

Programme Specification

Higher National Diploma in 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.

Awarding Body:	Birmingham City University
Teaching Institution:	Birmingham Metropolitan College
Interim Awards and Final Award:	Final Award: HND in Fine Art (240 Credits) Fall back Award: HNC in Fine Art (120 Credits)
Programme Title:	Higher National Diploma in Fine Art
Main fields of Study:	Fine Art Theory and Practice
Modes of Study:	Full-time
Language of Study:	English
UCAS Code:	001W
JACS Code:	W100

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 University award descriptors and the College mission statement.

Programme philosophy and aims

The course aims to provide a combination of basic instruction and skill acquisition, particularly in the use of, and exploration of the nature of drawing with the commitment to encourage the students to develop a broad range of experimental personal strategies in line with current and future fine art practice.

It provides an opportunity for students from a varied range of backgrounds and abilities to succeed at higher national diploma level and progress to degree level study if appropriate.

The course supports a broad range of personal practice activities from traditional painting and drawing to more contemporary multimedia/installational approaches.

The course encourages students to engage with the wider community through the use of site-specific, commissioned artwork and professional practice units as well as the broader collaborative opportunities across the College through the faculty initiative developing the employability skills of flexibility and negotiation necessary for success in today's economic environment.

The aims of the programme are to:

- Develop the basic skills and approaches necessary to operate as a practising fine artist.
- Provide an education in fine art enabling students to develop a personal language for expression of their ideas and interests and locating their personal practice in a historical, political, social, cultural, theoretical and contemporary context.
- Create opportunities for students from a wide range of educational, social and cultural backgrounds.
- Provide a broad and flexible programme that will equip students with the knowledge, understanding and skills required for progression to undergraduate degree level study.
- Develop employability skills of flexibility and motivation to enable progression to personal practice, further study or possible career options.
- Develop students ability in fine art through effective use and combination of the knowledge and skills gained in different parts of the programme.

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

Learning Outcomes¹

1. To develop a broad and individual personal art practice that demonstrates skill, professionalism and a knowledge of historical and contemporary precedents.
2. To develop critical and reflective skills to enable work to be appraised and developed.
3. To develop independence, flexibility and adaptability to ensure employability in the changing economic environment.
4. To be able to respond to external bodies, community partners and collaborative opportunities.

Knowledge and Understanding

- The role of drawing in fine art practice.
- The development of ideas through drawing in its widest forms.
- Current fine art practice.
- The context of contemporary work and its relationship to the art of the past.
- A wide range of methods and approaches and how they can be employed in personal practice.
- How to evaluate and review your personal practice.
- How to present and exhibit your work.
- Aspects of professional practice.
- Progression to personal practice as a fine artist, further study or other career opportunities

Intellectual Skills

- Imaginative and creative investigation, development and realisation of ideas in appropriate form.
- Use of different methods and media to realise ideas.
- Analytical and critical skills in relation to one's own practice and the art of the past.
- The ability to transfer skills from one context to another.
- The ability to communicate ideas in practical, written and verbal form.
- The development of academic research techniques.

Practical Skills

- Development of a range of manipulative skills related to personal practice.
- Development of initiative in the discussion and negotiation of a personal thematic statement of intent.
- Demonstration of knowledge of current contemporary practice and historical precedents to form independent judgements.
- Demonstrate the ability to work independently and be self-reliant.
- Collect, collate and utilise relevant information in relation to the demands of one's personal practice.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Transferrable Skills

- Knowledge of and understanding of health and safety procedures and awareness of good practice in appropriate situations.
- Communication skills, the ability to engage in constructive discussion and debate and present information in a range of appropriate forms.
- Time management and organisational skills.
- The ability to work and relate to others with care and sensitivity.
- The ability to work effectively and independently and where necessary collaboratively.
- The ability to work flexibly and adaptively to ensure employability.
- The ability to motivate oneself and others to achieve desired goals.
- The ability to solve problems.
- The ability to transfer skills gained to changing situations and contexts.

