



Programme Specifications

BA (Hons) Fine Art

2019-2020



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Section One

Programme Specification

The Programme Specification provides a summary of the main features of the **BA (Hons) Fine Art** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your module handbooks.

Key Programme Information	
Final award	BA (Hons)
Programme title	BA (Hons) Fine Art
Teaching institution	The Northern School of Art
Awarding Institution	Arts University Bournemouth [AUB]
Professional accreditation	None
Length of programme/mode of study	3 Years Full-Time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W101
Language of study	English
External Examiner for programme:	Richard Hall New College Durham
Please note that it is not appropriate for students to contact External Examiners directly	
Date of validation	June 2019
Date of most recent review	June 2019
Date programme specification is written/revised	May 2019

Programme Introduction

The BA (Hons) Fine Art programme is designed to offer you an educational framework that will assist you in developing a viable personal art practice and equip you to take up opportunities in post-graduate education or gain employment within and beyond the creative industries.

As well as encouraging you to study international and national art-making, the programme will also assist you in becoming meaningfully engaged with the North East regions thriving art scene. To this end, you will be encouraged to appreciate the particularity of Hartlepool as a uniquely cultural and aesthetically rich place in which to make and study art.

At Level 4 curriculum is designed to initially offer you a practical and theoretical understanding of a range of technical and theoretical models of art-making that constitute the field of Fine Art. At Level 5 you will then be able to make an educated decision as to where you might wish to begin to develop your own practice and visual language and in what kind of context you might wish to display or disseminate your work. In your final year, you will develop and hone your visual languages paying particular attention to your contextual understanding of your explorations, your awareness of the industry standards of presentation and how you might facilitate the continuation of your endeavours beyond undergraduate study.

In line with the multi-disciplinary nature of contemporary Fine Art, the programme will enable you to explore a broad range of technical and theoretical models of art-making. Our dedicated studio space, expertise and technical skills base, our situation within a multi-programme art school, means you can enrich and develop your practice by taking advantage of the facilities, expertise and the technical skills base offered. This presently includes, for example, Photography, Graphics, Illustration, Film & Theatre, Textiles and Fashion degree programmes. This also allows you to be informed by, challenged by, and to potentially collaborate with, those studying on other programmes. Alongside our students who have graduated specialising in the 'traditional' disciplines of drawing, painting, printmaking and sculpture, the department already has a proven track record of students who have graduated more hybrid practices that have been enriched by technical knowledge and theoretical understanding gained by working with tutors and technical demonstrators from other programmes within the School.

Whichever mediums you choose to explore during your degree, guidance will be offered to ensure that you develop high-quality making and presentational skills, whether in, applying paint and hanging pictures, composing and printing photographs, the pacing of video editing, the safe siting of 3D work, or how you might sympathetically publicise an arts event or exhibition.

Embedded within all practical modules, and of equal importance to your exploration of the technical processes of art-making, you will be asked to consider what you might wish to create, why you might wish to make it, and where you would wish it to be situated. To this end, the programme invites you to engage with many different paradigms of art making, subject matter, genre and conceptual positioning. You will be invited to consider how certain amalgamations of materials and processes, forms and imagery might be capable of resonating meaning and how situating artworks in different spaces within and out with the gallery environment can affect that meaning.

In order to drive, enrich and contextualise your practical exploration, you will be offered art historic and theoretical modules and the opportunity to write a dissertation. These modules are also designed to assist in communicating effectively in contexts within and beyond the creative arts.

The dedicated Professional Studies module in Level 5 and other such embedded content in Level 4 and 6 will - as well as providing you with an understanding of possible career paths and operating standards within the creative industries - examine the way in which professional artists generate ideas, settle upon the subject matter and develop their practice. It will also offer you the opportunity to interact with artists and curators with regard to the implications of situating art in a variety of spaces and in front of differing types of audience.

