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**Programme Specification**

**Title of Course: MFA Fine Art**

**Date Specification Produced: February 2019**

**Date Specification Last Revised:**  **October 2021**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Guide, on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | MFA Fine Art |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Department of Fine Art  School of Arts  Kingston School of Art |
| **Programme Accredited by:** | N/A |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The MFA in Fine Art is a two-year (24-month) studio-based and research-centred programme for students who wish to explore the subtle and complex relationships between the production and dissemination of contemporary art within a context of professional excellence. The course challenges students to develop their personal vision and create meaningful and culturally relevant work in order to consolidate and strengthen their position as creative practitioners. The course encourages students to think about their future methods of practice, explore changes in the field and place their work within specific professional contexts. The MFA Fine Art incorporates a taught programme, delivered through lectures, seminars, critiques, tutorials and workshops. It is delivered through research-informed and practice-led teaching by experts within the contemporary fine art field and builds on the strengths of practice as research across Kingston School of Art. The course aims to provide developed theoretical and technical skills and primarily demands a considerable degree of self-initiated research and experimentation.

In Year 1, Teaching Block 1, students will be encouraged to pursue their individual practice with particular focus on developing their understanding of the wider theoretical and contextual positions their work might inhabit. In Teaching Block 2, students will choose from two option modules in the Department as well as a module from the Centre for Research in Modern European Philosophy (CRMEP). Students can choose to undertake a larger credit weighted Research and Professional Skills module (60 credit) or can opt to take Research and Professional Skills (30 credit) alongside the Philosophy module, Art Theory: Modernist, Avant-Garde, Contemporary (30 credit). Students who opt to take the Philosophy module might have a future ambition to progress to Doctoral study level and the module provides a comprehensive overview of key debates on Modernism and contemporary art drawn from critical philosophical texts. In choosing this module students will have the opportunity to study with students external to their immediate cohort. The Philosophy module is taught by internationally-recognised specialists and characterised by a strong emphasis on broad cultural and intellectual contexts and a distinctive sense of social and political engagement. The Research and Professional Skills modules will equip students with practical working knowledge to enable their further ambitions in the creative industries and the skills to apply effective research methods. It will provide practical advice and examples for students to draw upon through taught sessions and will enable the successful application of professional skills.

In Year 1, Teaching Blocks 3 and Year 2, Teaching Block 4 students continue to situate their practice with emphasis on external engagement and exploring potential platforms for dissemination of their work. The emphasis in this module, which crosses Year 1 and Year 2, is on continuing individual practice and / or creating interdisciplinary alliances and investigating the opportunity to work in a variety of environments both individually and collaboratively.

In Year 2 students will complete the Practice and Exhibition & Dissemination modules. Year 2 takes the depth of interrogation of students’ individual specialism and responsibilities further. The second year prioritises individual research (conducted under supervision), building on and consolidating the learning and experimentation of the first year ensuring that students develop original results and are capable of organising and implementing an independent programme of study at this level.

All students are expected to keep themselves well informed of current practice through making good use of online and real-world resources, such as exhibitions, events, conferences and professional journals. There is a close relationship between the course and the professional field and students will be expected to be outward looking, flexible and responsive to emerging issues of representation and dissemination within contemporary fine art practice. Self-initiated projects are developed to both challenge and explore current fine art practice and extend current dialogues surrounding the making and platforms for the dissemination of work. When off-site visits are scheduled, these will principally take place in London and the local area. Students that cannot take part in these optional visits will be provided with equivalent alternative resources through the module sessions and on tutorial advice.

Students are required to interrogate the positioning of their practice through sustained research, experimentation and dissemination, curatorial intervention and collaboration. The MFA Fine Art will offer students opportunities to develop practical and critical responses in relation to specific art contexts and provide a thorough preparation for professional practice and/or further research.

Contextual and historical studies are supported primarily through lectures, seminars, group critiques and tutorials which enable the student to develop their knowledge of their individual practices in relation to the field, their ability to articulate an informed critical position in relation to their own and others' work, and their ability to present their ideas coherently and imaginatively. The final examination for the MFA is in the form of a project/s, which may be through exhibition or another form of public dissemination.

The expected profile of the student group identifies recent graduates and professionals from a broad range of diverse backgrounds and art and design related disciplines who are eager and ambitious to evaluate and approach the making and presentation of art at an advanced level and apply the methods and experiences of the MFA Fine Art within the professional field.

The strong Fine Art Department culture at Kingston School of Art encourages lively debate and cross fertilisation of interests and experiences. This is facilitated through multiple collaborative opportunities, partnerships and where possible shared access to workshops, libraries and other on-site facilities, all of which play a crucial part in an individual’s growth both personally and professionally. The importance of peers, establishing a strong context within the student group, and how that relates to operating in the wider field of contemporary art are emphasised throughout the two-year student experience.

