

## Template C4



# Programme Specification

**Title of Course:** *BA (Hons) Fine Art*

Date first produced	30/09/2012
Date last revised	28/02/2025
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Version number	12
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Fine Art
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Fine Art
Exit Award(s) and Title(s):	BA Ordinary degree Certificate of HE Diploma of HE
Course Code <i>For each pathway and mode of delivery</i>	UFART1ART01
UCAS code <i>For each pathway</i>	W100 – Full Field, WV1H – Half Field

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Fine Art, School of Arts, Kingston School of Art, Knights Park
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 Years
Maximum period of registration:	Full-time - 6 Years
Entry requirements	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> <p>Please see our course pages on the Kingston University website for the most up to date entry requirements</p>

Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	N/A
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	No

## **SECTION 2: THE COURSE**

### **A. Aims of the Course**

The course aims to conform to the threshold standards outlined in the QAA Benchmark Statement, namely enabling our students to gain subject specific knowledge and understanding, attributes and skills, and generic knowledge and understanding, attributes and skills, as outlined in this document.

The Fine Art field applies an interpretation of these benchmarks, designed to accommodate all levels of academic achievement from threshold to high level graduation.

The course aims to:

- Provide students with the teaching structures, studio environments and technical resources necessary to construct and evaluate creative work and to enable each student to develop an increasingly independent study and a personally focused learning strategy.
- Stimulate an enquiring, analytical and creative approach to contemporary Fine Art practice and provide the context through which each student can identify and develop a professional direction within the art world.
- Develop cognitive skills to support the role of imagination in the creative process and to encourage independent practice and critical self-awareness whilst encouraging the development of students' ability to communicate visual practices effectively and appropriately.
- Provide students with the skills required to identify and solve self-initiated problems, encourage their intellectual and imaginative thinking, capacities to observe and visualise and provide them with an understanding and evaluation of fine art practice.
- Develop professional skills that enable students to prepare a portfolio and documentation that supports employment, postgraduate application, residencies and exhibition proposals and that demonstrates a professional and authoritative knowledge of a critical, historical and contemporary context, and an understanding of the relationship of personal work to contemporary and historical art practice.
- Provide opportunities for students to evaluate personal and peer group work, participate in group events that contribute to the future development of their subject, and facilitate collaborative and team working skills in preparation for a wide range of employment alongside developing communication, curating and IT skills that increasingly augment creative industries and Fine Art practice.

### **B. Programme Learning Outcomes**

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate a wide appreciation of professional issues affecting contemporary and evolving fine art practice and apply a critical appreciation of the philosophical, theoretical, methodological and technological impacts on contemporary fine art practice	B1	Demonstrate advanced intellectual, analytical and critical abilities	C1	Demonstrate research abilities: searching, auditing, questioning, creating uncertainty, analysing, contextualising, documenting, collating, presenting and writing.
A2	Show an authoritative understanding of research and presentation skills	B2	Show sophisticated and informed awareness and ability to analyse current issues in contemporary fine art practice.	C2	Work collaboratively and in a team
A3	Apply a critical appreciation of social, economic and environmental factors affecting contemporary fine art practice	B3	Engage in questioning, speculative approach(es) to the acquisition of knowledge and develop question posing and problem solving abilities	C3	Work independently and engage with a range of processes and materials
A4	Demonstrate an in-depth knowledge and understanding of the negotiating and commissioning process for proposals and projects individually or as part of a team	B4	Reflect on own learning and undertake responsibility for continued learning		
A6	Apply a developed additional knowledge and understanding of				

	studio practice and the making of artworks.				
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### C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### D. Outline Programme Structure

The BA Fine Art is made up of one 60-credit and two 30-credit modules at levels 4 & 5 and one 60, one 30 and 2 15 credit modules at level 6.

All students will be provided with the University Undergraduate Regulations (UR) and an electronic copy of the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

#### BA (Hons) Fine Art

Level 4							
BA (Hons) Fine Art							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Contextualising Contemporary Practice: Fine Art	HA4106	30	4	Year long		1	
Introducing Studio Practice	FA4005	60	4	Year Long		1	
Professional Skills I	FA4007	30	4	Year long		1	

#### Exit Awards at Level 4

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Fine Art.