By the end of the BA (Hons) Fine Art programme, you will have established an art practice with a personal conceptual framework and visual language. You will be able to culturally position that practice and understand how you might professionally or academically develop it. To facilitate your ability to participate fully in the world beyond education, you will also have a bank of knowledge, creative initiative and transferable skills that will allow you to gain employment within or outside the Creative Industries.

Programme Aims

- A personal practice that is shaped and informed by a comprehensive understanding of Fine Art, including a detailed knowledge of relevant historic, contemporary and professional contexts.
- An informed and innovative approach to the employment of formal principles, and material processes in relation to exploring your ideas and developing your visual language.
- The ability to apply study skills including research, referencing and critical analysis in order that you can evaluate your own work and that of other practitioners and writers.
- The ability to communicate effectively using a variety of forms (including digital media) appropriate to a range of contexts and audiences.
- An ethical, independent and, where appropriate, collaborative approach to organising, marketing and participating in arts events and opportunities
- An appropriate knowledge of the career opportunities in and out-with the Creative Industries and a foundation of transferable skills that will equip you for potential careers or postgraduate study.

Programme Outcomes

By the end of the programme you will be able to:

- Demonstrate a comprehensive knowledge of Fine Art and be capable of providing a detailed evaluation as to how your practice relates to certain historic, contemporary and professional contexts.

- Demonstrate practical and intellectual confidence in independently identifying, contextualising and resolving technical problems relating to the processes relevant to your practice.
- Demonstrate the ability to apply research to make informed independent judgements that can intellectually support your practical and written work.
- Communicate effectively, confidently and professionally in a variety of forms (including digital media) to specialist and non-specialist audience
- Demonstrate an ethical, organised and self-motivated approach to your creative practice that enables you to present and disseminate work to standards appropriate to the professional contexts of Fine Art.
- Demonstrate a readiness to sustain a professionally viable art practice, undertake post-graduate study or gain employment in or beyond the Creative Industries.

Reference Points

UK Quality Code for Higher Education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications [FHEQ]

AUB Undergraduate Regulatory Framework

The Northern School of Art Strategic Plan

The Northern School of Art Higher Education Learning, Teaching and Assessment Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for coordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used to enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team-teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar rooms.

Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take more responsibility for your learning and personal development, underpinned by formative self and peer evaluation. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of inquiry, including research, development and realisation, in response to module learning outcomes. Elements of work-related learning, such as live projects, enable you to develop your professional practice and experience of working in a commercial context. Throughout Level 5, you are also encouraged to seek and negotiate your own work experience, if suitable opportunities are available.

Level 6 – Consolidation and Expertise

In Level 6, you are encouraged, within a supportive environment, to interrogate your specialism, consider your future direction and use the opportunity to effectively and meaningfully plan, prepare and move forward. Through analysing and defining your individual direction, you will develop a range of intellectually and practically challenging work that helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and

your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, specialist academic tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy, while continuing to address any potential issues. Individual student-initiated projects are developed, negotiated and undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner.

Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

Timetabled teaching sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Flipped Learning – introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities

Independent study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module.

During these periods, tutors are not timetabled to teach you, but technician demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The School's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

Live assignments or live briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement (see below), and supporting you throughout the project, including ethical considerations, which will be undertaken on an individual basis and/or in groups.

Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

Academic tutorials

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

Seminars

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

Group critiques

These involve students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

Workshops

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

Educational visits

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

Personal Development Planning [PDP]

Personal Development and Planning [PDP] are linked to all Levels of the programme through methods of reflective practice and planning which are integral to each module and help you to plan, integrate and take responsibility for your personal, academic and career development. In dialogue with tutors through formative feedback, you are encouraged to identify strengths and areas for development and establish learning goals that might improve perceived weaknesses and enhance your strengths.

Learning Agreements

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal Development Planning. At level 6, the learning agreement includes an ethical approval process showing evidence of ethical awareness processes to overcome issues.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement and also gives you regular feedback on how your learning is developing.

