



University of the
West of England

PROGRAMME SPECIFICATION

MA Fine Art

Faculty of Creative Arts
September 2007 - Revised Nov 2010 (Change of field for modules)

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Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Faculty responsible for programme	Faculty of Creative Arts
Programme accredited by	Not applicable
Highest award title	MA Fine Art
Default award title	
Interim award title	PG Dip Fine Art PG Cert Fine Art
Modular Scheme title (if different)	Postgraduate Modular Scheme
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Art and Design
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2007
Authorised by...	Date:...
Version Code: 3	

Section 2: Educational aims of the programme

The aims of the postgraduate modular scheme are:

- to provide students with the academic foundation, intellectual background, and study skills necessary to pursue programmes of study at advanced level;
- to provide flexible learning opportunities for students wishing to study at postgraduate level;
- to enable students to conduct research appropriate to their abilities and interests, and to develop a creative practice consummate with the aware PGDip/MA;
- to encourage intellectual enquiry, conceptual clarity, innovation, originality and a high level of practical, technical and analytical ability;
- to equip students with the conceptual and critical tools necessary to develop their creative role.

The aims of the MA Fine Art programme are to provide an opportunity for students to:

- develop an advanced understanding of their subject specialism;
- produce, develop and organise work of increasing ambition and quality;
- join the field of contemporary Fine Art practice at a professional level;
- engage in a structured exploration of methods appropriate to the field;
- sustain an independent professional practice;
- develop an in-depth critical awareness of the professional field of fine art studio practice.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:	Teaching/learning methods and strategies:
i) demonstrate an in-depth knowledge of contemporary Fine Art works and practices	From the beginning of the programme and throughout, students are required to visit art expositions, both independently and through organised field trips; study appropriate reading material (including relevant critical and historical texts and reviews in art magazines, catalogues and other publications); discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars. Students also benefit from a range of lectures throughout the programme. Students participate in a visual culture module common to all postgraduate programmes in the faculty.
ii) demonstrate an understanding of relevant discourses in contemporary Fine Art;	As above.
iii) demonstrate knowledge and understanding of the professional, critical historical and cultural contexts relevant to contemporary Fine Art practice.	As above.
	Assessment: Written reviews of attended expositions. Essay. Presentation of resolved artworks in exposition and in studio or work place. Evaluation document.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
i) identify and analyse relevant ideas and information;	<p>Students develop independent and appropriate forms of enquiry and research supported through group critique and seminars. Students also benefit from a range of lectures throughout the programme.</p> <p>Students participate in a visual culture module common to all postgraduate programmes in the faculty.</p>
ii) identify and develop concepts to inform the development of their practice;	<p>From the beginning of the programme and throughout, students are required to study appropriate reading material (including relevant critical and historical texts and reviews in art magazines, catalogues and other publications) and to discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars.</p>
iii) synthesise material from a range of relevant sources;	<p>Students research and produce written reviews, an essay and an evaluation document. They also benefit from a range of lectures throughout the programme.</p> <p>Students participate in a visual culture module common to all postgraduate programmes in the faculty.</p>
iv) critically evaluate their own work and that of others;	<p>From the beginning of the programme and throughout, students engage with critical discourse and the exchange of ideas within group seminars and tutorials.</p>
v) apply appropriate methods of presentation of their work.	<p>Students research presentation modes through direct experience of expositions. They present resolved artworks and supporting work in the studio or workplace and in exposition.</p>
	<p>Assessment:</p> <p>Written reviews of attended expositions. Essay. Presentation of resolved artworks in exposition and in studio or work place. Evaluation document.</p>

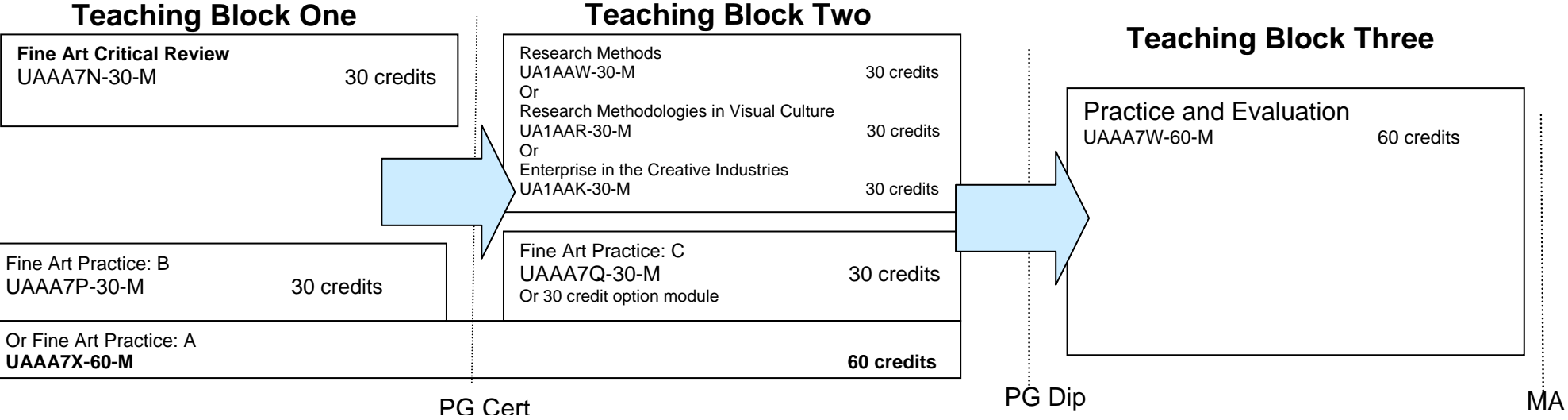
C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>i) demonstrate the ability to identify, research, substantiate, realise and disseminate a Masters level project Fine Art;</p>	<p>Throughout the programme students present resolved artworks and supporting work in the studio or workplace and in exposition; study appropriate reading material and they are required to discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars. Students also benefit from a range of lectures throughout the programme.</p>
<p>ii) apply a range of specialist skills and knowledge to the development of a body of work;</p>	<p>Students present resolved artworks and supporting work in the studio or workplace and in exposition. These are critically appraised through group and individual tutorial support and through a programme of lectures.</p>
<p>iii) is able to access and utilise a broad range of facilities and resources as necessary to the development of their work;</p>	<p>Their peer group, specialist lecturers and other visitors, as well as staff provide a key resource for students. Students also have the opportunity to access a wide range of specialist workshops and study facilities within the faculty.</p>
<p>iv) demonstrate a high level of and creative independence in the realisation and evaluation of a body of work;</p>	<p>Throughout the programme students are supported in the development of a self-initiated and self-managed practice and programme of study. This is supported through group and individual tutorial support and through a programme of lectures.</p>
<p>v) evidence the relationship between critical reflection, contextualisation and the development of practice.</p>	<p>This is primarily achieved through the production of an Evaluation Document.</p> <p>Students participate in a visual culture module common to all postgraduate programmes in the faculty.</p>
	<p>Assessment:</p> <p>Written reviews of attended expositions. Essay. Presentation of resolved artworks in exposition and in studio or work place. Evaluation document.</p>