<b>Level 5</b>							
<b>BA (Hons) Fine Art</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Critical Issues in Fine Art: Research & Practice	HA5101	30	5	Year long		2	
Developing Studio Practice	FA5005	60	5	Year long		2	
Professional Skills II	FA5007	30	5	Year long		2	

Exit Awards at Level 5

Exchange students will take FA5005 in two 30 credit blocks.

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Fine Art.

<b>Level 6</b>							
<b>BA (Hons) Fine Art</b>							
<b>Core modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>	<b>Pre-requisites</b>	<b>Full Time</b>	<b>Part Time</b>
Future Skills Apply	AX6001	15	6	TB2		3	
Independent Research Project in Critical and Historical studies	HA6104	15	6	TB1		3	
Professional Skills III	FA6007	30	6	Year long		3	
Sustaining Studio Practice	FA6005	60	6	Year long		3	



## Exit Awards at Level 6

Level 6 requires the completion of all L6 modules.

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree.

## E. Teaching, Learning and Assessment

The **Teaching and Learning strategy** for BA Fine Art, like the subject has continuously evolved to respond to contemporary concerns, ensuring that the course is at the forefront of national and international methods and debates. Through the confident break down of boundaries and distinctions between disciplines and technologies the course can be flexible and responsive to the needs and experiences of students.

Student-centred learning is seen as a core component of the strategy. From the beginning of the Level 4, independent practice is primarily facilitated by core tutorials and critiques with further elective tutorials. An individual, research-based practice forms the basis of a student's learning and with support from staff they are encouraged to identify their concerns through material investigation.

Whilst recognising the bespoke nature of fine art practice, students are introduced to as many shared learning opportunities as possible, and the responsibilities those entail, notably in core critiques, seminars, exhibitions and peer reviews. A key feature of contemporary fine art practice, this strategy reflects the increasing amount of peer supported and cross disciplinary activity in the professional realm. The shared experience and group identity which is traditionally at the heart of an art school experience extends beyond the art school, where much emerging making, exhibiting and promotional activity is shared through equivalent networks.

The School uses the virtual learning environment (Canvas/VLE), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE.

The course reflects the reality of contemporary academic study as students often seek to balance study, part-time employment, research and domestic responsibilities. Students are therefore required to exercise high levels of self-management and planning, and module leaders undertake to publish course information and timetables at the start of each teaching block through the Virtual Learning Environment (VLE), Canvas.

**LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

**Assessment** is seen as a teaching and learning opportunity. Both formative and summative assessment are implemented.

In a briefing at the start of each module students are introduced to the specific module learning outcomes which are progressive throughout the course and the assessment criteria which remain constant as follows:

- *Experimentation: Testing of thinking through making, risk-taking and problem-solving.*
- *Analysis: Critical examination of context and interpretation of individual and related work.*
- *Communication: Realisation of intentions and skill in appropriate media*
- *Personal & Professional Development: Planning, time-management, commitment and subject engagement.*

Learning Outcomes are designed to reflect practical and cognitive development throughout the course and are understood in the context of the 4 criteria: *Experimentation, Analysis, Communication and Personal & Professional Development.*

The grading matrix provides definitions of grades for each learning outcome at each level, according to the University grade criteria, which reflects the progressive nature of learning and the accumulating experience of the student throughout the course.

#### Assessment Methods

**Summative Assessment:** A display of selected work and supplementary material is submitted as per each module descriptor.

**Formative Assessment:** Mid-module review constitutes a display of work, accompanied by a brief verbal presentation by the student to the assessors and documentation of practical and contextual research. Notes will be recorded by staff and students and consolidated on a feedback form, to be filled in by students during feedback tutorial. Formative assessment is further augmented core tutorials and critiques.

#### Teaching and learning

At the beginning of the new academic year all Level 5 and 6 students present “work in progress” to staff for a review. The Level 4 students begin the year with a series of short introductory workshops led by staff who help to support incoming students’ first academic conversations on the course. L4 students are then scheduled for Learning Resource & Technical inductions in 3D, Digital Media workshops. Held at the beginning of the course these ensure safe practice when using generic faculty resources. Further inductions in Print, Photography and Moving Image workshops can be negotiated throughout the course on request and with relevance to particular modes of enquiry.

