

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Central College Nottingham
3.	Final Award, Course Title and Modes of Study:	Foundation degree Arts (FdA) in Fine Art Practice (full time)
4.	Normal Duration:	2 years
5.	UCAS Code:	WW16

6. Overview and general educational aims of the course

Overview

The Fine Art Practice course has been designed to enable you to pursue personal creative practice within contemporary society. This can involve the study and practice of 'traditional' disciplines (drawing, painting, printmaking, sculpture and so on), but can also involve engagement with a diversity of contemporary media, techniques and practices (installation, lens-based, site-specific, performance, illustration, digital technologies and so on).

There is study of the work of other fine art practitioners (both historical and contemporary), and engagement with relevant ideas and concepts in the development of critical thinking and self-reflection.

Further, the Fine Art Practice course is designed to equip you with the knowledge and skills to pursue a career within the creative and cultural industries. This involves study of subjects such as business, marketing, self-promotion, e-commerce, funding and the law.

Individuals develop, therefore, as creative practitioners with knowledge and skills in professional practice and entrepreneurship relevant to pursuing employment.

Fine Art Practice is an 'outward-looking' programme and has been developed in collaboration with a range of partners who make an important contribution to the ethos and delivery of the programme.

General Educational Aims

- to provide you with the opportunities to undertake creative fine art practice
- to develop the materials, technical and process knowledge and skills that enable the production of artwork
- to engage with the concepts and critical theories relevant to fine art practice
- to develop skills and knowledge of the professional and entrepreneurial aspects of pursuing and sustaining fine art practice
- to develop the abilities to work and develop both independently and as an effective team member
- to develop the abilities to respond to the requirements and demands of a brief
 - to develop abilities in becoming an independent learner, with problem-solving, time management and personal organisation skills

- to develop the knowledge and skills required to effectively self-reflect as an emerging creative practitioner, and to give consideration to personal and professional development
- to prepare you for progression to BA Honours study

7. Course outcomes

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

- KU1** Demonstrate appropriate knowledge and understanding of the theoretical and contextual ideas and issues that inform and underpin fine art practice (Fdb 41,42; Adb 4.3, 4.4)
- KU2** Demonstrate knowledge and understanding of the working methods, and technical and process skills that enable and support creative practice (Fdb42; Adb 4.3, 4.4)
- KU3** Demonstrate knowledge and understanding of the roles and responsibilities of the fine art practitioner within society, both as a creative and as a commercial professional (Fdb 41,42; Adb 4.3, 4.4)

Skills, qualities and attributes

By the end of the course you should be able to:

- SQA1** Demonstrate the ability to identify, investigate and interrogate subjects of personal significance in creating and sustaining a creative body of artwork (Fdb 42; Adb 4.3, 4.4)
- SQA2** Produce artwork as a thoroughly researched and considered personal response to a brief (whether tutor-set, self-initiated or client-set) (Fdb 42; Adb 4.3, 4.4)
- SQA3** Negotiate and liaise with tutors, clients, partners, shareholders et al to instigate, create and present artwork within agreed settings and/or parameters (Fdb 41,42, 43, 44; Adb 4.3, 4.4)
- SQA4** Demonstrate the creative, technical and process skills that enable the production of artwork (Fdb 42; Adb 4.3, 4.4)
- SQA5** Evaluate and reflect upon the effectiveness of the artwork produced, audience and client/commissioner response, and consider how this may inform personal and professional development (Fdb 42, 44; Adb 4.3, 4.4)

These learning outcomes have been written taking into consideration of a range of benchmarks, including:

QAA Foundation degree qualification benchmark (2010) (Fdb)

Section: Knowledge, understanding and skills, including paragraphs 41, 42, 43 and 44

QAA Subject benchmark statement: Art and design (2008) (Adb)

Section 4: Subject knowledge and understanding, attributes and skills: Typical standard of achievement

Sub section: Subject-specific knowledge and understanding, attributes and skills 4.3, 4.4 and also the:

QAA Framework for higher education qualifications in England, Wales and Northern Ireland (2008)

Descriptor for a higher education qualification at level 5: Foundation Degree

8. Teaching and Learning Methods

Your studies will revolve around practical project work that may be set by tutors or external partners, or be self-initiated and negotiated. This is supported by workshop demonstrations, lectures, seminars, tutorials (group and 1:1) and other supporting activities. You will demonstrate your learning via the project work that you produce, and also by the way that you can demonstrate the ability to critically self-reflect upon your own work and the work of others.

You will learn in different ways, often as part of a team but also as an independent learner. There is an expectation that you will increasingly take responsibility for your own learning as you move towards pursuing a professional career within the creative and cultural industries.

Work-related and work-based learning

The programme includes modules of study in work-related and work-based learning. These contribute to providing a 'real life' focus to learning and teaching, and help you understand the challenges and opportunities available in the workplace, and the levels of performance expected (*see below*).