At every Level of your programme, you will be provided with a Module Handbook for each module, which contains information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed; the deadline for submitting your work for assessment; and when you can expect to receive summative feedback.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-

point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

All learning outcomes must be passed to successfully complete the module.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the Undergraduate Regulatory Framework and Assessment Regulations (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 either through the Accreditation of Prior Learning [APL] route or having completed a Foundation Degree [FdA], the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

Programme Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a level of the programme, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the School following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the School following the successful completion of the second year of your programme.

For the award of a BA (Hons), you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Programme Content

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a creative practitioner within Fine Art, and to develop the skills required for employment and professional practice.

The programme's modules have been designed and organised to provide opportunities for you to develop, integrate and consolidate a wide range of knowledge and expertise, with an emphasis on creative investigation and critical

enquiry. The module structure provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for example, in Level 5 you will study double (40 credit) modules and a treble module (60 credits) in Level 6.

Level 4

The structure of Level 4 modules provides the foundation of skills and knowledge required for progression through the programme. All Level 4 modules have a value of 20 credits to aid your orientation to the discipline and to support you in managing your workload.

Two-Dimensional Analogue Practices, Time and Lens Based Practices and Three-Dimensional Practices are a suite of three 20 credit practical modules designed to introduce you to certain fundamental principles, processes and paradigms that form the basis of much contemporary Fine Art. The modules will investigate groupings of two-dimensional analogue disciplines such as drawing and painting, time and lens-based digital media such as photography and video and three-dimensional approaches to art-making such as sculpture and installation.

Through embedded introductory illustrated lecture/seminars we will offer many examples of such historic and contemporary Fine Art practice and will examine how and why artists have utilised, developed and subverted certain tenants, techniques and models. During studio and workshop-based modules, you will be invited to make practical responses to a series of set tasks and activities that will allow you to understand, explore *and challenge* a variety of formal principles and technical and conceptual approaches relating to each grouping.

The **Two-Dimensional Analogue Practices** module (20 credits) provides you with the opportunity to explore a range of key technical and conceptual processes, formal principles and paradigms of practice and theory relating to two-dimensional 'hand-made' forms of Fine Art, such as drawing, painting, collage and certain forms of printmaking. Through a series of illustrated lecture/seminars, you will be presented with a broad range of different models of historic and contemporary two-dimensional practice that propose many different material solutions relating to a wide variety of subject matter choices and conceptual aims. Through a series of practical workshops and tasks, you will be required to test models of two-dimensional art-making, in order that you can make an informed decision about the types of forms, processes and contents on which you might eventually wish to establish your personal practice and research.

The **Time and Lens Based Practices** module (20 credits) enables you to extend your skills and knowledge base in respect of time and lens-based media within a Fine Art context. Largely concentrating on the use of digital media and imaging,

you will be introduced to the critical contexts and creative possibilities of image capture, manipulation, and output.

These will include the core processes of taking photographs, scanning, image editing/manipulation and printing images. The time-based disciplines and processes of video capture, video editing and projection will also be explored, together with the possibilities of performance. You will gain a range of skills that are transferable and will allow you to document your practice or prepare marketing material.

The **Three-Dimensional Practices** module (20 credits) provides you with the opportunity to explore and extend your skills and knowledge base in relation to three-dimensional approaches to the making of Fine Art. These will indicatively include the processes and methodologies of, assemblage, mold-making, welding, carving, installation and site-specific art. In preparation for the Level 5 module **Situating Personal Practice** and as part of the embedded Professional Studies strand, you will also be introduced to digital and analogue methods of visually proposing exhibitions, installations and site-specific artworks.

Running concurrently alongside this suite of three practical modules is **Exploring Subject Matter through Drawing and Research** (20 credits) This is a hybrid module that deliberately links theory and practice. This module will offer you the opportunity to theoretically and practically explore – through drawing - the range of key historic genres and contemporary impetuses that drive contemporary art-making.

Enriched by a programme of illustrated introductory lecture/seminars, visiting speakers, and study visits, you will be asked to research and make practical responses to a key range of genres, such as still-life, landscape, the human figure as well as models of art-making that might be driven by, for example, an exploration of process, political agenda or theoretical text.

