

School of Creative Arts

*In partnership with the Interactive Design Institute*

Title of Programme: Fine Art

Programme Code: CTSFA

# Programme Specification

This programme specification is relevant to students entering:  
01 October 2016

Associate Dean of School (Academic Quality Assurance):  
Rob Wright



Signature

20 June 2016

# Programme Specification Fine Art

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This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

## Section 1

<b>Awarding Institution/Body</b>	University of Hertfordshire
<b>Teaching Institution</b>	Interactive Design Institute, Edinburgh
<b>University/partner campuses</b>	Interactive Design Institute, Edinburgh
<b>Programme accredited by</b>	Not applicable
<b>Final Award</b>	BA (Hons)
<b>All Final Award titles</b>	Fine Art
<b>FHEQ level of award</b>	6
<b>UCAS code(s)</b>	Not applicable
<b>Language of Delivery</b>	English

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### A. Programme Rationale

The BA Fine Art Programme is for students who wish to focus on contemporary art and the practice and theories that inform it.

In this distance-based online programme, students explore the potential of communicating in imaginative, innovative and ambitious ways through the fine art areas of drawing, painting, 3D making, photography, printmaking, digital imaging and video. Students are supported throughout their studies to develop understanding of the different modes and languages of fine art practice. Through studio practice, media and contextual support materials and online workshops, students explore creative ways of working experientially with varied methodologies and processes in a range of media. Students are introduced to creative processes and technical skills and supported towards acquiring an ongoing and deepening understanding of the expressive potential of media.

Dialogue and self-reflection are encouraged throughout within the module forums and tutor facilitation and students are prompted to question their value systems and motivations, considering how they connect with wider cultural and historical contexts of fine art practice. Students are also encouraged to work with a singularity of purpose when appropriate to reflect their individual interests and motivations. Engaging with an audience is a central aspect of fine art and appropriate skills and knowledge are developed through a process of self-reflection and forum debate, as well as in the critical and contextual studies modules, which complement studio practice modules.

The Fine Art Programme enables students to specialise in and work across media in the areas of drawing, painting, 3D making and installation, printmaking, digital media (including video and photography) and collaborative practice. The emphasis is on establishing a personal direction through both process and critique. The programme is contemporary in outlook, fostering an attitude of openness towards forms of new learning and emergent forms of practice, giving students the perspective to place both themselves and their work in a broader, global context. Student's self-motivation, intellectual curiosity, speculative enquiry and imagination are all key attributes for successful completion of the programme.

Throughout the programme there are opportunities for students to test their ideas in collaborative projects and through engagement in online exhibition and presentation both within the IDI-Study site and through the IDI Alumni portfolio and gallery website. These activities allow students to start to engage with public and professional audiences and audience response to their work. The aspiration of the programme is to create informed, reflective, enterprising and entrepreneurial students with the skills and confidence to function as creative practitioners within a wide range of professional settings<sup>1</sup>.

The programme aims to direct the student towards independent study by encouraging fine art creative practice based on debate, collaboration, enquiry and informed risk taking. The programme is structured to generate a synthesis between practice and theory. Through the shared experience of generating, discussing and testing ideas, students establish an understanding of the creative process and theoretical issues that inform it. This understanding is facilitated by access to support materials, activities and active participation in group forums. On completion of the degree programme students will have acquired the skills to research and author a final essay which contextualises their practice. The practical work will culminate in an ambitious and professional presentation of work.

All tutors on the programme are practicing artists, writers and/or theorists working across areas of fine art practice and related disciplines.

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## B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

### **Additionally this programme aims to:**

- Provide students with the opportunity to develop competence and sensibility in the use of chosen media and fully engage with fine art studio practice.
- Develop the student's skills in critical awareness and the ability to contextualise practice and to discuss and analyse contemporary art.
- Enable students to recognise and reflect on cultural, intellectual and emotional 'relationship to subject' as embodied in fine art practice.
- Fully explore the potential of communicating in imaginative and ambitious ways and produce an ambitious body of work and present this at a public exhibition.
- Develop collaborative skills and gain confidence in personal interaction, presentation and co-operation within a professional context and knowledge of how to function as practical artists and in art-related activities.
- Develop an in-depth knowledge and understanding of the contemporary art world, its diversity and emerging contexts for practice nationally and internationally.
- Produce graduates who are self-motivated, independent, resourceful and equipped to function as practising artists and in art-related activities.