**Core teaching** is in the form of tutorials, critiques, and practice seminars with module staff. Elective tutorials, subject workshops, exhibitions and thematic, discipline specific projects provide additional teaching and develop interchange between students in all three levels.

Core tutorials with a personal tutor occur at scheduled points throughout each Teaching Block and are thorough and focused. Students are asked to prepare for these in advance and bring an ongoing Research Log or Visual Essay (half-field) to each one. The elective teaching system enables any student to have a tutorial with other tutors across the School and with visiting professionals. Further professional context is provided by Artist/Professional talks, in which visitors from a broad range of disciplines are invited to give talks and lectures, on subjects such as artist practice,

curation, writing, fundraising, collaborative approaches, education, publishing and fundraising.

Students are expected to attend scheduled critiques throughout the year with an allocated group and a member of staff. On each occasion, a small group of students present their work for larger peer group discussion. This encourages acquisition of National Benchmark standards of teamwork, communication, presentation and analytical skills. Critiques are group discussions formed to respond to work that has been staged for the purpose, and reinforce the research, production and presentation process involved in the making and dissemination of art.

Students are encouraged to write their response to another student's work presented at the critique, taking in to account its formal and material qualities, the conceptual framework and the context (e.g. spatial, historical, artistic and ethical). Critiques enable students to present ideas and work to audiences in a studio and public environment and to formulate reasoned responses to the work and critical judgements of peers, thus identifying strengths and needs of self and colleagues as identified in the National Subject Benchmarks.

In practice seminars relevant subject material such as recently published texts, artworks or current events are discussed in small groups of students, accompanied by a member of staff. Throughout the course content is increasingly determined by students.

Ongoing verbal feedback and feed forward through a variety of encounters enables students to direct their progression throughout modules encouraging reflection and speculation as highlighted by National Benchmark standards.

Subject workshops provide the opportunity to discover new forms of practice. Based in the studio or technical workshops, these are designed to direct students' attention to particular aspects of Fine Art and provide access to practical and cognitive strategies, for example collaborative working or performance, which can be pursued further on an individual basis. Students are therefore able to develop a range of skills that are relevant and instrumental in the shape of contemporary Fine Art practice, as identified in National Benchmarks.

Students at all levels are encouraged to take part in optional study trips, in the real or virtual realm, which introduce them to public, commercial and artist run galleries and museums in London, other UK cities, and internationally.

Students are encouraged and expected to organise exhibitions in and outside the University, that can be both physical and/or virtual. Other events include film/video screenings for the School, Faculty and University. Rich and varied opportunities are available in the form of live projects, student exchanges, optional study trips and travel bursaries; adjunctive vehicles for teaching and learning, as identified in National Benchmarks.

The above represents the full range of core components and academic guidance shaping a coherent programme from Level 4 through to the end of Level 6, equipping students with highly relevant attributes for employment and further study.

## **F. Support for Students and their Learning**

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module

- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

## G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

## H. External Reference Points

QAA Subject Benchmark Statement for Art & Design:

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781\\_16](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16)

QAA Subject Benchmark Statement for History of Art, Architecture and Design:

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781\\_14](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14)

Kingston University website <http://www.kingston.ac.uk/undergraduate/>

Course page on KU website <http://www.kingston.ac.uk/undergraduate-course/fine-art/>

Course news & activities <https://blogs.kingston.ac.uk/fineart/>

## I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4			Level 5			Level 6			
		FA4005	FA4007	HA4106	HA5101	FA5005	FA5007	FA6007	FA6005	HA6104	AX6001
Knowledge & Understanding	A1	S	S			S	S	S	S		
	A2	S	S		S	S	S	S	S	S	
	A3	S	S	S	S	S	S	S	S	S	
	A4	S	S			S	S	S	S		
	A6	S	S			S	S	S	S		
Intellectual Skills	B1	S	S	S	S	S		S	S	S	
	B2	S	S	S	S	S	S	S	S	S	
	B3	S	S	S	S	S	S	S	S	S	
	B4	S	S		S	S	S	S	S	S	
Practical Skills	C1		S	S	S	S	S	S	S	S	
	C2		S			S	S	S	S		
	C3		S			S	S	S	S		

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

**Additional Information**