

## Programme Specification

### *HND Fine Art*

**Date of Publication to Students: September 2015**

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found in the Module Specifications and in the Course Guide.

The accuracy of the information contained in this document is reviewed by the College and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>Awarding Body:</b>	Pearson/EdExcel
<b>Teaching Institution:</b>	Birmingham Metropolitan College
<b>Interim Awards and Final Award:</b>	<b>Final Award:</b> HND Fine Art <b>Fall back Award:</b> HNC Fine Art
<b>Programme Title:</b>	HND in Fine Art
<b>Main fields of Study:</b>	Fine Art
<b>Modes of Study:</b>	Full time/Part time
<b>Language of Study:</b>	English
<b>UCAS Code:</b>	<b>B30/001W</b>
<b>JACS Code:</b>	<b>W100</b>

**Professional Status of the programme (if applicable):**

N/A

**Relevant subject benchmark statements and other external reference points used to inform programme outcomes:**

The course aims, as set out in the programme specifications, are consistent with the QAA benchmarking statements, FHEQ level descriptors, the Degree Awarding Body descriptors and the College mission statement.

**Programme philosophy and aims**

The BTEC Higher National Diploma in Fine Art is designed to equip students with the knowledge, understanding and skills required for success in current and future employment and for progression to an undergraduate degree.

The qualifications have been developed to meet the needs of students wishing to study either a specialist or multi-disciplinary programme of study within the fine arts.

**The aims of the programme are to:**

- Provide an educational foundation for a range of creative, technical and management careers in fine art
- Provide specialised studies directly relevant to specialist areas of fine art in which students intend to seek employment
- Enable students to make an immediate contribution in employment
- Provide flexibility, knowledge, skills and motivation as a basis for future studies and career development
- Develop students' ability in Fine Art through effective use and combination of the knowledge and skills gained in different parts of the programme
- Develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life.

**Intended learning outcomes and the means by which they are achieved and demonstrated:**

**Learning Outcomes**

Learners will be expected to develop the following skills during the programme of study:

- analyse, synthesise and summarise information critically
- Ability to read and use appropriate literature and contextual information with a full and critical understanding
- Ability to think independently and solve problems
- Ability to take responsibility for their own learning and recognise their own learning style
- Obtain and integrate several lines of subject-specified evidence to formulate and develop ideas
- Apply subject knowledge and understanding to address familiar and unfamiliar problems
- Recognise the moral and ethical issues of design-based enquiry and experimentation and appreciate the need for ethical standards and professional codes of conduct
- Design, plan, conduct and report on assignments
- Undertake studio practice in a responsible, safe and ethical manner
- Develop an appreciation of the interdisciplinary nature of fine arts and the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

**Knowledge and Understanding**

- Present evidence that demonstrates some ability to generate ideas independently and/or collaboratively in response to set briefs and/or as self-initiated activity
- Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making
- Develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments
- Make connections between intention, process, outcome, context, and methods of dissemination.

**Intellectual Skills**

- Understand the broad critical and contextual dimensions of the student's discipline(s)
- Understand the issues which arise from the artist's or designer's relationship with audiences, clients, markets, users, consumers, and/or participants
- Understand major developments in current and emerging media and technologies in their discipline(s)
- Understand the significance of the work of other practitioners in their discipline(s).

### Practical Skills

- exercise self-management skills in managing their workloads and meeting deadlines
- accommodate change and uncertainty
- analyse information and experiences and formulate reasoned arguments
- ability to benefit from the critical judgements of others and recognise their personal strengths and needs
- apply interpersonal and social skills to interact with others
- communicate ideas and information in visual, oral and written forms
- present ideas and work to their audiences
- apply information skills to navigate, retrieve, and manage information from a variety of sources
- select and employ communication and information technologies.