The curriculum is designed to deliver the requirements of the qualification framework in an ordered and structured way. In particular, programme design is focused on imposing increasing demands through the levels and introducing key skills and competencies in preparation to meet these demands. Broadly, this is achieved as follows:

#### Fine Art Level 4

At Level 4 students are introduced to the overall aims of the Fine Art Programme. Level 4 has a focus on introducing studio media, skills, techniques and processes in drawing, painting, photography, print, digital media, video and 3D installation. Visual art research and critical thinking skills are introduced and students start to explore personal independent ways of working. The Fine Art in Context 1 module introduces group work, emphasising the central role of collaboration in contemporary art, as well as forming an introduction to artist video, site specific work and performance.

#### Fine Art Level 5

At Level 5, professional practice is introduced and the development of self motivated independent studio practice. This runs alongside the professional practice Fine Art in Context 2 module. The emphasis on professional practice starts to inform students' studio practice, with group collaborative online "pop-up exhibitions" forming the focus of the Context module at this level. Level 5 aims to further develop individual practice, prepare for professional practice and to support students in contextualising their work critically within contemporary fine art.

#### Fine Art Level 6

Level 6 comprises 2 major practice modules and the Degree Essay. In Fine Art Practice 3A, students prepare, develop and plan for their degree show work and in the final studio practice module Fine Art Practice 3B, concentrate on fully realising and exhibiting their final body of work to high professional standards with an emphasis on ambitious and adventurous work. Practical workshops continue in more specialised areas at Level 6. Key projects and activities in addition to the degree exhibition and essay include submitting the degree exhibition proposal, support for artist writing in preparation for writing an artist statement and a degree show planning project supporting students in preparing for their degree exhibition.

Students are also encouraged to enter major competitions and open exhibitions such as "New Contemporaries", attend talks and exhibitions and apply for artist opportunities in preparation for professional practice.

### C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA benchmark statements for Art and Design and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 have been used as a guiding framework for curriculum design.

Knowledge and Understanding of:	Teaching/learning methods & strategies	Assessment
A1-How ideas, concerns and values are expressed and embodied through making.  A2-The ways in which cultural, historical and theoretical issues support and inform a broad range of recent and contemporary fine art.	Acquisition of knowledge and understanding (A1 – A5) is through a combination of support materials, experiential activities, forums, presentations, external experiences, group discussions, one to one tutor dialogue and feedback, critiques and independent and directed study.	Knowledge and understanding are assessed through a combination of: <ul style="list-style-type: none"><li>a body of studio practice giving evidence of experimentation, research and developmental work; (A1 A3)</li><li>written assignments and documentation. (A2 A3 A4 A5)</li></ul>

<p>A3-The ways in which contextual, historical, cultural and theoretical issues can be used as creative resources to develop and gain insight into students' own practices.</p>	<p>A1 to A4 are acquired through both the practice and theoretical modules of the programme. Emphasis is placed upon the value of working within peer groups in the forum as this encourages the dissemination of information. This strategy is employed in learning outcomes A1 to A3 together with support materials, case studies and presentations introducing students to the scope of fine art practice and professional opportunities A5.</p>	<p>The assessment of each module is holistic. All material presented for assessment is taken as a whole and a single mark is given. The set criteria used for this assessment informs the process, the individual criteria are not weighted. There are no written examinations.</p>
<p>A4-Where to contextually locate the student's own practice alongside contemporary practitioners.</p>	<p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p>	
<p>A5-Professional practice and visual arts career opportunities and how to effectively respond to them.</p>		
<p>Intellectual skills - able to:</p>	<p>Teaching/learning methods &amp; strategies</p>	<p>Assessment</p>
<p>B1-Critically explore how art communicates through its associated languages by engaging fully with art practice.</p>	<p>Intellectual skills (B1 – B5) are developed throughout the programme by a combination of one to one tutor dialogue and feedback, support materials, group critiques, presentations, peer forum discussions, reviews, written assignments and independent and directed study.</p>	<p>Intellectual skills are assessed through a combination of:</p>
<p>B2-Recognise and reflect on cultural, intellectual and emotional relationship to content as embodied in practical work.</p>	<p>B1 to B4 are developed during the student's individual programme of study through forum discussions, cross referencing of concepts and practice. Support Materials, guided activities, forum peer group discussion, presentations, critiques and one to one tutor dialogue are key teaching and learning methods where issues of practice/context are addressed. Written assignments allow the further development of these learning outcomes.</p>	<ul style="list-style-type: none"> <li>▪ a body of practical work demonstrating the interconnection of concept and realisation; (B1 B2 B3 B4 B5)</li> <li>▪ evidence of resolved work; (B1 B5)</li> <li>▪ written assignments; (B3 B4)</li> <li>▪ reflective self-evaluation. (B2)</li> </ul>
<p>B3-Demonstrate critical reflection, including identifying appropriate questions for enquiry, formulating independent judgements, articulating reasoned arguments and responding to the critical views of others.</p>	<p>Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>The assessment of each module is holistic. All material presented for assessment is taken as a whole and a single mark is given. The set criteria used for this assessment informs the process, the individual criteria are not weighted. There are no written examinations.</p>
<p>B4-Demonstrate the development of thoughtful and questioning approach to practice and take on board the critical responses of others.</p>		

B5-Demonstrate ownership and integrity by taking responsibility for progressing studio practice.		
<b>Practical skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>C1-Express and embody ideas, concerns and values through making.</p> <p>C2-Fully explore the potential of communicating in imaginative and personally ambitious way and explore new contexts, sites and methods for practice.</p> <p>C3- Demonstrate relevant skills in selecting, exhibiting and installing studio practice with understanding of relation to audience/s.</p> <p>C4-Demonstrate appropriate and competent use of media within studio practice and realise ideas through to a resolved outcome.</p>	<p>Practical skills are developed throughout the practice based modules as part of an ongoing exploration and expansion of individual practice. Health and safety issues are included in media and processes teaching.</p> <p>C1 to C4 are developed through media support activities, guided support materials, sharing work in the forum, tutor guidance and feedback, presentations and group forum discussions.</p>	<p>C1-Express and embody ideas, concerns and values through making.</p> <p>C2-Fully explore the potential of communicating in imaginative and personally ambitious way and explore new contexts, sites and methods for practice.</p> <p>C3- Demonstrate relevant skills in selecting, exhibiting and installing studio practice with understanding of relation to audience/s.</p> <p>C4-Demonstrate appropriate and competent use of media within studio practice and realise ideas through to a resolved outcome.</p>
<b>Transferable skills - able to:</b>	<b>Teaching/learning methods &amp; strategies</b>	<b>Assessment</b>
<p>D1-Communicate ideas and information effectively in written and visual forms, with due consideration for audiences, language use and academic referencing conventions.</p> <p>D2-Work independently by setting goals, managing own learning, coordinating workloads, project planning and meeting deadlines in response to set briefs and self-initiated study.</p>	<p>Transferable skills are developed through all aspects of the programme, with active participation in set forum activities, one to one tutor discussions and peer group forum debates encouraged and expected. (D2 D3) Critiques, tutor dialogue and group forum discussion encourage and open informal communication and develop skills in the articulation of ideas, self-presentation and critical reflection. (D1 D3)</p>	<p>Transferable skills are assessed throughout the programme in studio practice modules, critical and cultural studies modules and the Art in Context module through a combination of:</p> <ul style="list-style-type: none"> <li>▪ a body of studio practice; (D2 D3)</li> <li>▪ a body of research and developmental work; (D2 D3 D4)</li> <li>▪ written assignments and documentation. (D1 D2 D3 D4)</li> </ul>

D3-Demonstrate good studentship through engagement, collaboration and participation.

D4- Manage research, using a variety of resources to gather material, evaluate sources and experiences, document findings and develop an independent line of critical reasoning supported by evidence.

Practice based activities normally include practical research, conceptual development, group forum discussions, peer self evaluation and collaboration. (D1 D2 D3 D4)

During the Fine Art in Context 2 module students are given the opportunity to undertake negotiated professional experience or equivalent artist opportunities and study. (D1 D2 D3 D4)

The internet and use of information technology play an important part in visual research, both in fine art practice and in critical and cultural studies modules. (D4)

Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.

The assessment of each module is holistic. All material presented for assessment is taken as a whole and a single mark is given. The set criteria used for this assessment informs the process, the individual criteria are not weighted.

There are no written examinations.

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the student's ability to demonstrate the learning outcomes as expressed on the Definitive Module Documents (DMDs).

### **Relationship of Assessment to Aims and Learning Outcomes**

The assessment of each module is based on the fulfilment of the module aims, as evidenced by the student's ability to demonstrate the learning outcomes as expressed in the Module Information Forms.

Assessment takes two forms:

**Formative Assessments** – reflection points and on-going progress review within 'course discussion' and participation in forums. Formative assessment is used to help 'feed-forward' the students project work, providing advice and guidance within the module.

**Summative Assessments** - assessment that directly contributes to module grade. In the main this happens at the end of the modules. Summative Assessments serve to provide the students with the opportunity to demonstrate the appropriate learning outcomes to a standard suitable for the award of a pass grade in the module assessed; or, ultimately, to demonstrate their eligibility for the final award.

Students with documented special learning needs are able to negotiate appropriate arrangements for the submission of work for assessment.

### **The Assessment of Practical, Contextual and Theoretical Elements**

Within their modules students are expected to attempt all assignments and to submit work for each. The final module mark is derived from an aggregation of the marks for each assignment using the weightings stated in module guides and in project briefs.

### Use of Turnitin

Turnitin can be enabled on StudyNet modules for student use where the module leader considers that it will be a useful learning and teaching tool. Turnitin (or similar assisted detection software/techniques) will be used by academic staff to check/report upon individual pieces of student work in cases where there is specific cause for concern in relation to possible academic misconduct (e.g. plagiarism).

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## D. Programme Structures, Features, Levels, Modules and Credits

The programme is offered in full time (6 semesters), part time (12 semesters) and accelerated (6 semesters) modes and leads to the award of:

- BA with Honours in Fine Art

Entry is normally at Level 4 with suitable entry qualifications and for other students with relevant precursor experiences (as detailed in Section F). The Admissions process uses APEL and/or a portfolio of work that demonstrates an engagement with and interest in, the fields of knowledge and practice the programme deals with.

Entry is also possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other higher education experiences that are equivalent to the earlier levels of the programme (APCL) or through APEL where appropriate.

### EXTERNAL ENGAGEMENT AND PROFESSIONAL PRACTICE

IDI encourages students to participate in negotiated professional practice. Students negotiate short term professional practice experience at Level 5 and 6 in negotiation with their tutors.

It is the responsibility of the student to source, organise and negotiate the nature of professional experience and its relevance to learning outcomes. Typically, professional practice experience should contribute to:

- Development of competencies which prepare students for professional life.
- An understanding of the professional contexts of their discipline.
- An enhanced understanding of their position in the context of a range of career options.

Students planning to undertake negotiated professional practice within appropriate level 5 and 6 modules are required to demonstrate how the planned professional experience will meet the learning outcomes of the module(s).

On completion of external negotiated professional practical experience, as a required part of relevant activity or project work, students will typically be required to submit:

- A written reflection which reflects on and evaluates the learning experience.
- Evidence of practical work undertaken.
- Share experiences of professional practice with their peers on the module forum.

Modules appropriate for external negotiated professional practice experience in Fine Art are:

Level 5 Fine Art in Context 2  
Level 5 Fine Art Practice 2A

Level 5 Fine Art Practice 2B  
Level 6 Fine Art Practice 3B



## Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the Honours award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 (in section 2) identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

**Mode of study** Distance

**Entry point** Semester A, B, C

### Pattern(s) of Study

**Part-time study:** Part-time students study four consecutive semesters from the point of entry before moving on to the next level.

**Full-time study:** Full time students will typically study two consecutive semesters, then break for one semester before they proceed to the next level.

**Accelerated Study:** Accelerated students study as full time, but do not take the semester break before proceeding to the next level.

**Note:** to accommodate these patterns of study, all modules can be delivered in any semester.

### Level 4

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Fine Art Practice 1A	4FTC1174	30	English	0	100	0	A, B, C' AB, BC, CA
Fine Art Practice 1B	4FTC1175	30	English	0	100	0	A, B, C' AB, BC, CA
Fine Art in Context 1	4FTC1176	30	English	0	100	0	AB, BC, CA
Fine Art: Visions, Contexts, Languages (C&CS)	4FTC1177	30	English	0	100	0	AB, BC, CA

### Level 5

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
<b>Compulsory Modules</b>							
Fine Art Practice 2A	5FTC1206	30	English	0	100	0	A, B, C' AB, BC, CA
Fine Art Practice 2B	5FTC1207	30	English	0	100	0	A, B, C' AB, BC, CA
Fine Art in Context 2	5FTC1208	30	English	0	100	0	AB, BC, CA
Fine Art: Debates and Values (C&CS)	5FTC1209	30	English	0	100	0	AB, BC, CA

## Level 6

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Fine Art Practice 3A	6FTC1151	30	English	0	100	0	A, B, C' AB, BC,CA
Fine Art Practice 3B	6FTC1153	60	English	0	100	0	A, B, C' AB, BC,CA
Fine Art Degree Essay	6FTC1152	30	English	0	100	0	A, B, C' AB, BC,CA

**Full Time** pattern of study over 6 semesters  
(120 credits per level of study / 60 credits per semester)

### LEVEL 4

Semester 1	Semester 2
<b>Fine Art Practice 1A</b> 4FTC1174 30 credits	<b>Fine Art Practice 1B</b> 4FTC1175 30 credits
<b>Fine Art in Context 1</b> 4FTC1176 30 credits	
<b>Fine Art: Visions, Contexts, Languages (C&amp;CS)</b> 4FTC1177 30 credits	

### LEVEL 5

Semester 3	Semester 4
<b>Fine Art: Debates and Values (C&amp;CS)</b> 5FTC1209 30 credits	
<b>Fine Art Practice 2A</b> 5FTC1206 30 credits	<b>Fine Art Practice 2B</b> 5FTC1207 30 credits
<b>Fine Art in Context 2</b> 5FTC1208 30 credits	

### LEVEL 6

Semester 5	Semester 6
<b>Fine Art Practice 3A</b> 6FTC1151 30 credits	<b>Fine Art Practice 3B</b> 6FTC1153 60 credits
<b>Fine Art Degree Essay</b> 6FTC1152 30 credits	

**Part Time** pattern of study over 12 semesters  
(120 credits per level of study / 30 credits per semester)

#### LEVEL 4

Semester 1	Semester 2
<b>Fine Art Practice 1A</b> 4FTC1174 30 credits	
<b>Fine Art: Visions, Contexts, Languages (C&amp;CS)</b> 4FTC1177 30 credits	
Semester 3	Semester 4
<b>Fine Art Practice 1B</b> 4FTC1175 30 credits	
<b>Fine Art in Context 1</b> 4FTC1176 30 credits	

#### LEVEL 5

Semester 5	Semester 6
<b>Fine Art Practice 2A</b> 5FTC1206 30 credits	
<b>Fine Art in Context 2</b> 5FTC1208 30 credits	
Semester 7	Semester 8
<b>Fine Art Debates and Values (C&amp;CS)</b> 5FTC1209 30 credits	
<b>Fine Art: Practice 2B</b> 5FTC1207 30 credits	

#### LEVEL 6

Semester 9	Semester 10
<b>Fine Art Practice 3A</b> 6FTC1151 30 credits	
<b>Fine Art Degree Essay</b> 6FTC1152 30 credits	
Semester 11	Semester 12
<b>Fine Art Practice 3B</b> 6FTC1153 60 credits	

Progression to levels 5 and 6 requires a minimum of 90 and 210 credits respectively and passes in all compulsory modules.

The award of an honours degree requires 360 credit points passed with a minimum of at least 120 at level 6 including the final degree project.

## Honours classification

The University has approved structure and assessment regulations common to all programmes. Full details are provided in [UPR AS14](#), Section D.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Award	Minimum requirements	Available at end of Level
University Certificate	45 credit points at level 4	4
Certificate of Higher Education	120 credit points at level 4	4, 5
Diploma of Higher Education Fine Art	240 credit points including at least 120 at level 5	5, 6
BA Fine Art	300 credit points including 180 at level 6/5 of which 60 must be at level 6 (or at least 75 credits at L6 for final year direct entrants)	6
BA (Hons) Fine Art	360 credit points including 240 at level 6/5 of which 120 must be at level 6	6

## E. Support for students and their learning

Students are supported by:

- Admissions Advisors to manage student entry and admissions queries.
- A bespoke Online Learning Area, providing access to teaching resources, personal studios and forums.
- StudyNet for journals and library resources in electronic formats.
- An IDI Student Handbook
- Module delivery information provided online within module guides.
- An Academic Year Calendar.
- Module delivery plans.
- Discussion groups within forums.
- Student representation and feedback within Programme Committees and SFQs.
- Dedicated tutors who offer one-to-one tutoring and group support.
- Course Managers to provide regular pastoral guidance and support.
- Student Support to provide day-to-day support with managing their learning.
- A Student Administrator to deal with day-to-day administration associated with the programme.
- Web manager and Technical assistant to provide technical support.

### Pre Entry Guidance

Admissions advice is given by an Admissions Advisor. On receipt of an application the student is given access to a secure online studio, where they can communicate with their Admissions Advisor. They will be asked to submit their academic transcripts and for all students whose first language is not English, evidence of English language ability must be provided. They will also be asked for a personal statement and references are also requested. Students are asked to upload images of their creative work as appropriate. All students are given individual feedback on their application.

Admissions Advisors ensure students are made aware of:

- Course fees and methods of payment.
- Full time and part time study routes.
- Study time commitments.
- Essential programme resources and associated costs.

The student will be offered a place or not as appropriate. The formal offer of a place includes:

- IDI offer of place letter;
- List of essential programme resources.

On accepting an offer of a place students are asked to complete the University of Hertfordshire application form online within the IDI-Study website.

### **Induction**

One week prior to the start of the semester students are given access to an online induction programme. This programme allows the student to become familiar with their individual online studio and all of its functions and how teaching and learning takes place. Students are directed to where they will find student handbooks, delivery plans, module guides, assessment procedures, an introduction to the concept and process of self -evaluation and also their comprehensive online learning materials. Students are also introduced to forums designated for coursework, team working and critiquing and programme committee feedback. Students are also advised of the function of StudyNet. They are also provided with support in managing their studies and all the support functions that are available to them while they are studying.

### **On the Programme**

Throughout their studies students are supported by their Tutor(s) to help guide them through and to understand the module(s). They have access to their tutor for both academic support and guidance. Students also have a designated Course Manager, Student Support Advisor and Programme Administrator to deal with other student enquiries and issues. Students are provided with on-going pastoral support. Their first point of contact for this is their tutor, but IDI Course Managers also support students with study and non-study related issues.

### **Pastoral support**

Students are provided with on-going pastoral support. Their first point of contact for this is their tutor, but IDI Course Managers also support students with study and non-study related issues.

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## **F. Entry requirements**

The normal entry requirements for the programme are:

You would normally be expected to have successfully completed a visual arts pre-degree course, which may be a Foundation or equivalent course in art and design, leading to BTEC National Diploma/Certificate or equivalent international qualification, during which you are likely to have specialised in Fine Art.

However, other patterns of prior study and experience may be acceptable and applications are considered on a case-by-case basis. We normally evaluate applicants against the following:

- 240 points from GCE A Levels (or equivalent) including a qualification in an art related subject, plus GCSE English language and Maths at grade C or above (Key skills are accepted as equivalent).
- An IELTS score of 6.0 is required for those for whom English is not their first language.

You are also normally expected to provide evidence of previous study within art and design through a range of the following:

- Evidence of an awareness of the area of Fine Art.
- Evidence of the ability to develop visual ideas.
- Use of processes towards subject specific conclusions.
- Evidence of the ability to develop visual ideas from an observational basis.
- 2D work such as drawing, painting, technical drawing, design, media experimentation, photography.
- 3D work evidenced by photograph, models, prototypes.
- Commitment to the chosen area of study and an awareness of the professional contexts of your chosen career.
- A clear indication of ability in English Language.

### **Returning to study**

We consider all applications on an individual basis and welcome applications from those with non-standard qualifications and from a variety of backgrounds. If you have prior higher education or equivalent work experience, it may be possible for this to be taken into account. It may also enable advanced entry to your chosen programme.

For example, if you have an HND in an appropriate subject and you are aiming to achieve an honours degree, you may be considered for exemption from Level 4 and Level 5 studies (the equivalent of the first and second year of a full-time degree). You may also be awarded credit for relevant prior learning such as previous courses studied, industrial, or professional experience.

### **English language**

All applicants from non-majority English speaking countries need to provide proof of English language proficiency.

- GCSE English language grade A-C
- IELTS 6.0 (with no less than 5.5 in any band)

### **Additional Notes for International Students**

- International students are eligible to enrol on this programme of study however they must study in their own country of residence, as the University will not sponsor International Students to obtain a Tier 4 student visa for this programme.
- International Students transferring from a full-time campus based programme to the full-time on-line programme will not meet the requirements for the University to provide sponsorship for the Tier 4 Student visa.

### **Advanced Entry**

Entry is possible at Level 5 or Level 6 through Credit Accumulation and Transfer from other Higher education experiences that are roughly equivalent to the earlier levels of the programme (APCL), or through APEL where appropriate. This means that if you have an HND or equivalent qualification and professional experience, you may be able to study part-time to 'top-up' to an honours degree in as little as two years, or within one year if you are able to study on a full time basis.

The programme is subject to the University's Principles, Policies, Regulations and Procedures for the Admission of Students to Undergraduate and Taught Postgraduate Programmes and will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

## Section 2

### Programme management

**Relevant QAA subject benchmarking statements**

**Date of validation/last periodic review**

**Date of production/ last revision of PS**

**Relevant intakes**

**Administrative School**

Art and Design (2007 and 2008)

June 14

June 2016 / June 2015

Level 4 entering October 2016

School of Creative Arts

Table 3 Course structure

Course details					
Course code	Course description				JACS
CTSFA	BA (Hons) Fine Art (IDI)				W100
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
FASOCT1ADF	A	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASOCT1DF	A	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASOCT1DP-1	A	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASOCT1DP-2	A	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASOCT2DF	A	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASOCT2ADF-1	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASOCT2ADF-2	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASOCT2DP-1	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASOCT2DP-2	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASOCT3ADF-1	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASOCT3ADF-2	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASOCT3DF	A	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASOCT3DP-1	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)
FASOCT3DP-2	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)

Instances code	Intake	Stream	Instances Year	Location:	Mode of study
FASOCT4DP-1	B	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)
FASOCT4DP-2	B	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)
FASFEB1ADF-1	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASFEB1ADF-2	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASFEB1DF-1	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASFEB1DF-2	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASFEB1DP-1	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASFEB1DP-2	B	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASFEB2ADF	A	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASFEB2DF-1	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASFEB2DF-2	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASFEB2DP-1	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASFEB2DP-2	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASFEB3ADF-1	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASFEB3ADF-2	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASFEB3DF-1	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASFEB3DF-2	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASFEB3DP-1	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)
FASFEB3DP-2	B	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)
FASFEB4DP-1	A	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)
FASFEB4DP-2	A	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)
FASJUN1ADF-1	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASJUN1ADF-2	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASJUN1DF-1	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)



Instances code	Intake	Stream	Instances Year	Location:	Mode of study
FASJUN1DF-2	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Full Time)
FASJUN1DP-1	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASJUN1DP-2	C	BA (Hons) Fine Art	1	Interactive Design Institute	Distance (Part Time)
FASJUN2ADF-1	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASJUN2ADF-2	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASJUN2DF-1	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASJUN2DF-2	C	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Full Time)
FASJUN2DP-1	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASJUN2DP-2	B	BA (Hons) Fine Art	2	Interactive Design Institute	Distance (Part Time)
FASJUN3ADF	A	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASJUN3DF-1	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASJUN3DF-2	C	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Full Time)
FASJUN3DP-1	A	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)
FASJUN3DP-2	A	BA (Hons) Fine Art	3	Interactive Design Institute	Distance (Part Time)
FASJUN4DP-1	B	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)
FASJUN4DP-2	B	BA (Hons) Fine Art	4	Interactive Design Institute	Distance (Part Time)

The programme is managed by:

- An Academic Director.
- The Head of Academic Quality.
- A Course Manager who has delegated responsibility for the programme.
- A Student Support Advisor.
- A Programme Team Leader.
- Module Tutors who are responsible for individual modules.
- An Admissions Tutor.
- A designated Administrator to deal with day to day administration associated with the programme.
- A programme committee, the membership of which includes student representatives, contributing tutors, the Programme Team Leader, the Course Manager and the programme administrator

## Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (UPR AS11, UPR AS12, UPR AS13 or UPR AS14) with the exception of those listed below, which have been specifically approved by the University:

- Module 6FTC1152 Fine Art Degree Essay **cannot** be substituted with equivalent credits from any level to improve the degree classification of the award BA (Hons) Fine Art.

Course Code	Course Instance	Award Title	Modules (child instance codes and Title)	Must be included in Award degree algorithm
CTFA	FASFEB3ADF-1 FASFEB3ADF-2 FASFEB3DF-1 FASFEB3DF-2 FASJUN3ADF FASJUN3DF-1 FASJUN3DF-2 FASOCT3ADF-1 FASOCT3ADF-2 FASOCT3DF  FASOCT3DP-1 FASOCT3DP-2 FASFEB4DP-1 FASFEB4DP-2 FASJUN4DP-1 FASJUN4DP-2	All	6FTC1152 – Fine Art Degree Essay	Yes

Further points of clarification and interpretation relevant to this specific programme are given below:

- A pass grade in the final degree project is required for an award at Honours.
- The maximum period within which a part time student may gain an award on the programme is 7 years from the date of registration.

The programme operates a University-wide policy for treatment of serious adverse circumstances and students receive details in the Student Handbook.

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## Other sources of information

- Definitive Module Documents
- Module Guides
- Student Handbook
- Interactive Design Institute website  
<http://www.idesigni.co.uk/>
- Interactive Design Institute online study and teaching area  
<http://www.idi-study.com/>
- A-Z guide  
<http://www.studynet1.herts.ac.uk/ptl/common/support.nsf/support?ReadForm>
- University of Hertfordshire Course website:  
<http://www.herts.ac.uk/courses/>
- QAA Benchmark Statement website:  
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)  
[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- SEEC Credit Level Descriptors for Further and Higher Education 2010:  
<http://www.seec.org.uk/wp-content/uploads/2013/seec-files/SEEC%20Level%20Descriptors%202010.pdf>
- External Quality Review report website:  
[http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha\\_hSU](http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007147#.VCFXlha_hSU)
- UNISTATS website:  
<http://www.unistats.com/>
- University of Hertfordshire Academic Quality website:  
(StudyNet → Staff → Department Lists → Academic Quality Office)
- Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:  
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
- Learning and Teaching Policy and Graduate Attributes, UPR TL03:  
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
- Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:  
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
- Academic Quality, UPR AS17:  
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
- Index of UPRs for students:  
[http://sitem.herts.ac.uk/secreg/upr\\_azlist\\_info.htm](http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm)
- Information on Programme and Module External Examiners  
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

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## Other information relevant to the programme

The Interactive Design Institute works in partnership with the University of Hertfordshire and delivers this programme on behalf of the School of Creative Arts.