In this module, the discipline of drawing will be considered in its broadest contemporary and most formative sense - in that, it can mean, maquette-making, mono-printing, photography or storyboarding. You will be required to produce a collection of practical responses each supported by a body of contextual research.

In relation to the embedded professional studies content in this Fine Art degree, the lecture, visiting lecturer and study visit strand in **Exploring Subject Matter through Drawing and Research** will also make you aware of a range of contemporary professional Fine Art practices, presentational paradigms and curatorial strategies.

Exploring Subject Matter through Drawing and Research and the suite of three skills building modules will end as **Introduction to Personal Practice** begins so that successes and learning in this module can be referenced and built on during the final practical module of the first year.

Introduction to Personal Practice (20 credits), allows you to begin the process of developing an independent, sustainable, reflective, and contextualised personal practice and acts as a preparation for the Level 5 module **Establishing Personal Practice**.

Under the guidance of lecturers and technical demonstrators, you will be given the opportunity to choose a discipline or set of processes which you feel an affinity for and begin to explore a subject matter or conceptual position of your own choosing. Strategies will be offered in relation to generating, researching, contextualising, developing and sustaining bodies of practice. You will be able to receive further specialist academic and technical support in your chosen research area in order to continue to acquire fundamental formal principles, knowledge of material processes and relevant models of historic and contemporary theory and practice.

As part of the professional studies content that is embedded in Fine art modules you will be invited to consider how different audiences might interpret your work, and within which professional context you might eventually wish your practice to be exhibited, displayed or disseminated. This module will also introduce and allow students to test the idea of working to an increasingly negotiated and student centred mode of study.

From the Renaissance to Modernism is a 20 credit art historic module. The module is designed to equip you with a sound contextual understanding of the eight hundred year period that saw Western Artists employ and develop increasingly illusionistic and naturalistic modes of figurative representation, only to swap this path for a visual language that became ever more abstract and concerned with the processes of art-making. As much of contemporary art and art theory references, appropriate or challenges the development of this canon, it is essential that you gain a structural knowledge of this journey in order that you can do the same.

As part of the embedded professional studies strand, this module will feature sessions that will consider transferable writing and communication skills such as research methods, structuring arguments and referencing.

Level 5 - Exploration and Development

At Level 5 of the programme, you will be introduced to the Learning Agreement. Through negotiations with your tutors, you have the opportunity to take more individual responsibility for your learning. Although certain overarching concepts will still be delivered to all students, you are able to study aspects of Fine Art in greater depth, which are appropriate to your own creative direction.

The module structure of Level 5 includes 20 credit and 40 credit modules.

The **Establishing Personal Practice** module (40 credits) enables you to consolidate and build on the knowledge of principles, processes and paradigms and the experience of beginning to develop a personal practice that you gained in Level 4. Following an intensive initial period of producing 'works on paper' (which could mean maquettes, story-boards, collections of photographs or moving images) you will be encouraged to identify an area of study that has the potential for sustained practical and contextual exploration. Around this, with the assistance of your tutors, you will be asked to develop an appropriately accommodating research brief. How you plan to accomplish this brief, particularly in relation to fulfilling the learning outcomes for this module, will form the basis of a written Learning Agreement. You will then be required to produce a body of work that, as well as becoming increasingly ambitious

and sophisticated in relation to its technical processes, visual language and contextualisation, may to a large extent form the basis for your subsequent personal practice.

The **Situating Personal Practice** module (40 credits), as well as providing the opportunity for you to continue to develop your personal practice, formally asks you to consider where you might wish to situate your art, both physically and in relation to historic and contemporary practice.

It asks you to develop a practice that, without compromising the integrity of its formal language or criticality, is capable of reacting to the type of professional opportunities that are available to the contemporary Fine Art practitioner. To this end, you will be offered and asked to find, actual or simulated, group or individual, exhibiting opportunities that will challenge you to propose and produce practice for specific situations. These may include scenarios such as art competitions, commissions, exhibitions in particular spaces or specific public sites beyond the environments of a gallery. The student exhibition that forms the focus of the **Professional Studies – Exhibition** module will provide a group exhibition opportunity and live brief for you to make work for.