Teaching methods include:

- Specialist fine art tuition in studios and workshops (and other facilities and settings)
- Workshop inductions and demonstrations to develop practical applications
- Specialist demonstrations to support acquisition of new skills
- Lectures for delivery of subject-based theory and methodologies
- Seminars to support delivery of theory and methodologies and stimulate debate and academic enquiry
- Visits to relevant workplaces (studios, galleries, community projects and so on)
- Working with peers, tutors and external partners on work-related and work-based learning projects (WRL and WBL)
- Group critiques to stimulate critical reflection and evaluation
- Team working to develop interpersonal skills
- Independent study and work to cultivate work ethic and sense of responsibility for achieving own learning aims
- Student presentations to peers to facilitate communication, transferable and interpersonal skills
- Guest lecturers to offer alternative view points and approaches and to stimulate academic debate
- Group and individual tutorials to support progress and achievement

Learning methods include:

- Practical engagement with activities
- Demonstration of practical skills via the production of project work
- Planning and undertaking research activities
- Contributing to sessions proactively and appropriately
- Engaging with external organisations, clients and groups
- Engaging with work-related and work-based projects (WRL and WBL)
- Successful completion of set projects and activities
- Challenging own practical and intellectual skills via exploration and experimentation to achieve outcomes
- Utilising directed private study time usefully and proactively to enhance achievement
- Engaging with peers, tutors and external partners to develop interpersonal skills on all levels

9. Assessment Methods

The project work that you are set is mapped against the learning outcomes of the programme modules (see below). In order to achieve your qualification, your tutors ensure that you have clear opportunities to meet all of the learning outcomes and to demonstrate this in your work. The work includes practical projects, the production of artefacts, the production of research and supporting materials, and written work that demonstrates academic, professional and self-reflective abilities.

The level of your attainment, and opportunities to progress in your learning, are identified via your project grades. The grading categories are:

%	
70 – 100	Distinction
60 – 69	Commendation
40 – 59	Pass
35 – 39	Marginal fail
0 - 34	Fail

The completion of practical projects usually involves a group critique, where students look at and comment upon each other's work along with their tutor. This allows for discussion with regard to targeted learning outcomes, and with regard to improving practice and performance. The 'crit' is followed by 1:1 progress tutorials where assessment is used to set realistic and achievable targets.

Assessment methods include:

- Production of artefacts
- Written work and production of other documents
- Sketchbooks / workbooks (self-development, exploration, reflection, team work, individual skills and so on)
- Presentations (group, individual, one-to-one)

10. **Course structure and curriculum**

The Fine Art Practice course comprises 9 modules that have been designed to complement and inform each other over the two years of study. There are 4 modules in Year 1 and 5 modules in Year 2.

Modules are of four types:

- Academic skills (AS modules)
- Specialist skills and knowledge (SSK modules)
- Work related learning (WRL modules)
- Work based learning (WBL modules)

There is also a non-accredited Academic Support module in Year 1.

Course Structure by Module (with level and credit value)

Academic Skills

30 credits

- **AS1** Critical Studies 1 (level 1 - 15)
- **AS2** Critical Studies 2 (level 2 - 15)
- Academic Support (levels 1 and 2)
(non-accredited) (*See section 12 – Support for Learning*)

Specialist Skills/Knowledge

145 credits

- **SSK1** Materials and Processes (level 1 - 35)
- **SSK2** Studio Practice 1 (level 1 - 50)
- **SSK3** Studio Practice 2 (level 2 - 60)

Work Related Learning

35 credits

- **WRL 1** Professional Practice and Entrepreneurship 1 (level 1 - 20)
- **WRL2** Professional Practice and Entrepreneurship 2 (level 2 - 15)

Work Based Learning

30 credits

- **WBL1** Site-specific 'Experiential' Commission (level 2 - 20)
- **WBL2** Presenting and Exhibiting Artwork (level 2 - 10)

11. Admission to the course

Candidates must be at least 18 years of age on application.

Candidates should have a level three qualification related to the study of Fine Art Practice (BTEC BND or similar) or a minimum of two A levels at D level or above on entry (or the equivalent to the value of 120 UCAS tariff points). All candidates must have a portfolio of artwork and related materials (sketchbooks, photographs, research files, written work and so on) to present at interview.

All candidates must be able to demonstrate an understanding of fine art and the broader visual arts, and be able to indicate what they expect to achieve from the course. Some students who have a limited range of work may be set designated work by the interviewee and be re-interviewed following completion of this work.

All candidates must have GCSE in English at grade C or above (or equivalent).

All mature applicants will be considered on the merit of their work, experience and suitability. APL (Accreditation of prior learning) may be available to those mature students who have evidence that demonstrates significant abilities in specific areas. This will be discussed through a formal interview with the Programme Coordinator. The applicant may be asked to provide evidence and/or be asked to demonstrate skills / ability (see section 7 Accreditation of prior learning).

All candidates must apply through UCAS. All applicants will be interviewed.

All students are advised to contact their local education authorities and access the PN1 application for the Student Loan.

12. Support for Learning

Support for learning is an important part of the students experience on the course. This is facilitated through the following procedures:

Course Induction:

The induction programme runs for one week and is intended to promote clear understanding of the course and a positive group dynamic, to ensure all students feel included and a part of their course group. The induction programme also enables the course team to engage with new students and check learning ability and identify issues such as DSA not declared at interview stage. As a part of the induction programme students will be given access credentials for information about the course and the College. This is for your use and reference during your time as a member of the College.