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## University policies relevant to the programme

The University undertakes to use all reasonable endeavours to deliver, assess and administer this programme in accordance with this Programme Specification. At the same time it is recognised that it is in the nature of academic developments that changes, for example to the structure, curriculum and assessment of a programme may be necessary in order to ensure that the programme remains up to date, in response to issues raised as a result of on-going monitoring and evaluation and/or in order to conform to new regulatory requirements imposed by this institution, by professional or statutory bodies, or by national or governmental bodies.

The programme operates within the guidelines and policies relating to equal opportunities and environmental issues which may be agreed from time to time by the Board of Governors and/or the Academic Board of the University.

Where the programme is offered in collaboration with another institution these policies and guidelines will normally be those of the partner institution.

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Subjects ([UPR RE01](#)) agreed from time to time by the Academic Board of the University. However, where the programme is offered in collaboration with another institution (for example through a franchise arrangement for all or part of the programme) then specific approval must be obtained from the University for the operation of the programme within ethical guidelines prepared by the partner institution. The partner institution will be responsible for all insurance liability in connection with the observance of ethical guidelines.



Signed .....

Date 20 June 2016

**Rob Wright**

Associate Dean of School (Academic Quality Assurance)

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If you would like this information in an alternative format please contact:

Ms Katie Parkash, Senior Student Administrator, School of Creative Arts

Telephone: 01707 281298

Email: [k.parkash@herts.ac.uk](mailto:k.parkash@herts.ac.uk)

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to [aqo@herts.ac.uk](mailto:aqo@herts.ac.uk).

## BA (Hons) Fine Art

Table 2: Development of Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																		
		Knowledge & Understanding					Intellectual Skills					Practical Skills				Transferable Skills				
Module Title		Module Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Fine Art Practice 1A	4FTC1174	x					x	x		x		x			x		x	x	
	Fine Art Practice 1B	4FTC1175	x		x				x		x	x	x			x		x		
	Fine Art in Context 1	4FTC1176			x	x					x			x	x	x				x
	Visions, Contexts, Languages (C&CS)	4FTC1177		x	x					x							x	x		x
Level 5	Fine Art Practice 2A	5FTC1206	x		x			x	x			x			x	x		x	x	
	Fine Art Practice 2B	5FTC1207	x			x		x					x		x	x		x		
	Fine Art in Context 2	5FTC1208			x	x	x							x	x		x			x
	Debates and Values (C&CS)	5FTC1209		x	x					x							x	x		x
Level 6	Fine Art Practice 3A	6FTC1151	x			x		x		x				x	x					x
	Fine Art Practice 3B	6FTC1153	x			x				x		x		x	x				x	x
	Fine Art Degree Essay	6FTC1152		x	x					x							x	x		x

**Key:** Learning Outcome which is assessed as part of the module

## Key to Programme Learning Outcomes

### Knowledge and Understanding of

- A1. How ideas, concerns and values are expressed and embodied through making.
- A2. The ways in which cultural, historical and theoretical issues support and inform a broad range of recent and contemporary fine art.
- A3. The ways in which contextual, historical, cultural and theoretical issues can be used as creative resources to develop and gain insight into students' own practices.
- A4. Where to contextually locate the student's own practice alongside contemporary practitioners.
- A5. Professional practice and visual arts career opportunities and how to effectively respond to them.

### Intellectual Skills: ability to

- B1. Critically explore how art communicates through its associated languages by engaging fully with art practice.
- B2. Recognise and reflect on cultural, intellectual and emotional relationship to content as embodied in practical work.
- B3. Demonstrate critical reflection, including identifying appropriate questions for enquiry, formulating independent judgements, articulating reasoned arguments and responding to the critical views of others.
- B4. Demonstrate the development of a thoughtful and questioning approach to practice and take on board the critical responses of others.
- B5. Demonstrate ownership and integrity by taking responsibility for progressing studio practice.

### Practical Skills: ability to

- C1. Express and embody ideas, concerns and values through making.
- C2. Fully explore the potential of communicating in imaginative and personally ambitious ways and explore new contexts, sites and methods for practice.
- C3. Demonstrate relevant skills in selecting, exhibiting and installing studio practice with understanding of relation to audience/s.
- C4. Demonstrate appropriate and competent use of media within studio practice and realise ideas through to a resolved outcome.

### Transferable Skills: ability to

- D1. Communicate ideas and information effectively in written and visual forms, with due consideration for audiences, language use and academic referencing conventions.
- D2. Work independently by setting goals, managing own learning, coordinating workloads, project planning and meeting deadlines in response to set briefs and self-initiated study.
- D3. Demonstrate good studentship through engagement, collaboration and participation.
- D4. Manage, research using a variety of resources to gather material, evaluate sources and experiences, document findings and develop an independent line of critical reasoning supported by evidence.