Although you are expected to make work which in most cases could be physically situated, beyond this student exhibition, it is not expected that you will necessarily be able to find further *live* briefs or *actually* site further work. Therefore, this module introduces you to the crucial professional activity of making captivating proposals for siting artworks. The skill of proposal making, is designed to equip you with an understanding that would allow you to undertake an actual live brief in Level 6 or when you have graduated.

The **Professional Studies- Exhibition** module (20 credits) runs concurrently with Establishing and Situating Personal Practice and is indicatively divided into three linked sections.

The first section will enable you to define and explore the professional roles that encourage and support art-making and exhibiting with a professional context.

This second section, which concludes with an exhibition which enables you to plan and support that exhibition by taking on such professional roles as fund-raiser, publicist, curator, or education officer. This section of the module has a symbiotic relationship with **Situating Personal Practice** in that that module provides the opportunity for you to make the practical work that will feature in the show.

The second part explores how you might document your show and your work in general and create an innovative group and individual web presences that can contextualise and disseminate your art practice.

The module will be assessed first through a short evaluative report that defines, contextualizes and reflects upon your role in the planning and realisation of the exhibition and secondly through the creation of a personalised web presence – which will include notated digital archives, CV's and artists' statements.

Theory in Relation to Practice (20 credits) building on and informed by the historic survey undertaken in **From the Renaissance to Modernism**, this module reflects

the increasing importance of art theory as the dominant language with which to frame, critique and motivate much of contemporary art making. Delivered chronologically through a programme of lectures and seminars and beginning with Modernist Art and its accompanying theory this module will cover a range of theoretical frameworks and investigate how they have informed, shaped and motivated certain artists or groupings of artwork. The module will indicatively consider certain overarching critical movements such as Post-Modernism, Conceptual Art and Feminism; certain key critiques such as those of originality and otherness; and certain key theorists such as Clement Greenberg, Roland Barthes, and Julia Kristeva.

The process of defining each theoretical framework will be followed by exploration as to where connections might be made between those frameworks and art that might, in part, be motivated or shaped by them. The assessment, partly by essay, will invite you to consider and define the relationship between theoretical frameworks and artworks that might, in some way, be influenced by them. You will also be required to make a short illustrated presentation at an internal 'conference' which will ask you to link relevant art and theory to your own practice.

The module also further develops your skills in communication, research and critical analysis and extends your ability to formulate and conclude a written argument, with adherence to academic conventions.

Level 6 – Consolidation and Expertise

At Level 6, you are able to demonstrate and consolidate the knowledge, understanding and skills you have gained in Levels 4 and 5, and to develop increasing levels of expertise and independence in preparation for future professional practice or postgraduate study. Extended projects encourage the in-depth study and sustained research towards the realisation and presentation of a substantial body of practice produced to a professional standard.

The Level 6 modules have been devised to enable you to individually design your personal pathway through the final year, resulting in a focused package of skills supported by extensive critical and analytical research, which is clearly demonstrated in your visual language. For students who wish to progress onto postgraduate study, the emphasis will be focused on the requirements of a successful application.

The modules are structured to ensure the connection between creative work and theory, and that concepts are realised in a manner that will support your personal and professional development. The final module concludes with a degree show that will focus on your future intentions with relevant written and practical work. The

dissertation or report will inform the work for your final exhibition and portfolio and develop a self-identified theoretical hypothesis that relates directly to your creative practice. Throughout Level 6, you will be provided with a curriculum that allows for individual progression and development and is integrated with opportunities that enhance the realisation of your own vision to enable you to graduate as a professional and informed creative practitioner. Level 6 modules are either 20 credits or 40 credits in value.