Modules are delivered in blended form, online and on-site across Kingston School of Arts’ resources at Knights Park and Penrhyn Road, with some studio provision within the Fine Art Department. Working on and off site, students are supported to develop and apply critical frameworks, debate a range of theoretical, cultural and social issues and consider a variety of approaches to communicating and publishing their own research.

Access to Kingston School of Art technical workshops supports the making of work within public health guidelines. Professional facilities include: Printmaking, Computing, Photography and Digital Imaging, 3D Workshops and Film and Sound studios.

Fine Art research is channelled through the Contemporary Art Research Centre (CARC). The Centre’s primary aim is to develop, build and provide an intellectual and creative milieu for innovation in contemporary fine art, and to seek to imagine and enact possibilities of contemporary art in contingency with social politics, technology, models of knowledge and modes of experience. The Contemporary Art Research Centre builds upon the recognised strengths of staff and student research, and hosts Department artists’ talks and opportunities that students may participate in.

The Centre has enabled the diverse outputs and activities of staff to be contained within an easily understood framework. Through this, the Research Centre has encapsulated the research outputs of staff and positioned the Departments’ research clearly so it can be both effective within an institutional context and, importantly, to be accessed and understood from the outside. This has been an important strategy to attract researchers and research students towards the Department and to build links between these communities. Through CARC, the Department has developed both its curriculum and profile through an ambitious programme of public lectures, research training and regular publishing & programming from the Centre’s base. At PhD level the Department attracts large numbers of Fine Art practitioners and researchers working within the field of contemporary fine art practice.

1. **Aims of the Field/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.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and the QAA Master’s Degree Characteristics 2020, an awareness of the undergraduate subject benchmarks for Art & Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes.

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| --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  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. | C1 | Utilise and integrate numerous creative platforms in the making of meaningful work. |
| 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 | C2 | Respond individually and confidently to the demands of making work, showing the creative and organisational skills necessary to realise a viable solution. |
| 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. | C3 | Display confidence in the communication of ideas effectively through a high level of visual, written and oral presentation, showing a comprehensive application of creative and analytical skills. |
| A4 | Show an in-depth understanding of new methods, materials, processes and technologies appropriate to contemporary fine 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. | B4 | Apply advanced critical knowledge of the contemporary contexts of fine art in evaluating their own and others’ 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. |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concessions in order to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary | Research-informed experimentation and risk-taking |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A BA Degree in a relevant subject area.

A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language.

Applicants who hold a Master’s degree from another University may be considered for RPCL (Recognition of Prior Certificated Learning) with advanced standing and exemption for 120 credits if their learning experience is considered equivalent.

All applicants are required to present a portfolio of recent work.

1. **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 (FA7115) or in Research and Professional Skills modules (FA7111 / 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 |
| FA7110 (60 credits)  Practice and Critique | FA7112 (60 credits)  Extended Research and Professional Skills  **OR**  FA7111 (30 credits)  Research & Professional Skills  PH7703 (30 credits)  Art Theory: Modernist, Avant-Garde, Contemporary | (60 credits)  FA7115 Advanced Practice |

**Year 2**

|  |  |
| --- | --- |
| TB1 | TB2 and TB3 |
| (60 credits)  FA7115 Advanced Practice | ~~(~~60 credits)  FA7116  Exhibition & Dissemination |

The MFA award is made up of three core modules each worth 60 credits and two option modules of 30 credits or one option module of 60 credits. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g., professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

**LEVEL 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OPTION 1 – YEAR 1** | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Practice and Critique | FA7110 | 60 | 7 | 1 |  |
| Extended Research and Professional Skills | FA7112 | 60 | 7 | 2 |  |
| Advanced  Practice | FA7115 | 60 | 7 | 3 | Continues to year 2 TB1 |
| **OPTION 1 – YEAR 2** | | | | | |
| Advanced  Practice | FA7115 | 60 | 7 | 1 | Continued from year 1 TB3 |
| Exhibition & Dissemination | FA7116 | 60 | 7 | 2 & 3 |  |

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| --- | --- | --- | --- | --- | --- |
| **OPTION 2 – YEAR 1** | | | | | |
| Practice and Critique | FA7110 | 60 | 7 | 1 |  |
| Research and Professional Skills | FA7111 | 30 | 7 | 2 | Co-requisite  (PH7703) |
| Art Theory Modernist, Avant-Garde, Contemporary | PH7703 | 30 | 7 | 2 | Co-requisite  (FA7111) |
| Advanced  Practice | FA7115 | 60 | 7 | 3 | Continues to year 2 TB1 |
| **OPTION 2 – YEAR 2** | | | | | |
| Advanced  Practice | FA7115 | 60 | 7 | 1 | Continued from year 1 TB3 |
| Exhibition & Dissemination | FA7116 | 60 | 7 | 2 & 3 |  |

The two paths through the course are distinct but equally coherent learning experiences.

