**Template C4**



# Programme Specification

## Title of Course: *MFA Fine Art*

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| Date last revised | 09/05/2025 |
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| Version number | 9 |
| 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): | MFA Fine Art |
| Exit Award(s) and Title(s): | PG Cert Fine Art<br><br>PG Dip Fine Art |
| Course Code<br>*For each pathway and mode of delivery* | PFART1ART01 |
| UCAS code<br>*For each pathway* | |

| | |
|---|---|
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Department of Fine Art School of Art and Architecture Kingston School of Art |
| 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 - 2 |
| Maximum period of registration: | Full-time - 4 |
| Entry requirements | Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught 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.<br>Additionally, all non-UK applicants must meet our English language requirements. |

|  | Please see our course pages on the Kingston University website for the most up to date entry requirements. |
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| 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

For the MFA award, the field aims to:

- produce students who will go on to work at a high level within the field, bringing to it innovative ideas that will challenge and progress established practices.
- provide an academic and technical education which enables the development and evaluation of individual creativity in contemporary fine art practice
- foster a developing dialogue between theoretical and practical issues which ensures a research framework appropriate to Master's level.
- provide for the acquisition of inter-personal skills necessary to practise autonomously in unfamiliar and challenging situations within the profession.
- provide the opportunity for a student to graduate with a comprehensive portfolio demonstrating innovative and original work which questions established practices through research and experimentation and the development of high levels of technical skills.
- encourage the development of mature understanding; of innovative approaches to, and applications of, research in the creation of contemporary fine art.
- provide for the progressive acquisition of in-depth knowledge, skills and technologies necessary to successfully develop a student's fine art practice
- provide students with the opportunity to engage with respected practitioners in all areas of contemporary fine art and particularly with those working within their own specialist subject.
- enable the development of a forward-looking portfolio and body of practical work that demonstrates exceptional levels of ambition and creativity.
- enable students to experience current professional practice including the development of team-working and establish their own practices.

### 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<br><br>On completion of the course students will be able to: | | Intellectual Skills<br><br>On completion of the course students will be able to | | Subject Practical Skills<br><br>On completion of the course students will be able to |
| A1 | Demonstrate an advanced knowledge of Contemporary Fine Art Practice. | B1 | Engage in sustained, in-depth research and critical analysis and the application and integration of theoretical studies throughout the process of making work. | C4 | Produce a substantial and confident body of work to a high professional standard illustrating both an in-depth application and understanding of their specialism with an advanced level of individual responsibility for creative, technical and organisational skills. |
| A2 | Express a constructively self-critical approach to their work shown through responses to modules dealing with both the practical and theoretical. | B2 | Display an appropriate level of individual creativity, vision, personal expression and intellectual ability in the chosen specialism | C1 | Utilise and integrate numerous creative platforms in the making of meaningful work. |
| A3 | Demonstrate an understanding of the relationship between theory and practice. | B3 | Show the ability to undertake, at the appropriate level, independent and sustained research, analysis and creative evaluation of history, theory and/or practice. | C2 | Respond individually and confidently to the demands of making work, showing the creative and organisational skills necessary to realise a viable solution. |
| A4 | Show an in-depth understanding of new methods, materials, processes and technologies appropriate to contemporary fine | B4 | Apply advanced critical knowledge of the contemporary contexts of fine art in evaluating their own and others' work | C3 | Display confidence in the communication of ideas effectively through a high level of visual, written and oral |

| | art, fostering an ability to use a flexible, forward looking approach to problem solving, and a thorough understanding of the uses of appropriate visual aesthetics in the successful communication of ideas and information. | | | | | presentation, showing a comprehensive application of creative and analytical skills. |
|---|---|---|---|---|---|---|

## 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

This programme is offered in full-time learning mode and leads to the award of MFA Fine Art and is available as a full-field. Entry is normally at Level 7 with prior qualifications as above (See section D). Transfer from a similar course is possible at Level 7 with passes in comparable Level 7 modules – but is at the discretion of the course team. Intake is normally in September.

## E1. Professional and Statutory Regulatory Bodies

N/A

## E2. Work-based learning

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Students will be introduced to resources such as the University Careers and Employability Service to help support their enquiries into work-based learning and encouraged by staff to access appropriate online resources. Work-based learning may be evidenced in students Contextual Document (FA7113) or in Extended Research and Professional Skills module (FA7112).

Personal tutors and the course leader will provide support for students wishing to pursue work placement or internship opportunities. While these are not formally assessed, staff can provide advice and information as part of students' career development, and agree the appropriate length and timing of any such opportunity with individual students.

## E3. Outline Programme Structure
### Year 1
TB1                     TB2                                      TB3

(60 credits)            (60 credits)
Practice and Critique   Extended Research and Professional Skills

                        **OR**

                        Advanced Practice
### Year 2
TB1                     TB2 and TB3

(60 credits)            (60 credits)
Advanced Practice       Exhibition and Dissemination

MFA Fine Art

| Level 7 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **MFA Fine Art** | | | | | | | |
| **Core modules** | **Module code** | **Credit Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Advanced Practice | FA7115 | 60 | 7 | TB3 | | 1 | |
| Exhibition & Dissemination | FA7116 | 60 | 7 | TB2 and TB3 | | 2 | |
| Extended Research and Professional Skills | FA7112 | 60 | 7 | TB2 | | 1 | |
| Practice and Critique | FA7110 | 60 | 7 | TB1 | | 1 | |

Exit Awards at Level 7

Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

## E. Teaching, Learning and Assessment

The learning and teaching strategies across the MFA Fine Art course have been designed to recognise and take account of the different ways students learn, and, as they progress through the programme, give students the opportunity to take more responsibility for their own learning. The MFA course aims to recruit students from a wide range of backgrounds who are encouraged to bring their own specific experiences to bear in discussion, presentations and the development of individual work. The programme promotes equal opportunities and good relations within its structure of group activities, the collaborative aspects of the modules and peer learning.

