications or with relevant professional experience or non-standard qualifications are welcomed. Selection of students for all levels of the programme is based upon evidence of ability demonstrated by a portfolio of art and design work. Relevant work and life experience will be taken into consideration.

Applicants whose first language is not English will need to demonstrate appropriate language skills. For undergraduate degrees we require a minimum score of IELTS 6.0 with not less than 5.5 in any component, or equivalent. Where candidates do not meet these criteria they should attend a pre-session course.

10. Aims of the programme

The programme aims to:

- enable individuals to establish an art practice that they can sustain and develop in relation to the field of contemporary fine art;
- produce articulate and informed graduates who have knowledge and understanding of fine art and its related fields;
- produce individuals with an understanding of the relationship between contemporary fine art practice and the broader social, political and community contexts;
- enable individuals to extend their creative and intellectual abilities, technological and communication skills and to develop the expertise to make an informed contribution to the cultural, technological, social and economic needs of society in general;
- deliver a range of transferable discursive and technical skills to meet the challenges an individual is likely to encounter in a future career pathway;
- foster the awareness that culture serves a unifying role within an increasingly diversified society and the status it has within a broader global context.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The practice of fine art, incorporating an understanding of the particularity of media, and the relationship of choice of medium to technical and/or social process and stated intention.

Teaching/learning methods

Students gain knowledge and understanding through:

- an individual studio practice and other self-directed learning (including outreach work, gallery visits, library & archive research) (1);
- practice and theory based lectures

<ol style="list-style-type: none"> 2. Fine art practice in relation to its histories, the contemporary field and current critical theories and discourses. 3. The role of fine art in the context of contemporary social, political and cultural formations. 4. The process of information gathering and research and its relationship to individual and collaborative practice. 	<p>and seminars (1,2,3,4);</p> <ul style="list-style-type: none"> • individual tutorials (1,2,3,4); • group tutorials, student led presentations and critiques (peer group learning) (1,2,3,4); • workshop inductions to a broad range of technologies and social strategies as appropriate (1,2); • set and negotiated project work. (1,2,3,4). <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • live presentation of process-based coursework and exhibition (1); • documentation of visual and/or audio artefacts in oral and written form (1,2); • writing, including extended writing and short text statements at exhibition (1,2,3,4).
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Initiate processes from which art work is made, demonstrating imagination and ambition. 2. Understand the dynamic between technical realization and intention. 3. Analyse critically and evaluate ideas, themes and concepts as they arise out of practice and inform its future development. 4. Engage with complex ideas and concepts as articulated through practice and written/oral communication. 5. Adopt risk-taking strategies as a way of developing work & ideas. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • studio practice and other forms of self-directed learning (set and negotiated project work, including outreach work, gallery visits, library and archive research) (1-6); • lectures and seminars (3,4); • workshop-based practice (1,2,5); • individual tutorials that encourage the formulation and testing of ideas and their realisation (2,3,4); • student presentations that focus on the understanding and articulation of practice (3,4); • peer group learning, including group tutorials, seminars and critiques (3,4,6); • research for and production of critical writing (4,6). <p>Assessment methods</p>

<p>6. Integrate knowledge and understanding of practice with knowledge and understanding of theory, and the convergence of these categories.</p>	<p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • coursework via exhibition & live presentation of process-based work (1,2,3); • documentation of visual and/or audio artefacts in oral & written form (4,5,6); • writing, including an extended piece of writing and short text statements (4,5,6).
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate competence and professionalism in the choice and use of appropriate media, processes and social strategies through their practical application. 2. Negotiate, organize and project manage practical studio and/or outreach projects within specific defined temporal, spatial and resource parameters. 3. Acquire and apply research skills appropriate to particular ideas, themes, concepts or areas of experimentation. 4. Clearly articulate and communicate complex ideas and concepts through appropriate, visual, verbal or written methodology. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • direct workshop induction, demonstration and practical application (1); • professional practice lectures and seminars (1); • individual tutorials and group seminars (1,2,4); • peer-group learning including, group tutorials and critiques (1,2,4); • self-directed learning including studio and outreach work, workshop practice, gallery visits, library and archive research (2,3); • set and negotiated project/placement work (1,2). <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • students' practical skills are assessed through; • live presentation of process-based work and exhibition (1,2); • documentation of visual and/or audio artefacts in oral & written form (3,4); • writing, including an extended piece of writing and short text statements (4).
<p>D. Graduate skills</p> <p>On completion of this programme the</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p>

