

UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

MA FINE ART

This document is a hybrid version for 2016/17¹

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2016/17]

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes 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 unit can be found in the Unit Descriptors.

¹This version combines Section A of the new 2016/17 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

Section A – Material Course Information

| | | | |
|---|---|--|-------------|
| Validating Body | University for the Creative Arts ² | | |
| Final Award Title and Type | Master of Arts | | |
| Course Title | Fine Art | | |
| Course Location and Length | Campus: Farnham | Length: Full-time: 1 year Part-time: 2 years | |
| Period of Validation | 2012/13 to 2016/17 | | |
| Name of Professional, Statutory or Regulatory Body | Not Applicable | | |
| Type of Accreditation | Not Applicable | | |
| Entry criteria and requirements ³ | | | |
| <ul style="list-style-type: none"> • A good Honours degree (normally 2:1 or above) or equivalent qualification in your chosen subject or a related discipline, and/or; • Relevant work experience, demonstrating your ability to study at postgraduate level. | | | |
| <u>Minimum English language requirements:</u> | | | |
| <p>If your first language is not English a certificate is required as evidence that you have an average IELTS score of 6.0 or equivalent. If you are applying as an international student from a country outside the EU and require a visa to study in the UK, you will also need a minimum of 5.5 in each individual component.</p> <p>You may be offered a place on a course on the condition that you improve your English language and study skills. We offer pre-sessional English language courses which can improve your IELTS score by a maximum of 1.0 and 0.5, or equivalent.</p> | | | |
| Overall methods of assessment ⁴ | Written exams: | Practical exams: | Coursework: |
| Course | 0% | 0% | 100% |
| Overall Learning & Teaching hours ⁵ | Scheduled: | Independent: | Placement: |
| Course | 30% | 70% | 0% |

² Regulated by the Higher Education Funding Council for England

³ This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

⁴ As confirmed for the KIS course stage data: the overall percentage in terms of Written exams; Practical exams and Coursework

⁵ As confirmed for the KIS course stage data: the overall percentage by stage

| | | | | |
|---|--|---|-----------|---|
| General level of staff delivering the course ⁶ | The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support. | | | |
| Mode of Study | Full-time | ✓ | Part-time | ✓ |
| Language of Study | English | | | |
| Subject/Qualification Benchmark Statement: QAA Master's Degree Characteristics | | | | |
| Framework for Higher Education Qualifications (FHEQ) | | | | |

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|--|--------------|---------------------|-----------------------|---|
| The course structure | | | | |
| The structure of all of the University's awards complies with the University's Common Credit Framework. All students are registered for a particular award. Exit awards are available to students in line with 6.7 of the Common Credit Framework. | | | | |
| Unit codes and titles | Level | Credit value | Elective/ Core | If elective is this the most popular student choice? |
| FFAR7008 Context and Method | 7 | 30 | Core | |
| FFAR7009 Testing Critical Practice | 7 | 30 | Core | |
| FFAR7010 Project Development and Consolidation | 7 | 60 | Core | |
| FFAR7011 Project Resolution | 7 | 60 | Core | |

⁶ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

COURSE AIMS

1. To develop students' critical faculty to be conversant with current debates within Fine Art at postgraduate level.
2. To ensure students are professionally equipped to sustain a practice that is able to withstand the challenges of a demanding socio-economic context.
3. To establish dialectical frameworks for conceptual thinking, which enable students to extend critical discourse within contemporary Fine Art practice.
4. To encourage student defined networks across a range of platforms for realising intentions through the exploration of a diverse range of external dissemination opportunities.
5. To develop specialist technical and applied skills that are informed by selected critical methodologies for Fine Art practice.
6. To locate opportunities for trans-disciplinary methodologies, which challenge the definitions of singular and inter-disciplinary Fine Art practice.

COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

- LO1 Articulate the impact of current debates within the context of Fine Art and demonstrate how selected critical ideas, concepts and processes have informed approaches to practice.
- LO2 Identify and embed relevant critical and theoretical ideas within own parameters for a research project and implement this through research, writing and practice.

Understanding

- LO1 Demonstrate a rigorous understanding of the relationship between theory, practice and dissemination in the formation of a robust professional practice.
- LO2 Demonstrate a synthesis of conceptual and practical aims and provide analysis and critical reflection of situating own practice in appropriate critical contexts relevant to Fine Art.

Application

- LO1 Employ a speculative approach to the development and realization of ambitious practical responses that utilize appropriate technical and material concerns in context of a critical framework for Fine Art practice.
- LO2 Demonstrate the ability to identify and engage with a range of relevant external sites that provide opportunities for professional practice, dissemination and communication with a range of audiences.

SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

MA Fine Art at Farnham provides a critically focused postgraduate course that aims to respond to current approaches to practice within the context of Fine Art. Supported by key contemporary theoretical debates encompassing a range of critical methodologies, students establish a conceptual framework to test models of dissemination through practice.