Learning teaching, and assessment methods used

Teaching methods

The following teaching methods will be used:

1. Knowledge and understanding are acquired through formal lectures, seminars, group and personal tutorials, critiques, demonstrations, development of transferable skills, projects, studio practice, theoretical studies and study visits.
2. Each project has its own written brief outlining aims and objectives and the criteria for assessment.
3. A feature of teaching and assessment is peer group evaluation, consisting of group discussion of individual work including visual and verbal presentations.
4. The teaching programme is augmented by visiting artists currently engaged in professional practice, visits to exhibitions, visits to artist studios and academic visits. A selection of units involving professional practice and collaborative work and competition briefs will support the vocational aspects of the programme.
5. Workshop, health and safety and library inductions.
6. Exhibition presentations.
7. Peer-group learning and collaborative activity. Including the group project work and organisation of the fundraising publicity and marketing of the various midyear and final exhibitions.

Summative Assessment Methods

1. Written and verbal presentations evidenced in essays and seminars for the professional practice and contextual studies units in particular.
2. Through tutorial discussions, group critiques and formative and summative assessments.
3. Exhibition presentations.
4. Unit aims and objectives, assessment criteria and strategy are widely published.
5. Each unit has its own profile outlined in the student Handbook. This contains aims and objectives, criteria for assessment, context and assessment strategy.

Formative Assessment Methods

1. Assessment is formative and summative. Knowledge is assessed by a variety of methods including display of completed artwork, portfolio review, verbal and visual presentation, written submissions.
2. Continuous evaluation is maintained by the course team via direct studio teaching, one-to-one teaching, tutorial contact, discussion and feedback, theoretical studies, seminars and tutorials.

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

Programme Modules, Level and Credit Values

Stage 1

Module	Level	Credit Value	ECTS	Prerequisite
U: 129 Drawing in a Fine Art Context	4	15		
U: 3 Contextual and Cultural Referencing	4	15		
U: 2 Ideas Generation and Development	4	15		
U: 1 Visual Communication	4	15		
U: 120 Printmaking*	4	15		
U: 104 Lens-based Techniques*	4	15		
U: 121 Sculpture*	4	15		
U: 4 Professional Practice	4	15		
U: 117 Exhibition of Artwork	4	15		
*Although students will be introduced to 3 significant skill acquisition opportunities of printmaking, lens-based experimentation and sculpture only 2 grades will be required for the first year HNC award.				
Total		135		

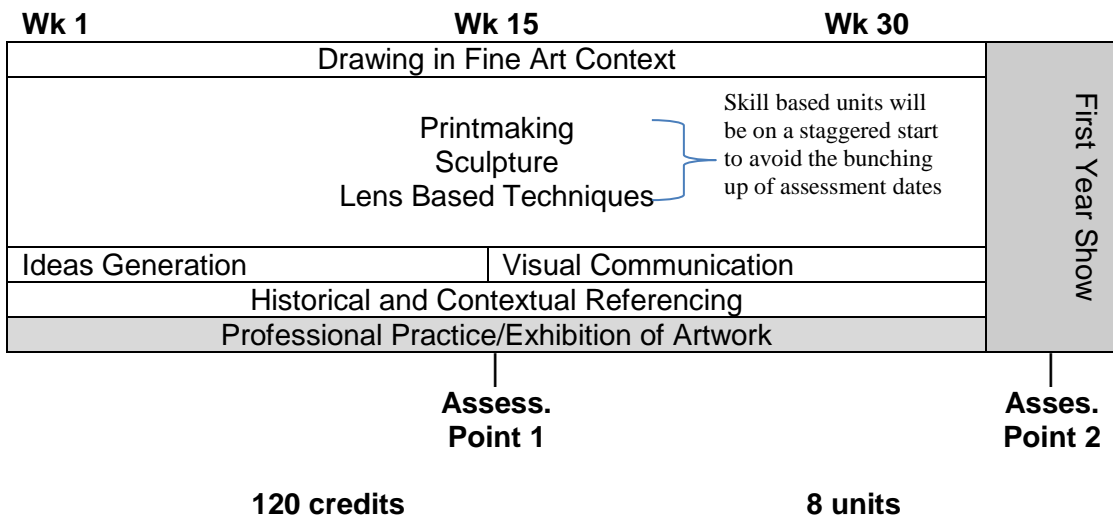
Stage 2

Module	Level	Credit Value	ECTS	Prerequisite
U: 6 Critical study	5	15		
U: 5 Project Design, Implementation and Evaluation	5	20		
U: 118 Management Of Art Exhibitions	5	15		
U: 8 Ideas in Context	5	15		
U: 133 Personal Development through Drawing	5	15		
U: 132 Development of Fine Art Identity	5	15		
U: 127 Site-specific Fine Art	5	15		
U: 128 Commissioned Fine Art Work	5	15		
Total		125		