Students who opt to take the second option above (Level 7 – Option 2) may wish to progress to Doctoral study level or pursue ambitions which involve a more sustained investigation with critical and contextual theory. Those opting to take Option 1 will have more focus on their developing careers as practitioners and the 60-credit module (Research and Professional Skills) will enable them to practically plan and apply project management skills.

Students exiting the programme with 60 credits are eligible for the award of PgCert in Fine Art.

Students exiting the programme with 120 credits are eligible for the award of PgDip in Fine Art.

1. **Principles of 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.

1. **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

1. **Ensuring and Enhancing the Quality of the Course**

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

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaires (MEQs) and a Postgraduate Survey
* Moderation policies
* Feedback from employers

1. **Employability Statement**

The Department of Fine Art has an established reputation within the national and international community and graduates go on to careers in many areas of the industry from Exhibitions and Curation through film and multimedia to publishing and assisting established practitioners to teaching and further study at Postgraduate Research level. The course enables postgraduates to explore a specialist subject area in-depth and to connect with new thinking in the field of Contemporary Fine Art Practice.

Postgraduate Fine Art graduates will be well placed to be effective in all sectors of a knowledge-based society through their capacity for creativity and through the courses emphasis on learning to be independent, creative thinkers. Through the course experience they will be well equipped to become effective creative practitioners contributing to the field of contemporary art and will be familiar with independent and collaborative working.

They may work part-time as a practitioner whilst simultaneously fulfilling management and academic roles. Commonly graduates will become self-employed and/or be in occupations involving project work and short-term contracts. They are typically found in fine art, arts administration or arts education.

Postgraduate Fine Art students have gone on to study on PhD programmes (RCA, Queen Mary University, Belfast), teaching opportunities (UEL, UAL), internships, establish small arts collectives (Beirut), curatorial positions (India, Seoul, London) and as directors of contemporary art spaces (China).

Personal tutors can play an active role in providing guidance in terms of identifying what sector of the industry a student might seek a career in. Staff member’s extensive knowledge of the industry and knowledge of the student combine to provide tailored support for that student as they enter the world of work. In addition, Personal Tutors are able to direct students to the University Careers and Employability Services and training that can help them both carry out and manage a portfolio career. More details are available on My Kingston..

1. **Approved Variants from the Postgraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

[Characteristics Statement: Master's Degree (qaa.ac.uk)](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12)

<https://www.kingston.ac.uk/postgraduate-course/fine-art-mfa/>

**Development of Field/Course Learning Outcomes in Modules**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module code** | | | **Level 7** | | | | | | | | | | | |
| FA7110 | | FA7111 | | FA7112 | | FA7115 | | FA7116 | | PH7703 | |
| **Knowledge & Understanding** | A1 |  | |  | |  | | S | | S | |  | |
| A2 | S | | S | | S | | S | | S | | S | |
| A3 | S | |  | | S | |  | |  | | S | |
| A4 |  | | S | | S | | S | | S | |  | |
| **Intellectual Skills** | B1 | S | |  | |  | |  | |  | |  | |
| B2 | S | |  | |  | | S | | S | |  | |
| B3 |  | | S | | S | | S | | S | | S | |
| B4 | S | | S | | S | | S | | S | |  | |
| **Practical Skills** | C1 |  | | S | | S | | S | | S | |  | |
| C2 |  | | S | | S | | S | | S | |  | |
| C3 | S | | S | | S | | S | |  | | S | |
| C4 | 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.**

**MFA FINE ART – COURSE DIAGRAM**

**OPTION 1 - YEAR 1**

**TB1 TB2 TB3**

FA7115 Advanced Practice (continues in TB1 Yr 2)

60

FA7112 – Extended Research and Professional Skills

60

FA7110 – Practice and Critique

60

**OPTION 1 - YEAR 2**

**TB1 TB2 TB3**

FA7115 Advanced Practice

(continued from TB3 Yr 1)

60

FA7116 Exhibition & Dissemination

60

**OPTION 2 – YEAR 1**

**TB1 TB2 TB3**

FA7115 Advanced Practice

(continues in TB1 Yr 2)

60

FA7111 – Research and Professional Skills

30

FA7110 – Practice and Critique

60

PH7703 – Art Theory Modernist, Avant-Garde Contemporary

30

**OPTION 2 – YEAR 2**

**TB1 TB2 TB3**

FA7115 Advanced Practice

(continued from TB3 Yr 1)

60

FA7116 Exhibition & Dissemination

60

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s) and Title(s):** | MFA Fine Art |
| **Intermediate Award(s):** | PG Cert Fine Art  PG Dip Fine Art |
| **Minimum period of registration:** | 2 years full time |
| **Maximum period of registration:** | 4 years full time |
| **FHEQ Level for the Final Award:** | Masters Award, Level 7 |
| **QAA Subject Benchmark:** | [QAA Master’s Degree Characteristics](https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12) |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art |
| **Department:** | Fine Art |
| **Course/Route Code:** | PFART1ART01 |
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