The course provides opportunities for a range of specialist, interdisciplinary and trans-disciplinary practices to be developed in context of the extensive resources available within the department and across the campus. The robust nature of these resources allows students to pursue a medium specific investigation or devise unfamiliar, more speculative methodologies for practice that span disciplinary contexts and material processes. The bronze foundry, print-media studio and computer aided cutting and modelling facilities for example provide key opportunities for the potential of utilizing industrial and digital environments to develop technologically assisted methods of production in a Fine Art context.

Central to this approach is the acknowledgement that all practice must operate from a critical motivation that is identified as a key concern by the students themselves. To enable this to be conceptually articulated, the course assists students to gain confidence in establishing individual strategies for practice through an understanding of the complex nature of context and method. This provides the framework for a set of core concerns in research and practice but also promotes the notion that all forms of work require a public forum. Therefore, both throughout and on completion of the course, there is a strong emphasis on students to actively externalize their work beyond the familiarity of an institutional context. As part of this process students will explore conventional and contingent types of exhibition practice that are framed by a strong understanding of the interconnected nature of theory, practice and dissemination.

To promote this further, and where appropriate, students will be encouraged to work collaboratively with specialists that will extend practice into a trans-disciplinary project. This supports the underlying aim of how students form strategic networks, not only to exhibit but also to see this as part of developing and realising ambitious critical ideas.

The MA Fine Art course at UCA Farnham aims to ensure that graduating students are equipped with a professional practice that is able to withstand the challenges of the current socio economic climate.

Stage One

Stage One comprises of two units **Context and Method** and **Testing Critical Practice**.

These are fundamental to students developing understanding of approaches to research and practice at Postgraduate level.

Context and Method introduces students to research methodologies and practices appropriate to Postgraduate study. The focus of **Method** within this unit is on articulation of ideas through an emphasis on practice-based responses to individual research aims, which will inform the realisation of a project proposal. Students will learn how to develop research concepts through reflection, analysis, making and presenting. These are key components of postgraduate study throughout the course. Outcomes will evolve out of taught sessions leading to an independent response to the complexities of analysis and selection. **Context** develops students understanding of theoretical ideas across a number of interconnected themes. Students are introduced to key debates relevant to considering current developments in Art. These also have wider implications for culture and other related industries.

A key aspect of this unit that is central to the early stage of the course is how students site themselves within the range theoretical ideas that may be exposed through interrogation of materials and/or subjects. Through a series of lectures and seminars and through independent study, students will gain a stronger understanding of the role of situated knowledge, ethics reflexivity and research governance.

Testing Critical Practice enables students to independently review and develop their own practice by actively engaging with sets of conceptual and theoretical concerns in a speculative context. This unit enables students to consider their own work and research within alternate frameworks and readings. By engaging with these processes it is possible that new and not previously considered readings may emerge that could form the basis of a substantial shift in practice for the student. Students will continue to be introduced to current debates. Students will generate an archive of material underpinned by theoretical concerns, which will act as a source from which to clarify the parameters for practice to inform Stage Two. The unit culminates in a body of work that is documented online and a research activity that informs the research project proposal for Stage Two. Students will also have the opportunity to contribute towards a printed journal produced through UCA.

Stage Two

Project development and consolidation forms the basis for this second stage. Beginning with the research proposal. Students will actively develop a more cohesive and sustained exploration of ideas targeted to their own practice as defined in the research proposal.

Through self initiated research culminating in a symposium and external exhibition students will be required to demonstrate a synthesis of aims across theory and practice. Furthermore they will have considered appropriate dissemination opportunities relevant to individual concerns. To assist this they will have the opportunity to engage in dialogue with a range of external practitioners involved in curating exhibitions.

In addition students will engage in the process of sharing critical discourse with an audience outside of the peer group and essentially to develop confidence with regards to criticism.

Stage Three

Develops towards a group exhibition of student's practice within the context of a curated final exhibition. The resolution of a project's research and its outcomes will demonstrate the students' ability to synthesise key aspects of the course. Students will utilise networks and previous contacts to develop work and resolve conceptual ideas. The Unit within which students progress through the final stage of the course is **Project Resolution**. Students will attain a level of sophistication with regards the necessity of identifying a personal understanding of subject and its complex relationship with theory and practice.

LEARNING, TEACHING AND ASSESSMENT⁷

Learning and Teaching Strategy (of the course)

Several different learning and teaching methods are used at the University, and may be used on your course. These are defined as follows:

Tutorials

Throughout each unit there will be points where progress is monitored throughout. These take the form of tutorials. You will receive a meeting with one or two staff, reviewing work from that unit to date.

The discussion will focus upon achievement of criteria to ensure you are focused upon the aims and outcomes of the unit. The outcome of this discussion will be a series of action points your tutor will agree with you and importantly at that point you will have achievement mapped across the criteria matrix. You will not be given a grade at that point but you will clearly see areas where you are performing well and those areas that require development. You will see a cross or tick indicating the point at which both you and your tutor will agree achievement currently.