### Transferrable Skills

- 1) **Self-management** - students will have the ability to:
  - study independently, set goals, manage their own workloads and meet deadlines
  - anticipate and accommodate change and work within contexts of ambiguity, uncertainty and unfamiliarity.
- 2) **Critical engagement** - students will have the ability to:
  - analyse information and experiences, formulate independent judgements, and articulate reasoned arguments through reflection,
  - review and evaluate
  - source and research relevant material, assimilating and articulating relevant findings
  - formulate reasoned responses to the critical judgements of others
  - identify personal strengths and needs and reflect on personal development.
- 3) **Group/team working and social skills** - students will have the ability to:
  - interact effectively with others, for example through collaboration, collective endeavour and negotiation.
- 4) **Skills in communication and presentation** – students will be able to:
  - articulate ideas and information comprehensibly in visual, oral and written forms
  - present ideas and work to audiences in a range of situations
  - use the views of others in the development or enhancement of their work.
- 5) **Information skills** - students will have the ability to:
  - source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources
  - select and employ communication and information technologies.
- 6) **Personal qualities** - students will have an enthusiasm for enquiry into their discipline and the motivation to sustain it.

## **Learning teaching, and assessment methods used**

### Teaching methods

The following teaching methods will be used:

1. Formal lectures with student participation, group tutorials, one-to-one tutorials, practical experimentation, problem solving. seminars, case studies, workshops, live projects/ placements, group critiques, guided self-study and research.

### Summative Assessment Methods

A range of summative assessments will be used including written assignments, practical projects report, oral presentation, exhibitions and viva.

Modules may have several types of summative assessment such as written assignments and case studies as well as production of practical coursework. The assessment strategy provides a balance between the different assessment methods.

### Formative Assessment Methods

Students will undertake a range of activities throughout the course and receive tutor feedback both verbally and in writing. This will include; practical experimentation and production of fine art work, group critiques and tutorials, case studies and directed study.

## Programme structure and requirements, levels, modules, credits and awards

The Higher National Diploma consists of sixteen units (245 Credits) – five mandatory core, nine specialist and two specialist option units.

**Level 1** – students initially explore drawing through a variety of workshop based activities. Students are encouraged to develop an experimental approach across a wide range of visual language within the field of drawing. Students are also introduced to notions of site specific work and start to develop skills within the specialist areas of digital media, sculpture, installation and printmaking.

**Level 2** – students develop independence in devising their own projects and selecting specialist areas of study in negotiation with staff. An analytical and critical approach is developed through group critiques, individual tutorials and project evaluation.

Professional Practice is an integral part of the course providing knowledge, understanding and experience of appropriate fields of study external to the college. In support of this area students curate, present and exhibit their work in a professional context.

Historical and critical study help students articulate links between theory and practice, extent their knowledge and develop their academic skill for progression to HE or employment.

### Programme Modules, Level and Credit Values

#### Stage 1

Module	Level	Credit Value	ECTS	Prerequisite
1 - Visual Communication in Art and Design	4	15	7.5	Mandatory
2 - Ideas Generation and Development in Art and Design	4	15	7.5	Mandatory
3 - Contextual and Cultural Referencing in Art and Design	4	15	7.5	Mandatory
4 - Professional Practice in Art and Design	5	15	7.5	Mandatory
111- Digital Image Creation & Development	5	15	7.5	Specialist
117 - Exhibition of Art Work	4	15	7.5	Specialist
127 - Site Specific Fine Art	5	15	7.5	Specialist
130 - Drawing Techniques and Processes	4	15	7.5	Specialist
131 - Development of Fine Art Language	4	15	7.5	Specialist
<b>Total</b>		<b>135</b>	67.5	

## Stage 2

Module	Level	Credit Value	ECTS	Prerequisite
4 - Professional Practice in Art and Design	5	15	7.5	Mandatory
5 - Project Design, Implementation and Evaluation	5	20	10	Mandatory
6 - Critical Study in Art and Design	5	15	7.5	Specialist
118 - Management of Art Exhibitions	5	15	7.5	Specialist
132 - Development of a Fine Art Identity	5	15	7.5	Specialist
133 - Personal Development through Drawing	5	15	7.5	Specialist
111 Digital Image creation in Fine Art	5	15	7.5	Optional*
119 - Painting in Fine art	4	15	7.5	Optional*
120 – Fine Art Printmaking	4	15	7.5	Optional*
121 – Fine Art Sculpture	4	15	7.5	Optional*
123 – Time based Artwork	4	15	7.5	Optional*
125 – Fine Art Digital Applications	5	15	7.5	Optional*
129 – Drawing in Fine Art	4	15	7.5	Optional*
<b>Total</b>		<b>200</b>	<b>100</b>	

\*Only two Optional units are required for the Award

**Total Credit required for Award = 245**

## Course Structure

								Semester	Level
<b>Stage 2 Study</b>									
4 - Professional Practice in Art and Design (15)	5 - Project Design, Implementation and Evaluation (20)	6 - Critical Study in Art and Design (15)	118 - Management of Art Exhibitions (15)	132 - Development of a Fine Art Identity	133 - Personal Development through Drawing (15)	specialist option unit 1	specialist option unit 2	1	4/5
4 - Professional Practice in Art and Design (15)	5 - Project Design, Implementation and Evaluation(20)	6 - Critical Study in Art and Design (15)	118 - Management of Art Exhibitions (15)	132 - Development of a Fine Art Identity (15)	133 - Personal Development through Drawing (15)	specialist option unit 1	specialist option unit 2	2	4/5
<b>Stage 1 Study</b>									
1 – Visual Communication in Art and Design		3 - Contextual and Cultural Referencing in Art and Design	4 - Professional Practice in Art and Design	111- Digital Image Creation & Development	127 - Site Specific Fine Art	130 - Drawing Techniques and Processes	131 - Development of Fine Art Language	1	4/5
	2 - Ideas Generation and Development in Art and Design			117 - Exhibition of Art Work				2	4

## **Support for Learning including Personal Development Planning (PDP)**

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- An induction programme providing dissemination of essential information.
- A Learning and Resource Centre providing access to a variety of learning resources, with support from staff
- A Student Handbook containing important information including tutors, staff responsibilities, contacts and regulations and requirements of the course.
- Access to the College IT facilities
- Access to the College Student Services and Careers Advisor
- Access to a Student Counsellor
- Regular group tutorial sessions
- One-to-one tutorials arranged on request
- Consultation with tutor by email, telephone, VLE and other electronic sources

Students will produce their own Personal Development Plans and have periodic reviews with their Personal Tutor.

### **Criteria for admission**

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

Students will normally need to have at least one of the following:

- a BTEC National Certificate or Diploma in an appropriate area
- a GCE A Level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at level A-C
- other related Level 3 qualifications i.e. Level 3 Diploma in Foundation Studies
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include extensive work experience and/or achievement of a range of professional qualifications in their work sector.

## **Methods for evaluation and enhancement of quality and standards including listening and responding to views of students**

The quality of the programme will be closely monitored by all staff involved in its delivery. The Course Leader/ Departmental Manager is the local Manager who will oversee the delivery of the programme, the Head of Faculty for Higher Education and the College Director of Quality, monitor the overall effectiveness and quality through a robust College-wide quality control process. The programme will also adhere to the Awarding Body's regulations and processes.

The College quality process applied to this programme includes:

- Regular teaching observations and reviews
- Staff skills updating as required
- Regular delivery team meetings
- Standardisation meetings and thorough internal verification process
- Programme management meetings involving student representatives and course delivery team
- Seeking of student views during group tutorials, one to one tutorials and by formal College survey completion and national surveys.
- Termly Review Boards to review course performance on a regular basis.
- Production of programme Annual Monitoring Reports which detail the performance of the students and programme.
- End of module/programme Examination Boards, attended by an External Examiner.
- A robust system for dealing with complaints or issues, should they arise.

Students will have regular opportunities to present their views to subject tutors during taught sessions, during tutorials and during one-to-one tutorials with teaching staff (by appointment). They will also be able to express their views to the Course Leader and also express their views via the student Course Representative who will convey views to the course team, at termly Programme Management Meetings.

The Programme Management Meetings are attended by the course team and student representatives and where possible an employer. Minutes of the meeting are recorded and an action log produced.

Students are expected to complete regular quality surveys, both internal and external Higher Education Surveys.