<p>successful student will be able to:</p> <ol style="list-style-type: none"> 1. Apply skills and knowledge flexibly and imaginatively to a variety of contexts, both as an individual and collaboratively as part of a team. 2. Develop practices informed by theory in appreciation of the dialogic relationship between theory and practice. 3. Be equipped to explore, plan and put into practice personal career strategies. 4. Apply initiative and be able to learn through self-critical awareness. 5. Adopt risk-taking strategies as an instinctive approach to develop work and ideas. 6. Deploy a range of communication, interpersonal and social skills applicable to the field of employment beyond the specific characteristics of the disciplinary context, and appropriate to the diversity of contemporary societies. 	<ul style="list-style-type: none"> • technical workshop, applied skills, studio and socially engaged practice (1,5); • studio and socially engaged practice, and other forms of self-directed learning including gallery visits, library and archive research (1,2,5,6); • set and negotiated project work (1,2,6); • participation in exhibitions through the duration of the programme and for the final submission, both within the university and at outside venues (3,6); • written self-evaluation (4); • extended contextual essay (6); • individual tutorials and seminars; • peer group learning including group tutorials and critiques (6). <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • Presentation in exhibition, text and documented forms (1,2,3,5,6) including: visual and/or audio artifacts, process-led and outreach work, performance, installation which were temporary and/or site-specific, textual and other writing assignments (4,6).
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

Full-time Mode

Year 1 (Level 4) - Compulsory:

- **FNA1430** Personal Development and Research (30 credits)
- **FNA1490** Exploring Practices and Ideas (90 credits)

Year 2 (Level 5) - Compulsory:

- **FNA2530** Professional Development and Reflection (30 credits)
- **FNA2590** Developing Practice and Theory (90 credits)

Year 3 (Level 6) - Compulsory:

- **FNA3630** Professional Practice and Curatorial Knowledge (30 credits)

Plus one from:

- **FNA3690** Fine Art Studio and Exhibition (90 credits)
- **FNA3691** Fine Art Critical Practice (90 credits)
- **FNA3692** Fine Art Multimedia Practice (90 credits)
- **FNA3693** Fine Art Social Practice (90 credits)

**Module choice to be logged by end of April in Year 2*

Part-time Mode

Year 1 (Level 4) - Compulsory:

- **FNA1490** Exploring Practices and Ideas (90 credits)

Year 2 (Levels 4 and 5) One from:

- To progress to Year 3: **FNA2560** Professional Development and Reflection (60 credits)
- To exit with CertHE Fine Art: **FNA1430** Personal Development and Research (30 credits)

Year 3 (Level 5) - Compulsory:

- **FNA2590** Developing Practice and Theory (90 credits)

Year 4 (Level 6) One from:

- **FNA3690** Fine Art Studio and Exhibition (90 credits)
- **FNA3691** Fine Art Critical Practice (90 credits)
- **FNA3692** Fine Art Multimedia Practice (90 credits)
- **FNA3693** Fine Art Social Practice (90 credits)

**Module choice to be logged by end of April in Year 3*

Year 5 (Level 6) - Compulsory:

- **FNA3630** Professional Practice and Curatorial Knowledge (30 credits)

12.2 Levels and modules

Level 4 (1)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

<p>Full-time students must take all of the following:</p> <p>FNA1430 <i>30 credits</i></p> <p>FNA1490 <i>90 credits</i></p> <p>Part-time students must take:</p> <p>FNA1490 <i>90 credits</i></p> <p>Part-time students wishing to exit with CertHE Fine Art take:</p> <p>FNA1430 <i>30 credits</i></p>		<p>Successful completion of Level 4 modules.</p>
<p>Level 5 (2)</p>		
<p>COMPULSORY</p>	<p>OPTIONAL</p>	<p>PROGRESSION REQUIREMENTS</p>
<p>Full-time students must take all of the following:</p> <p>FNA2530 <i>30 credits</i></p> <p>FNA2590 <i>90 credits</i></p> <p>Part-time students wishing to progress to Year 3 take the following:</p> <p>FNA2560 <i>60 credits</i></p> <p>FNA2590 <i>90 credits</i></p>		<p>Successful completion of Level 5 modules.</p>

Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: FNA3630 <i>30 credits</i>	Students must also choose at least one from the following: FNA3690 <i>90 credits</i> FNA3691 <i>90 credits</i> FNA3692 <i>90 credits</i> FNA3693 <i>90 credits</i>	Successful completion of Level 6 modules.

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
4	<i>FNA1490</i>
5	<i>FNA2590</i>
6	<i>(One of:) FNA3690, FNA3691, FNA3692, FNA3693</i>

13. Curriculum map

See attached.

14. Information about assessment regulations

Please refer to the Middlesex University Guide and Regulations:

<http://www.mdx.ac.uk/regulations/>

Automatic or Self-deferral is not permitted on any modules within the Fine Art Programme. Students wishing to defer must consult with the Assessment and Achievement Officer for Art & Design, and also inform their Level Coordinator and the Programme Leader.

15. Placement opportunities, requirements and support (if applicable)

Placement opportunities are offered through **FNA3693**. Voluntary community placements are a central and obligatory part of this module. They can be conducted in a wide variety of community settings such as day centres, special schools, health centres, hospitals, primary and secondary schools, referral units as well as in less formal and virtual settings. Many different means of community engagement are possible and you will be encouraged to propose and develop your own community contacts.