You will need to record your progress in the form of a reflective journal. It is yours and the tutor's responsibility to record the content and discussion resulting from tutorials.

Lectures

Lectures are the principal teaching method used for the presentation and discussion of theoretical issues. They are used to focus on issues central to a unit and are often used in conjunction with seminars to extend and examine the issues raised. Your lecture notes are a valuable adjunct to other information sources and may prove useful to you long after completion of your course.

Seminars

Seminars provide an opportunity for dialogue and interaction between staff and students. Seminars may be used to support lectures, or may be central to practical delivery.

Self-managed independent study

Self-managed independent study forms an essential part of your course. It is important that you develop an organised and effective approach to independent study to enable you to complete and extend projects and take full advantage of learning resources at the University and elsewhere. Independent study may take place at your home, at the University (for example, in the Library) or externally (for example, at museums or exhibitions). It is suggested that you keep a record of private study undertaken for discussion with staff.

Symposium

A form of seminar presentation utilising an audience of interested participants. Presentations are usually made by a panel of experts in the relevant/specific field. Information is disseminated and analysed collaboratively in the context of the symposium

⁷ Include reference to the following, where appropriate: PDP, online learning, independent learning, exchange, placement, employability & employer engagement

usually culminating in some form of publication or public form of dissemination in some form.

Projects

Projects combine formal teaching and independent study on a focused task with a defined outcome. They may be initiated by staff, or jointly between staff and students. The outcomes of projects vary according to courses; for example, it may be a slide presentation, a written report or a product. Each project culminates in some form of review or critique. Practical Work projects will be set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles. Depending on the equipment and processes used, this may involve an introduction to safe working practices through technical demonstrations that you must attend before commencing personal practical work.

Group work

Group work is recognised as an important educational experience in its own right and is valued by many employers. Assessment aims to balance the merits of group achievement and individual performance.

Project Proposals

Project Proposals are used on many courses. Project Proposals make it possible to focus your course in a way that reflects your own interests and aspirations, within the scope of the course. Project Proposals are one way of helping you to negotiate and plan your studies with staff, agreeing the aims of your work. Your Project Proposals and study plan will form part of the Unit Handbook for relevant units.

Student presentations

Student presentations comprise one student or a group of students giving an illustrated talk on an agreed subject to a group of their fellow students. This enables students to share their experiences and learning, and develop the knowledge and understanding of the group as a whole. A primary function of presentations is to develop your skills and ability in verbal communication.

Study Visits

Study Visits may involve visits to designated exhibitions, Projects, Art fairs, Media fairs, conferences, Cultural Centres, symposia, talks and presentations.

Online learning environments

As a University we have MyUCA an online portal where you can find details of Units, Lectures, support for your study and a live notice board for course information. There are many ways in which staff and students can utilise MyUCA. To enhance and develop learning and on-course support. You will be introduced to MyUCA as a general course online portal and as a Unit specific space. This may also include the use of blogs and websites.

Communications

We communicate with you via a number of sources but primarily email, MyUCA and Course notice boards. We will also text message when necessary.

Employability & employer engagement

Throughout the course you will be exposed to professional artists, curators and writers. All the staff are practicing artists in their own right and through their expertise visiting staff are brought in to the course to contribute to Unit delivery and to provide artist talks.

How can I manage my independent study time?

During each unit, staff will explain to you the work you are expected to cover in self-

managed study time. It is essential that you organise your time so that you can carry out the required amount of independent study. Failure to do this is likely to result in your being unable to complete the work required in the time available. If you feel you need further information or help with managing your studies, please alert your tutor who will be able to help.

Unit Handbook

A Unit Handbook will be given to you at the introduction of each unit. It will include a brief, timetable, assessment deadline, study plan (where relevant) and any further information such as technical notes, additional research and reference material that you may need in order to complete the unit.

The Course Handbook:

At the start of the course, all students will be given a Course Handbook. This outlines all they need to know about the course structure and sequence and provides an outline content of each Unit.

Assessment Strategy (of the course)

Unit Assessment

This is the basic component of assessment. The credit value of each unit is proportional to its study time, provides weighting for the unit and allowing each unit mark to contribute proportionally to the end of year Stage mark. Assessment results are posted on line and written and verbal feedback is provided in accordance with University benchmarks. Each unit handbook publishes a timetable for assessment, a clear statement of assessment requirements, and the assessment methods appropriate to its outcomes and length of study. Assessment requirements will vary depending on the nature of the unit. They may be a specified list of percentage-weighted items or by a portfolio of evidence that might include [e.g.] coursework, oral presentations, or written submissions.

Final Qualification & Award

For the award of a Postgraduate Study students must have achieved a minimum of 180 credits. All units have a credit weighting.

ENHANCING THE QUALITY OF LEARNING AND TEACHING

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks in Art & Design and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives

