

BA (Hons) Fine Art Course Specification



1. General information

Course Title	BA (Hons) Fine Art
UCAS code	W100
Awarding Institution	Leeds Arts University
Institution at which course is delivered	Leeds Arts University
Professional Accreditation (if applicable)	N/A
Relevant QAA Benchmark(s)	Art & Design 2017
Date of most recent review/approval (for new courses)	March 2017
Date of next review	2022-23

Awards	Credits	Duration	Mode of study
BA (Hons) Fine Art	360 (180 ECTS)	3 years	FT
BA Fine Art*	300 (150 ECTS)	3 years	FT
DipHE in Fine Art*	240 (120 ECTS)	2 years	FT
CertHE in Fine Art*	120 (60 ECTS)	1 year	FT
*Exit award only			

2. Course Aims

This course aims to provide you with:
<ul style="list-style-type: none">• A specialised course of study in Fine Art;• A high quality fine art education in a stimulating learning environment, appropriately resourced;• An academically rigorous course of study that reflects a wide range of Fine Art practice;• the ability to use practical and intellectual skills for independent, professional Fine Art practice, supporting progression to higher study at MA level and/or employment in a range of professional settings;• An understanding of concepts central to Fine Art practice and theory, and of the various models of Fine Art practice that acknowledge the expanded field of contemporary discourses;• The ability to develop a personal practice in Fine Art;• The skills and knowledge to apply, consolidate and extend your learning in different contextual frameworks and situations, both within the field of Fine Art and within appropriate professional and entrepreneurial contexts.

On successful completion of the course, you will be able to:
Employ fundamental practical skills and theoretical knowledge.
Acquire a higher level of practical skills, research, reflective and knowledge abilities, professional practice and project management skills.

Become an autonomous, independent learner devising, engaging and presenting your own self-determined project supported by relevant forms of appropriate research which may include written transcript, context report, sketchbooks, journals, visual and/or aural evidence of testable processes.

The course has a set of specific overarching expectations for each level and these Course Level Outcomes demand more from you as you progress through the levels. The tasks you undertake throughout the course of study are expected to evidence your achievement in line with the Course Level Outcomes furthering your augmentation of skill, knowledge and understanding in line with progression through the course.

The course philosophy supports your development as an autonomous learner with an appetite to continue learning after graduating and engendering deep approaches to learning is a fundamental driver in determining the teaching and learning strategies on the course. This is a gradual, evolving process through the qualification levels.

3. Distinctive Features

Distinctive features of the course:

BA (Hons) Fine Art is a practical, vocational and rigorous training for artists which is well-resourced and delivered within a specialist art school environment. It is distinctive and unique to the sector, contributing and influencing the cultural currency of the institution, the city and the country.

The course is distinctive in that it:

- develops professional Fine Art practice within a pedagogy which promotes synergy between practice, theory and contemporary practice within the core modules;
- delivers a series of taught modules designed to develop your Fine Art practice to a professional level;
- promotes opportunities for engaging with national and international Fine Art networks of students and practicing artists;
- develops your ability to understand and apply your individual creativity in a professional studio context;
- develops practice which is responsive to a wide spectrum of critical and theoretical discourses.

This distinctiveness is underpinned by a broader remit in that it:

- engenders a flexible approach, encouraging you to develop a core of competence as the basis for an ability to apply knowledge in other areas of expertise and the 'T-shaped' thinking required to meet shifting contemporary, creative and professional contexts;
- promotes practice within a local and regional context with the potential for national and international significance;
- is vocationally orientated in a specialist art university environment, preparing you for a range of careers within the cultural industries sector;
- develops high level skills using well-resourced specialist workshops in making well resolved artworks appropriate for the context for which they are intended;
- uses situations and environments within the city of Leeds and beyond, as sites to develop and disseminate Fine Art practice;
- uses the learning experience to invest in and develop the cultural capital of the district.

4. Course Structure

4a. Module Framework

Level 4	Credit Points	ECTS	Learning Hours
LAUFA401 Fine Art, The Individual and the Social	60	30	600
LAUFA402 Thinking Through Practice	40	20	400
LAUFA403 Professional Contexts 1	20	10	200
Level 5	Credit Points	ECTS	Learning Hours
LAUFA501 Thought and Expression	60	30	600
LAUFA502 Professional Contexts 2	60	30	600
Level 6	Credit Points	ECTS	Learning Hours
LAUFA601 Negotiated Practice	60	30	600
LAUFA602 Exhibitions Practice	60	30	600

4b. Course Map / Structure

Level 4		
Semester One	Fine Art, The Individual and the Social (LAUFA401) <i>60 credits</i>	
Semester Two	Thinking Through Practice (LAUFA402) <i>40 credits</i>	Professional Contexts 1 (LAUFA403) <i>20 credits</i>
120 credits (60 ECTS credits)		Certificate of Higher Education (Exit Award)

Level 5		
Semester One	Thought and Expression (LAUFA501) <i>(60 credits)</i>	
Semester Two	Professional Contexts 2 (LAUFA502) <i>(60 credits)</i>	
120 credits (60 ECTS credits)		Diploma of Higher Education (Exit Award)

Level 6		
Semester One	Negotiated Practice (LAUFA601) <i>(60 credits)</i>	
Semester Two	Exhibition Practice (LAUFA602) <i>(60 credits)</i>	
120 credits (60 ECTS credits)		BA (Hons) Fine Art (Exit Award)
*Students who fail to complete 360 credits but have accumulated no fewer than 300 credits will be awarded an Ordinary degree.		

5. Course Learning Outcomes

Learning is assessed at each level of the course. This develops from introductory work within the specialism of the course at level 4, through development of skills and ideas at level 5, progressing to application and synthesis of skills, originality, and theory in practice at level 6 as indicated by the FHEQ qualification descriptors.

Course Level Outcomes (CLOs) define what you are expected to be able to do on completion of each level. These values are defined as 'expectations' within each module.

Level 4

Acquisition of fundamental practical skills and theoretical knowledge.

Level Learning Outcomes
<i>By the end of Level 4, you will be expected to:</i>
Demonstrate a familiarity with the basic visual language, materials, processes and skills, which are standard features of fine art.
Demonstrate an awareness of fine art as a professional activity, of its critical and contextual dimensions, and of relevant health and safety requirements.
Demonstrate the ability to interpret and evaluate underlying concepts and principles of fine art.
Demonstrate the ability to generate ideas, using different approaches to problem solving associated with fine art, including both convergent and divergent thinking.
Present a structured and coherent simple demonstration of the development of your ideas through to material outcomes.
Appreciate your strengths and weaknesses as learners.

Level 5

Acquisition of higher level practical skills, research, reflective and knowledge abilities, professional practice and project management skills.

Level Learning Outcomes
<i>By the end of Level 5, you will be expected to:</i>
Demonstrate a broad understanding of the concepts, materials, processes, skills and critical discourses, which are standard features of fine art.
Apply generic and subject specific intellectual qualities to a range of relevant fine art problems and / or situations.
Appreciate and employ key methods of research, ideas development and production in fine art, and critically evaluate the appropriateness of these methods.
Select, analyse and make appropriate use of materials, processes, environments, and information, using a range of techniques
Apply generic and subject specific skills in order to establish an appropriate direction in your fine art practice, in preparation for a career in your chosen field.
Effectively communicate responses to fine art briefs, through visual, oral and written forms of expression, to a range of audiences, including fine art professionals, markets and / or participants.

Level 6

Becoming and autonomous, independent learner devising, engaging and presenting your own self determined project supported by relevant forms of appropriate research which may include written transcript, context report, sketchbooks, journals, visual and/or aural evidence of testable processes.

Level Learning Outcomes	
<i>By the end of Level 6, you will be expected to:</i>	
Demonstrate an independent critical understanding, specific knowledge and specialist understanding of the professional and contextual location of your fine art practice.	
Evidence the synthesis of your knowledge and understanding to generate effective creative solutions within your fine art discipline in order to progress into employment or other progression opportunities.	
Evidence a high level of process and professional skills that demonstrate a critically informed application of the materials and professional skills of your chosen discipline.	
Use information, experiences and a range of appropriate communication methods to present yourself as a professional practitioner.	

6. Module Expectations

Module Expectations are expressed within the course modules as ‘what you are expected to do’. Module Expectations are defined in subject-relevant language and aligned with the Dearing Report recommendations (1997) commonly used in the UK HE sector, normally articulated in terms of:

- knowledge and understanding (KU)
- intellectual or cognitive skills (IC)
- practical and professional skills (P)
- key/transferable skills (T)

To fulfil course level learning outcomes you will be expected to:

Knowledge and Understanding	
KU1	Demonstrate an awareness of the relationship between the theoretical and practical contexts in your fine art practice
KU2	Demonstrate awareness of appropriate areas of fine art practice within the creative industries and cultural environment.
KU3	Select consider and experimentally apply source material to inform your own creative development.
KU4	Make appropriate use of research to position your practice in relation to the critical, cultural or social context of fine art.
Intellectual or Cognitive Skills	
IC1	Evidence the ability to analyse and evaluate ideas from a range of primary and secondary sources, with a respect for the role and impact of intellectual property.
IC2	Analyse, evaluate and reflect on your strengths and weaknesses as a learner.
IC3	Explore different methods of recording information from a range of sources.
IC4	Critically evaluate your creative processes and practice within the context of contemporary art and peer group contexts.
Practical and Professional Skills	
P1	Evidence the capacity for undertaking practical and theoretical research that demonstrates

	an awareness of critical, effective and testable processes.
P2	Demonstrate the applications of material techniques, processes and practice in an appropriate form.
P3	Demonstrate appropriate project time management skills in relationship to conducting research into academic and practical contexts of fine art practice.
P4	Evidence the capacity to research and apply personal promotion strategies in relation to communicating with relevant audiences.
Key Transferable Skills	
T1	Work to deadlines and negotiate realistic goals and schedules.
T2	Organise and carry out self-directed projects and communicate outcomes through written, visual, oral and/or other appropriate forms.
T3	Employ professional presentation skills in order to effectively communicate with others.
T4	Communicate individual opinions in written, visual, oral and/or other appropriate forms.

6a. Module Expectation Mapping

The nature of Fine Art, predicts that these expectations are present and evident in each module to a greater or lesser extent.

Therefore, these expectations do have relevance in all seven modules of the course, but in some modules will have greater emphasis than others.

Level 4

The following expectations are normally prioritised in level 4 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	IC1	IC2	IC3	IC4	P1	P2	P3	P4	T1	T2	T3	T4
LAUFA401: Fine Art, The Individual and the Social	✓				✓		✓	✓	✓		✓					
LAUFA402: Thinking Through Practice			✓			✓		✓		✓			✓	✓		
LAUFA403: Professional Contexts 1		✓										✓			✓	✓

Level 5

The following expectations are normally prioritised in level 5 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	IC1	IC2	IC3	IC4	P1	P2	P3	P4	T1	T2	T3	T4
LAUFA501: Thought and Expression	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
LAUFA502: Professional Contexts 1		✓					✓	✓		✓		✓				

Level 6

The following expectations are normally prioritised in level 6 modules as illustrated below:

Study Module/unit	KU1	KU2	KU3	KU4	IC1	IC2	IC3	IC4	P1	P2	P3	P4	T1	T2	T3	T4
LAUFA601: Negotiated Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LAUFA602: Exhibitions Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

7. Teaching, Learning and Assessment Strategies

7a. Teaching and Learning

Level 4

The first year introduces you to awareness of contemporary practice within the creative industries and cultural environment now. As the first module on the course **Fine Art, the Individual & the Social** introduces you to the history, theory and practice paradigm in which you will work during the three levels of the course. Whilst undertaking this module you are also introduced to the course cultures, teaching and learning strategies and cross university workshops and learning spaces. This is seen as an essential orientation period for the course and the wider HE environment you have entered. At the end of this module you will confirm your alignment to one of the Fine Art areas, and then work alongside students from other levels as appropriate. The second module **Thinking Through Practice** is an opportunity to develop your work prioritizing the challenge to materialize your thought within personally identified disciplines within Fine Art. Your progress will be underpinned by tutor led engagement with deeper questions and values in aspects of Fine Art practice. The discrete seminar element for your year group is timetabled throughout the first two modules to enable you to learn to integrate theory and practice. You will undertake staged writing tasks to enable you to build your context report. **Professional Contexts 1** is live throughout the year as you engage with practice talks by research active course tutors, visiting speakers, gallery visits and an exhibition skills project. This module concludes the year concentrating on a study of markets and audiences, and supporting you to structure a reflection on your experience and new skills in order to develop pertinent promotional material for your emerging practice.