Placements are arranged through discussion and negotiation, initially with the tutor and with the relevant agency or group. Both the needs of the student and the client group are taken into account and a clear understanding of roles and responsibilities are required. Students will usually be committing themselves to the equivalent of half-day to one-day placement activity each week for approximately nine weeks. However, a more condensed involvement or residency can be considered. Presentation of project documentation together with a journal/sketchbook constitutes the major components of assessment.

Students receive regular individual tutorials and reviews. Prior to the start of the placement, the student is required to complete a proposal with updates on progress throughout the placement. The peer group meet to discuss their projects and also consider issues relevant to the practice through the professional awareness lectures and seminar programme.

All students are provided with an explanatory letter of introduction for the host agency/organisation. All students have to complete Health and Safety forms 21 and 22 required by the University before they can commence their placement. A university placement officer is available to provide guidance. Police (CRB) checks are often required for students working with children and vulnerable people.

16. Future careers (if applicable)

It is not uncommon for Fine Artists to maintain their practice and vocation in a range of other fields whilst continuing to grow as an artist post-graduation. Graduates of the Programme have not only reached a nationally recognised standard of professionalism and self-awareness as an artist, they have also garnered a range of transferable skills that are highly valued in the world of work.

The Programme supports graduates' future career prospects in a number of ways:

- presentations by visiting professionals / artists who also combine their practice with other forms of work;
- advice from staff who are also practising artists;
- professional practice is emphasised throughout the programme in order to prepare students for differing career options;
- exhibitions in the fine art project spaces and the final degree show are student managed, which allows for a management and curatorial experience that is career

focussed;

- Level 4 (Year 1 full-time) students formulate a career plan, and are encouraged to revise this throughout their time on the programme;
- the development of visual, verbal, written, cognitive and presentation skills all contribute to the programme aim of producing articulate and informed graduates who have knowledge and understanding of fine art and its related fields;
- the broad range of general skills acquired through fine art study, combined with the depth of specific knowledge, are valuable in different workplaces, and in the wider cultural environment;
- students undertaking public and community based projects engage a range of skills that allow for career developments in the areas of community arts, education, art therapy and social work.

University Careers service is available to advise and help with identifying and preparing for a wide range of specific and related career opportunities.

17. Particular support for learning (if applicable)

- Dedicated studio space and programme specific project spaces.
- Subject specialist technical staff and extensive workshops.
- All teaching staff are research active which informs their teaching.
- Extensive specialist LRS facilities and resources.
- All students are allocated a personal tutor who acts as an academic advisor and who provides pastoral care.

18. JACS code (or other relevant coding system)

W100

19. Relevant QAA subject benchmark group(s)

Art & Design
History of Art & Design

20. Reference points

- Middlesex University Guide & Regulations <http://www.mdx.ac.uk/regulations/>
- QAA Subject Benchmark Statement for Art and Design/History of Art and Architecture
- QAA Framework for Higher Education in England, Wales and Northern Ireland
- Middlesex University Learning and Teaching Policy
- Middlesex University Strategic Plan
- Student, Staff, External Examiners and Graduates feedback

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for BA (Honours) Fine Art

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The practice of fine art, incorporating an understanding of the particularity of media, and the relationship of choice of medium to technical and/or social process and stated intention.	C1	Demonstrate competence and professionalism in the choice and use of appropriate media, processes and social strategies through their practical application.
A2	Fine art practice in relation to its histories, the contemporary field and current critical theories.	C2	Negotiate, organize and project manage practical studio and/or outreach projects within specific defined temporal, spatial and resource parameters.
A3	The role of fine art in the context of contemporary social, political and cultural formations.	C3	Acquire and apply research skills appropriate to particular ideas, themes, concepts or areas of experimentation.
A4	The process of information gathering and research and its relationship to individual and collaborative practice.	C4	Clearly articulate and communicate complex ideas & concepts through appropriate, visual, verbal or written methodology.
Cognitive skills		Graduate Skills	
B1	Initiate processes from which art work is made, demonstrating imagination and ambition.	D1	Apply skills & knowledge flexibly & imaginatively to a variety of contexts, both as an individual & collaboratively as a team.
B2	Understand the dynamic between technical realization and intention.	D2	Develop practices informed by theory in appreciation of the dialogic relationship between theory and practice.
B3	Analyse critically & evaluate ideas, themes & concepts as they arise out of practice & inform its future development.	D3	Develop practices informed by theory in appreciation of the dialogic relationship between theory and practice.
B4	Engage with complex ideas and concepts as articulated through practice and written/oral communication.	D4	Apply initiative and be able to learn through self-critical awareness.
B5	Adopt risk-taking strategies as a way of developing work & ideas.	D5	Adopt risk-taking strategies as an instinctive approach to develop work and