The **Project Research and Preparation** module (40 credits) enables you to hone, adjust and develop the personal practice you established and began to situate in Level 5. Identified and negotiated through a learning agreement the direction of your practical and contextual research and preparation in this module should act as a foundation for your **Final Major Project** and be focused on an area of study that reflects your creative and career aspirations. As well as providing you with the opportunity to, for example, test and refine formal, technical or presentational aspects of your practice, it could also enable you to establish the ground rules for a collaborative project or prepare proposals for a live brief that you might wish to undertake in your **Final Major Project**.

The **Dissertation/Report** module (20 credits) -initially running alongside the **Project Research and Preparation** module - provides the opportunity for extended research into an individual topic negotiated and agreed with your Dissertation/Project Supervisor. Offering two pathways, this module allows for either the academic investigation of the dissertation or a more vocational and industry-facing report. Whereas the nature and content of your dissertation should support and enrich your creative practice, a report might be more concerned with, for example, your entrepreneurial ambitions after you graduate. Both routes equip you with a wide range of skills that can be applied to any area of information retrieval, analysis, and written communication.

The **Final Major Project** module (40 credits) acts as the extension of your **Project Research and Preparation** module and offers you the opportunity to refine and consolidate your practice and make it ready for public display. It represents the culmination of the programme and provides you with a forum to demonstrate a knowledge and understanding of your work's relationship with Fine Art theory and practice and its position in relation to culture in general. In consultation with academic staff and technical demonstrators and by means of a Learning Agreement, you are invited to produce a complex and ambitious body of work, a selection of which will be exhibited in **Final Show and Portfolio** module. As well as work created in the studios or workshops, this module also welcomes a diversity of practice that may, for example, result in practice that documents artworks sited away from The Northern School of Art.

The **Final Show and Portfolio module** (20 credits) is the opportunity for you to stage an exhibition and create a supporting portfolio that presents the culmination of your studies. The exhibition builds on the exhibiting organising skills they gained in

the Level 5 **Professional Studies-Exhibition** module. It can be seen a launch point for your progression into the professional environment or postgraduate study.

As part of the end point of the embedded Professional Studies strand, you will also be expected to produce marketing material, which indicatively might include, individual business cards and CVs and a group catalogue.

Working with a provided space and with support of tutors and technical demonstrators you will be invited to manage and deliver a group show that is capable of showcasing your individual talents and your understanding of curating and presenting work to industry standards.

Programme Modules

Module Code	Module Title	Credit Weighting
Level 4		
HFAF000	Two-Dimensional Analogue Practices	20
HFAF000	Time and Lens Based Practices	20
HFAF000	Three-Dimensional Practices	20
HFAF000	Exploring Subject Matter through Drawing and Research	20
HFAF000	Introduction to Personal Practice	20
HFAF000	From Renaissance to Modernism	20
Level 5		
HFAF000	Establishing Personal Practice	40
HFAF000	Situating Personal Practice	40
HFAF000	Professional Studies - Exhibition	20
HFAF000	Theory in Relation to Practice	20
Level 6		
HFAF000	Project Research and Preparation	40
HFAF000	Dissertation/Report	20
HFAF000	Final Major Project	40
HFAF000	Final Show and Portfolio	20

Programme Diagram

This diagram indicates the proposed start and end dates for each module and shows teaching weeks only; holiday periods are not included. Further information on the structure of each module is included in your Module Handbooks

Level 4																														
Week Numbers																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28	
WELCOME WEEK AND INDUCTION	Weeks 1 – 7							Weeks 8 – 14							Weeks 15 – 21							Weeks 22 – 28							WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS	
	HFAF000 Two-Dimensional Analogue Practices (20 credits)							HFAF000 Time and Lens Based Practices (20 credits)							HFAF000 Three-Dimensional Practices (20 credits)							HFAF000 Introduction to Personal Practice (20 credits)								
	Weeks 1 – 20														Weeks 1 – 20															
	HFAF000 Exploring Subject Matter through Drawing and Research (20 credits)														HFAF000 Exploring Subject Matter through Drawing and Research <i>(Continued)</i> (20 credits)															
Weeks 1 – 26														Weeks 1 – 26																
HFAF000 From Renaissance to Modernism (20 credits)														HFAF000 From Renaissance to Modernism <i>(Continued)</i> (20 credits)																