Teaching, learning and assessment strategies are therefore additionally designed to support you as you gain contextual understanding of how your creative musical practice links to those of others in different contexts, and entrepreneurial skills to equip you to identify and pursue a range of employment or further training opportunities.

Throughout the module delivery you will be encouraged to undertake independent study to supplement and consolidate what is being learnt and taught.

Level 5

In the second year of study the articulation of **Thought and Expression** as a key concept in the production of art work is the overarching challenge set for consideration and materialisation. It is expected that your studio practice will become more complex. You will undertake a core series of research studies seminars taught by the course team tutors throughout the year. These will support the development of your understanding of the relationship between the theoretical and practical contexts of your own work. In the second year these seminars address key themes and theories that have been used to write about art and critique contemporary practice. In the teaching and learning there are opportunities for the testing of ideas in the context of material outcomes using staged writing tasks to produce transcript or oral presentation in designated feedback periods and creating a position statement through your context report is encouraged. To ensure you have an understanding of your progress with your strengths and weaknesses as a learner there is an in year

point of formal formative feedback where oral and written comment is given. The development of studio practice is underpinned by individual tutorial and group critique. Enhancement of material skills is supported by specialist practices in the university workshops and a portfolio of advanced practicums.

Professional Contexts 2 continues the development of your fine art practice within an externally positioned context of markets and audiences. As in Level 4 it is live throughout the year as you engage with practice talks by research active course tutors, visiting speakers, gallery visits and exhibition skills by project. However, within this module you are encouraged to make a greater analysis of promotional materials made and used by artists. You will undertake specific classes in studio photography and website building to increase the skills you require to compete in the wider world. You will devise and make a pertinent web presence for your emerging practice. In this way the course explicitly acknowledges the University's commitment to embed employability skills within the curriculum and foster your abilities to effectively communicate with others. Your developing professional awareness is linked to your studio practice at all times. The reflective practices at the core of the studio teaching support your achievement in this aspect also.

Level 6

The final year of the course takes your own negotiation of individual interests and aims as an emerging practitioner as its central theme in the learning and teaching dialogue between you and the tutorial staff. It is a development divided between two modules. The first of which, **Negotiated Practice**, focuses intently on your positioning both practically and theoretically. You will avail of regular one to one tutorials and the group seminar culture continues. In Level 6 these concentrate on embedding communication skills. Building upon your understanding of key theories surrounding fine art practice, study of the variety of ways in which artists now write forms the content of this series. The intention of this is to place emphasis on nurturing your ability to articulate your understanding, awareness and judgements made in the production of your art practice. You will undertake a staged writing task to enable you to articulate your positioning as an artist. This is supported through studio tutorial and critiques. Formative feedback is continuous throughout the first module in order to feed forward your development and there will be one point of formal feedback where oral and written evaluation are given. You will complete the first module mid-year to ensure you have timely indication of your performance against the aims and expectations of the level. You will then embark on the final module **Exhibitions Practice**, which will focus on a public moment of aesthetic encounter between your artwork and audience. Continuous evaluation of your aims, intentions, action planning and time management will be privileged in the teaching and learning at this point. There will be one point of formal feedback where oral and written evaluation are given. The final module culminates in your presentation of a final exhibition of your work.

Throughout the module delivery you will be encouraged to undertake independent study to supplement and consolidate what is being learnt and taught.

7b. Engagement Strategy

Methods for engaging with teaching and learning will typically include (without being limited to):

BRIEFINGS: To provide key information, approaches and expectations relating to module content, specific briefs, study tasks and assessment requirements.

CRITIQUES: To enable you to relate your work to a growing awareness of the link between theory and practice, and how this supports the evaluative process.

INDEPENDENT STUDY: To support the development of individual and autonomous approaches to research, development and the professional understanding of individual creative concerns, technical skills and module content.

INDIVIDUAL TUTORIALS: To provide an opportunity for individual discussion, formative feedback, workload management and action planning in response to module content, set briefs and study tasks.

PEER REVIEWS: To introduce, develop and support peer led formative feedback, reflective practice and communication skills relating to module content, individual practice and assessment requirements.

LECTURES: To introduce and explore key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.