Personal Tutors:

You will be allocated a personal tutor at the beginning of the course. He or she will take especial interest in both your academic and pastoral needs, and will meet with you in programmed 1:1 tutorials. Your personal tutor will look out for your best interests and will seek to resolve any issues you have – as well as celebrating your successes!

Access to other tutors will also be available on request. Students are able to change their personal tutor and should discuss this need with the course coordinator.

Online Information:

The College and the course has a learning portal where all course projects, hand outs, course assessment and course structure materials can be located via a password given to students at the start of the course.

Student Support Department:

There is a student support office where all students can go to request help in a number of ways. These may be financial issues, personal issues (counselling) and other issues where students feel need for an external member of the College who is trained to give such help.

13. Graduate destinations / employability

Successful completion of the FdA enables you to progress to Year 2 or 3 study on the BA Honours Fine Art programme at NTU (within the School of Art & Design), or you may choose to pursue relevant employment within the creative and cultural industries. The involvement with external partners and

organisations during the programme will facilitate making contacts and networking within the industries.

“Around the creative hub of artists, many of whom also contribute to education programmes and community work, the art world is supported by technicians, curators, managers, publicists, academics, educators, project managers, art theorists and critics, among others. The sector’s employers are museums, galleries, studios, arts centres, public sector agencies, public art agencies, education bodies, studio organisations, festivals and art fairs” - Introduction to The Visual Arts Blueprint (Creative and Cultural Skills, 2009)

14. Course standards and quality

This course has been devised in collaboration with external industry partners (as set out above), and has also been ‘benchmarked’ against national HE standards as well as academic expectations.

Staff are familiar with the UK Quality code for higher education and with planning and developing programmes against relevant QAA Benchmarking statements. This has included reference being made to (and guidance taken from) the Foundation degree qualification benchmarks. This ensures that the learning outcomes conform to national standards and levels.

The NTU Policy on Foundation degrees has also been taken into consideration in the preparation for validation, as have the target attributes of an NTU graduate. Levels and outcomes for the new programme have also been benchmarked against NTU Academic Standards and Quality requirements, and particularly the University Undergraduate Award Framework that shows how the Foundation degree is located (and integrated) within the range of NTU provision.

Consultation with industry partners has provided an important ‘soundboard’ in identifying and honing relevant and useful learning outcomes with real and practical value within the workplace. Partners were particularly valuable in this regard and discussions fruitfully

revolved around the 'what, how and why'. This very much helped the emergence of a distinctive flavour for the Foundation Degree.

As discussed above, published research concerning skills gaps and shortages has been carefully analysed and considered in the planning process. College tutors, too, with their extensive connections with professional bodies and associations, are able to keep abreast of business and industry trends, needs and standards. This is reflected in the learning outcomes (section 7).

With regard to Quality Assurance, the course coordinator coordinates the design, organisation, delivery of the modules and the assessment of students and is expected to actively model best practice in course management and delivery. Appropriate high standards are set for teaching and learning to ensure that targets for retention and achievement are achieved and demonstrates commitment to continuous improvement in accordance with College policies. A schedule of regular course committees (team meetings) chaired by the course coordinator ensures the regular review of the course content, organisation and management, teaching practices and assessment and assists team members in the sharing of information, good practice and in providing peer support.

The course committee includes all staff teaching on the course, a student representative and technician(s). In their schedule of meetings, one meeting is concerned with producing an interim course review (half way through the year) in which identified criteria are reviewed and evaluated, with action points where appropriate. The final course review (at the end of the year) is the Course Quality and Standards Report (CSQR) produced on the NTU proforma. The outcomes and action points of each review are monitored by the HE Curriculum Manager and reported to the Director of HE to check and identify cross-college issues.

15. Assessment regulations

This course is subject to the University's Common Assessment Regulations (located in its [Academic Standards and Quality Handbook](#)). Any course specific assessment features are described below:

The assessment regulations for the Foundation degree shall be those of Section 16B of the NTU Academic Standards and Quality Handbook (ASQH), namely Common Assessment Regulations: Foundation Degree Programmes. They will be subject also to Section 15 of the ASQH, Assessment Principles and Policies. Operation of the assessment regulations at programme level will be in accordance with best practice identified in the precepts of the QAA Code of Practice, Section 6, Assessment of Students.

Elements of Sections 15 and 16B of ASQH have been amended as appropriate to reflect specific practices and nomenclature of the college so long as these do not compromise the standards implicit in ASQH. Such amendments are subject to continued approval by the University Verifier and External Examiner.

16. Additional Information

Collaborative partner(s):
Course referenced to national QAA
Benchmark Statements:
Course recognised by:
Date implemented:

Any additional information:

If a student is unable to complete the full two levels of the FdA (but has successfully completed level 1), NTU may consider the award of a Higher Certificate. This would be a contingency award only. A student may not set out to achieve this qualification at the commencement of study. Partial achievement of level 2 could be taken into consideration in the award of a Higher Certificate