Level 5																														
Week Numbers																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28	
WELCOME WEEK AND INDUCTION	Weeks 1 – 14 HFAF000 Establishing Personal Practice (40 credits)														INTERIM	Weeks 15 – 28 HFAF000 Situating Personal Practice (40 credits)														WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS
	Weeks 1 – 28 HFAF000 Theory in Relation to Practice (20 credits)															Weeks 1 – 28 HFAF000 Theory in Relation to Practice (<i>Continued</i>) (20 credits)														
	Weeks 1 – 26 HFAF000 Professional Studies - Exhibition (20 credits)															Weeks 1 – 26 HFAF000 Professional Studies - Exhibition (<i>Continued</i>) (20 credits)														

Level 6																																															
Week Numbers																																															
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28																		
WELCOME WEEK AND INDUCTION	Weeks 1 – 9 HFAF000 Project Research and Preparation (40 credits)									INTERIM														Weeks 1 – 14 HFAF000 Dissertation / Report (20 credits)									Weeks 15 – 23 HFAF000 Final Major Project (40 credits)									Weeks 24 – 28 HFAF000 Final Show and Portfolio (20 credits)					WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

Mapping of Module Learning Outcomes to Level Outcomes

Level 4	Two-Dimensional Analogue Practices	Time and Lens-based Practices	Three-Dimensional Practices	Introduction to Personal Practice	Exploring Subject Matter Through Drawing & Research	From the Renaissance to Modernism
Level Outcome	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits
Demonstrate an increasing knowledge and understanding of the scope of Fine Art and begin to show the ability to evaluate how its contexts are influencing your outputs.	LO1	LO1	LO1	LO1	LO1	
Demonstrate an explorative, increasingly appropriate application of a range of practical skills, processes and principles in relation to mainly defined contexts	LO2	LO2	LO2	LO2	LO2	
Demonstrate the ability to gather, understand and apply appropriate research from a largely defined range of primary and secondary sources in order to enrich, contextualise and evaluate your learning					LO3	LO1
Communicate accurately and reliably with structured and coherent arguments					LO4	LO2
Demonstrate an understanding of the, ethical, presentational and professional standards that are necessary to participate in the Creative Industries.	LO3	LO3	LO3			
Demonstrate the qualities and transferable skills necessary for gaining and sustaining employment or self-employment				LO3		LO3

Level 5	Establishing Personal Practice	Situating Studio Practice	Professional Studies - Exhibition	Theory in Relation to Practice
Level Outcome	40 credits	40 credits	20 credits	20 credits
Demonstrate an increasingly specialist knowledge of the critical and historic contexts that shape your practice and evaluate its position in relation to work by other artists	LO1	LO1		LO1
Explore and appropriately apply increasingly specialist practical and technical skills that enable you to problem solve and develop ideas and outcomes based increasingly on your own decisions	LO2	LO2		
Analyse, interpret and apply research from a variety of primary and secondary sources appropriate to enriching an increasingly independent and reflective enquiry.			LO1	LO2
Effectively communicate and present information, arguments and analysis in a variety of forms and contexts for art and non-art audiences			LO2	LO3
Take increasing personal ethical responsibility for the development and form of your practice and demonstrate an increasing ability to produce work of the standard necessary to be professionally exhibited and disseminated.	LO3	LO3	LO3	
Demonstrate the development of the qualities and transferable skills necessary for employment including the abilities to collaborate, exercise personal responsibility and be involved in the management of projects.	LO4	LO4	LO4	