SEMINARS: To introduce, discuss and embed key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.

PRACTICAL STUDIO SESSIONS: To develop practice alongside other students.

WORKSHOPS: To develop technical and creative skills.

Additional / Enhancement Activities

There will be opportunities to engage with additional course-specific and university-wide enhancement activities, events and projects including:

- Visiting professionals programme
- Research visits and trips
- Live projects and external events
- Improving your employability skills
- Collaboration

You will also be encouraged to identify and attend individually appropriate opportunities for external development and research activities. Engagement with all additional enhancement activities should be documented and evaluated as part of the course modules.

7c. Assessment

The assessment of the modules is holistic. All material presented for assessment is taken as a whole and a single mark is given. Undertaking the staged tasks in the learning & teaching will encourage your acquisition of the skills and attributes expected for your graduate progress. As an outcome of these you will produce relevant written articulation of your position as an artist. This will begin in Level 4 with your Context Report and continue in Level 5 to build your first Positioning Statement. In Level 6 you will develop this as a mid-year Positioning Statement 2 and it will culminate in creating Positioning Statement 3 to accompany your degree show. These statements form the core of our PDP approach. A relevant written articulation of position as an artist is articulated & altered as you progress through the course.

The aim of assessment is to inform you of your individual progress as you work through the course. Feedback is an essential element of assessment. You will be provided with written summative feedback on all of your module assessments at the end of each module. You will partake in continuous evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive continuous formative feedback from the teaching staff and peers. Both summative and formative feedback approaches are designed to meet the 'assessment for learning'

and ‘feedforward’ values espoused in the UK Quality Code. All the modules on this course contain formal formative feedback sessions using the assessment ‘fields’ where you will receive written feedback on your progress to meet this developmental aim. Assessment also continually ensures that you are meeting the required academic standards for the award.

In Fine Art your performance of what you have learnt as an artist, maker, thinker, researcher and learner is expressed through the art work you produce with any investigations, transcripts, research studies and test pieces you undertake in support of this. The Leeds Arts University Assessment strategy regards ‘Performance’ as the key term for the diverse creative outputs submitted in assessment across our provision. Your creative output / performance will demonstrate the extent to which you have learned, developed, assimilated and mediated your knowledge, understanding and skills into appropriate forms for your submission requirements. You will evidence module expectations expressed as ‘what you are expected to learn’ in your submission requirements and then your work will be assessed as follows.

Your work will be assessed holistically through five assessment ‘fields’. These are:

Field	Descriptor
Presentation	That which is seen by exhibition, portfolio, transcript, performance, relevant to tasks set.
Process	Evidence of the learning journey through method in haptic, physical practice based and textual applications.
Idea	Thought, concept or aim relevant to task, student centred and with clarity of vision.
Documentation	That which evidences the student’s journey in and through research, technical experimentation, and/or creative endeavour. Could include: data; reflection; analysis; planning.
Technical	Quality and/or utility of the technical features employed; demonstration of skill/competence in media relevant to task.

7d. Feedback

BA (Hons) Fine Art tutors will provide written and/or oral feedback, both in support of your ongoing development, as well as in direct response to student work formally within assessment contexts.

Provision of continuous feedback - defined as information communicated to students with the intention of improving learning - is a significant and distinctive strength of the course. It is particularly manifest within the iterative dialogue which takes place between tutor and student(s) in practical learning contexts.

Feedback is an essential element of assessment. You will be provided with written summative feedback on all of your module assessments at the end of each module. You will partake in continuous evaluation within the teaching and learning on the course, developing skills in reflection and dialogue and receive continuous formative feedback from the teaching staff and peers. Both summative and formative feedback approaches are designed to meet the ‘assessment for learning’ and ‘feedforward’ values espoused in the UK Quality Code. All the modules on this course contain formal formative feedback sessions using the assessment ‘fields’ where you will receive written feedback on your progress to meet this developmental aim.

Formative

You will receive formative feedback on your progress throughout the module in a number of ways. These will include (without being limited to):

- Peer Reviews
- Group Tutorials
- Individual Progress Tutorials

Summative

At the end of the module you will receive summative feedback represented by a grade with tutor comments on your work. This feedback will help you to understand your how you performed on the module, clarify your strengths and identify areas for further consideration.