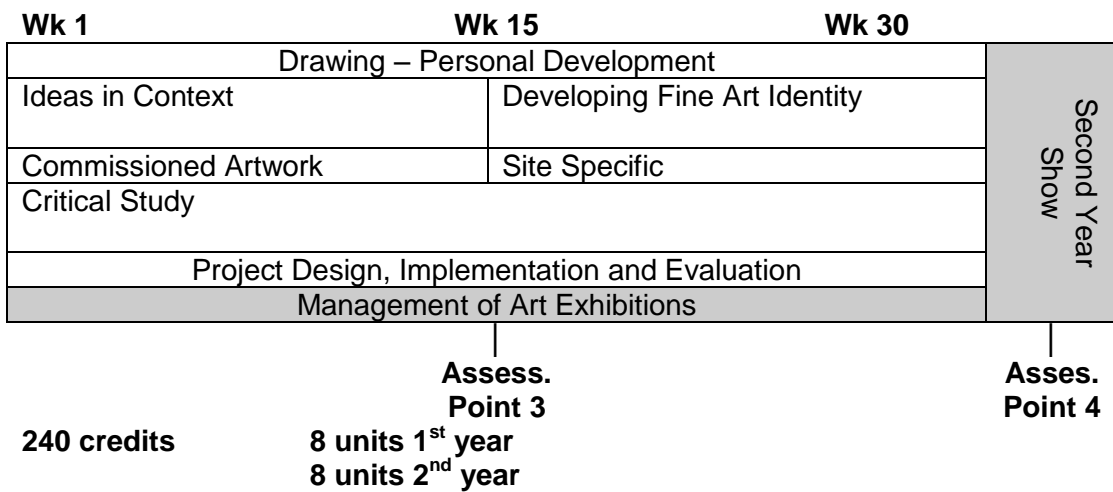
Total Credit required for Award of HND = 240

Course Structure

Year One HNC Award



Year Two HND Award



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:

- students have access via BCU moodle to personal development planning (PDP)
- students have access to the student services facility at Birmingham Metropolitan College and Birmingham City University including accommodation services careers advice/,job bureau, financial advice, counselling services and chaplaincy services.
- Students have access to the programme area manager/course director, level coordinators and subject tutors at reasonable notice to discuss problems and issues.
- All students have access to a Course Handbook fully outlining course philosophy, aims and objectives, unit outlines and descriptions and a full explanation of assessment criteria and procedures. As well as detailing support and guidance they can access at the two institutions.
- Students have access to the library facilities at Birmingham Metropolitan College. (Including the three main campuses of James Watt, Matthew Boulton and Sutton Coldfield.) As well as the library facilities of Birmingham City University. Including the main Perry Barr campus and the specialist fine art facility at Margaret Street.
- The programme operates in a well-resourced academic environment and provides the base areas for the development of personal practice outside of timetabled sessions.
- students benefit from the close links between Birmingham Metropolitan College and Birmingham City University where the link tutor supports the students intending to progress through visits and tutorials.

Criteria for admission

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

- Be 18 years of age at entry

Have one of the following:

- 120 UCAS points.
- 2 A-levels or four AS-level.
- A national diploma in a related subject area.
- A foundation course diploma in art and design or related subject area.
- Other relevant art and design experience/educational qualifications approved by the academic registrar and/or professional experience.
- Bring a creative portfolio of artwork and be able to discuss its contents.
- Mature students require no formal qualifications but must demonstrate the commitment necessary to complete the course.

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

The College quality process applied to this programme includes:

- Student representative views minuted at the board of studies/programme monitoring boards that meet 3 times a year.
- Staff student forums. (Minuted meetings which take place at least once a year.)
- Student feedback via Unit evaluations
- The external examiner visit, meetings with students, and subsequent reports.
- Internal questionnaires and the National student surveys.
- Annual monitoring reports.
- Review and revalidation procedures.
- Staff appraisal/performance management
- Birmingham City University's SAMC meetings.
- Link tutor's meetings with staff and students.
- Birmingham Metropolitan College "student voice" process.
- Board of study meetings/team meetings.
- Examination boards.
- Internal verification meetings.