Level 6	Project Research and Preparation	Dissertation/ Report	Final Major Project	Final Show and Portfolio
Level Outcome	40 credits	20 credits	40 credits	20 credits
Demonstrate a comprehensive knowledge of Fine Art and be capable of providing a detailed evaluation as to how your practice relates to certain historic, theoretical, technical and professional contexts	LO1		LO1	
Demonstrate practical and intellectual confidence in independently identifying, contextualising and resolving technical problems relating to the processes relevant to exploring your ideas	LO2		LO2	
Demonstrate the ability to apply research to make informed independent judgements that can intellectually support your practical and written work.	LO3	LO1		
Communicate effectively, confidently and professionally in a variety of forms (including digital media) to specialist and non-specialist audience		LO3		LO1
Demonstrate an ethical, organised and self-motivated approach to your creative practice that enables you to present and disseminate work to standards appropriate to the professional contexts of Fine Art	LO4		LO3	LO2
Demonstrate a readiness to sustain a professionally viable art practice, undertake post-graduate training or study or gain employment in or beyond the Creative Industries		LO2	LO4	LO3

Resources

Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at the School. All new students receive a Library induction and a subject-specific resource guide which is followed up by an information skills. Additional help is available within the Library for research, and there is a proofreading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including e-books and online e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and the School portal.

The Library is Wi-Fi enabled, and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology [IT] and digital learning resources

The School provides a comprehensive range of IT resources based around Apple Macintosh computers and Windows PCs using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the School caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of personal hand-held devices to our wireless network and the internet.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Fridays, email: helpdesk@northernart.ac.uk.

The School provides access to a variety of programme and School related information including Programme Handbooks, Module Handbooks and online learning materials through the VLE.

Student Support

Academic guidance and support

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through critiques and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of your Programme Team. For further information about academic tutorials, you can refer to the HE Academic Tutorial Policy, which is available on the VLE.

Support and advice are also provided on an informal basis throughout the programme, through discussions between staff and students.

The School's HE Academic Support facility provides additional taught sessions and talks for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered within programme areas as requested by academic staff or students.

- Academic referencing
- Academic research/reading
- Note-taking
- Essay and dissertation preparation
- Report writing
- Understanding module requirements
- Understanding summative and formative feedback
- Writing a self-evaluation
- How to complete a Learning Agreement
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

In addition, HE Academic Support provides one-to-one and group support tutorials for all students throughout the academic year.

More information is available on the HE Academic Support section of the VLE.

Career education, information and guidance

Advice and guidance for careers support and further training are offered throughout your programme to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme,

many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. Additional support and mentoring to assist in your career planning and research is available from the School's Employability and Enterprise Centre (Folio), and there is also a careers section in the Library.

Support for students with disabilities (including dyslexia)

The School is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The School aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty, e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any your support needs. A member of the Student Services team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students have the opportunity to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need and help you to access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proofreading service via the Library.

Pastoral support and guidance

Support and advice on non-academic matters are provided through trained and qualified professional staff within the Student Services team.

The Student Services team is based in the main building behind reception and is open 5 days a week. There is no need for an appointment, you can access support at any time, and the team are all contactable by email or through the online chat facility on the VLE.

The team can help with a variety of issues from practical support in areas such as finance, funding, accommodation and health-related issues, to support and advice on personal issues.

The team also has an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service can help to find positive solutions to issues such as bereavement, mental health issues, and support in managing stress and anxiety. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

You can find contact details and further information about Student Services in the Student Services section on the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years. This process ensures that the programme remains up to date, and is preparing you for a career in the creative industries while also delivering a high-quality student experience.

In addition, all programmes undertake an Annual Programme Review, which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study
- Feedback from relevant employer groups
- All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the School. Your Student Representatives can keep you informed about progress against the programme Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

Indicators of quality and standards

All students on taught higher education programmes at the School are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In February 2016, the School underwent a Higher Education Review [HER] with the Quality Assurance Agency for Higher Education [QAA], which formed the following judgements about the higher education provision at The Northern School of Art [formally, Cleveland College of Art & Design]:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended

This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

More detailed information to support your study on the programme is available in the following documents, which are available on the VLE:

- Online programme information
- Module Handbooks
- Regulatory Framework and Undergraduate Assessment Regulations
- HE Student Regulations
- Student Charter
- School policies and procedures