The course employs a range of approaches to teaching and learning, with all students undertaking online and on-site induction workshops and attending meetings with core teaching staff during Welcome Week. A combination of online and on-site lectures, seminars, group critiques and individual tutorials, study visits, presentations, workshops and final exhibition / exposition assessments support the development of practical and theoretical work. The course builds on the ethos of student self-management and peer learning, creating a learning atmosphere that may shift from year to year organically, and where critical dialogue is seen as the core creative and intellectual engine for the production of work. This makes for a distinctively shared learning experience, which encourages collaborative and group activity alongside individual research, and the consideration of new platforms for the production and dissemination of work.

All modules provide formative feedback and 'feed forward' opportunities for practice in the form of presentation, exhibition, publication, and formal discussion designed to help students reach their full potential in summative assessment. Each module is designed to interact with the next in a logical progression and students are encouraged to progress work and core conceptual concerns as they move from one module to the next.

The overall assessment requirements are consistent with the specification on assessment loading. There are clear connections and accumulative aspects to each module culminating in the 'capstone' Exhibition & Dissemination module. Through the specific modules, the curriculum offers opportunities to develop and demonstrate independent learning and thought in the form of presentation, contextual reports and documentation, exhibition, publication (digital and print) and event. These opportunities are enabled through a combination of tutorials, seminars, lectures, workshops and peer learning. Summative assessment feedback is delivered in an individual tutorial and accompanied with feedback sheets providing commentary on how well the assessment met the marking criterion and offering comprehensive feed forward. Support is available to all students through their allocated personal tutor and drop-in appointments with the Course Leader. Regular studio meetings provide a further formal conduit for effective communication with all students.

Through each module, the students are expected to present ongoing research that evidences developing contextual awareness and connect their own work to current contemporary strategies in the fine art field. The curriculum is delivered by academics who are also fine art practitioners and their professional experience and position feeds directly into the student experience developed with the module structure. Visiting speakers are programmed internally across the Department and students benefit from occasional Stanley Picker public lectures programmed by the Department. The students may take advantage of internships offered within

the University at the Stanley Picker Gallery or Dorich House and attend the Fine Art Department Lecture Series. Modules aim to equip students with discipline specific and broader skills necessary to their future ambitions such as presentation and effective communication skills, project management, digital skills and working in the public realm.

The Virtual Learning Environment (VLE) site (Canvas), 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 Canvas. Students benefit from further online and real-world access to the wider School and Faculty community through resources such as Printmaking, Photography, 3D workshops, as well as all the other Fine Art Department programmes.

All courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. There is 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.

The Department of Fine Art actively encourages and supports individuals from diverse backgrounds to apply and gain places through our interview processes. Regular open days and events which showcase student work are designed to remove barriers and provide easy access for prospective applicants to staff and current students and give them confidence to apply and provide a greater understanding of the aims and objectives of the course.

## F. Support for Students and their Learning

Students are supported by:
- A Course Leader to help students understand the programme structure
- A Module Leader for each module who coordinates the teaching and learning activities and can advise students on any specific questions related to the learning and assessment for the module
- Personal Tutors to provide academic and personal support at all stages of study Personal tutors are allocated when students join and, wherever possible, remain the same throughout a students' study time. Contact with personal tutors is likely to be greatest at the start of a student's career, however meetings are scheduled at each stage to check progress, review achievement and help students plan for the future. The personal tutor will help each student to make the transition to Masters level study and understand how to use feedback on the postgraduate course, and to gain confidence in contributing to, and learning from, constructive peer review. They will encourage students to be proactive in making links between their course and their professional and/or academic or research aspirations, encouraging them to become part of a wider disciplinary and/or professional community, including helping students to prepare for the dynamics of supervision.

  Meetings will be scheduled as appropriate to the delivery pattern of the course.
  Personal tutors will also act as the default referee for their tutees, (although students may ask other members of staff).

- A Student Achievement Officer who provides pastoral support

- Technical support to advise on the use of hardware and software and the construction of artworks
- A designated programme administrator
- An induction week at the beginning of each new academic session
- Staff-Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- Academic Skills – an Academic Success Centre that provides academic skills support, academic skills support for UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, travel, international student support, well-being, mental health, faith and spirituality etc. All these and more can be accessed through the *My Kingston* portal and the KU App.
- Disabled student support
- University Careers and Employability Services
- The Union of Kingston Students

## 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

External reference points which have informed the design of the course. These could include:
- QAA Subject benchmarks
- Other subject or industry standards

## 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 7 | | | |
| --- | --- | --- | --- | --- | --- |
| | | FA7110 | FA7112 | FA7115 | FA7116 |
| **Knowledge & Understanding** | A1 | | S | | S |
| | A2 | S | S | S | S |
| | A3 | S | S | | |
| | A4 | | S | S | S |
| **Intellectual Skills** | B1 | S | | | |
| | B2 | S | | S | S |
| | B3 | | S | S | S |
| | B4 | S | S | S | S |
| **Practical Skills** | C4 | S | | | S |
| | C1 | | S | S | S |
| | C2 | | S | S | S |
| | C3 | 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**