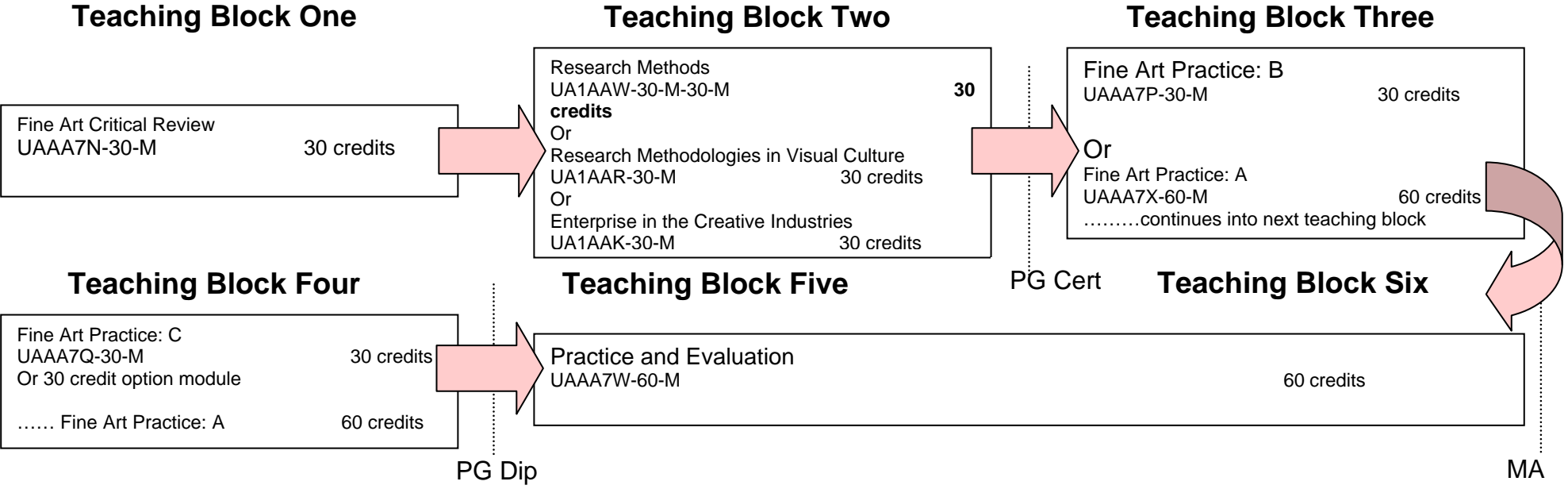
D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
i) engage in focused critical debate in a professional manner;	From the beginning of the programme and throughout, students are required to discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars.
ii) negotiate confidently in a range of situations;	From the beginning of the programme and throughout, students are required to discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars. Students may also need to negotiate with external bodies in the development of projects and are supported in this through tutorials.
iii) sustain the management of their own practice;	Students are supported in this through group and individual tutorial support and through a programme of lectures.
iv) communicate their ideas and opinions through a range of appropriate methods.	From the beginning of the programme and throughout, students are required to discuss and critically review relevant texts, artworks and expositions (including their own) in group tutorials, close reading groups, and seminars. Students are also required to produce written reviews, an essay and written evaluation of their practice.
	Assessment: Written reviews of attended expositions. Essay. Presentation of resolved artworks in exposition and in studio or work place. Evaluation document.

FULL-TIME (3 TEACHING BLOCKS) 18 MONTHS



PART-TIME (6 TEACHING BLOCKS) 36 MONTHS



Section 5: Entry requirements

All applicants will be interviewed as long as their application indicates that they have had sufficient prior experience. This should normally include a first class or upper second degree with honours, an equivalent qualification or equivalent professional experience. The pathway cannot recruit students with no prior fine art experience and students must be able to demonstrate enthusiasm for the subject and be capable of articulating how the programme may enhance their practice. The interview will focus on the applicant's interest in Fine Art and their understanding of the demands of an MA programme.

The programme will be taught in English and all students will be expected to have obtained an appropriate level of English literacy and comprehension (TOEFL 6.5 or above). The programme places emphasis on an understanding of research and methodology in relation to creative practice and the contextualisation of such a practice within the production process. The programme is demanding in its requirements at each stage and all applicants will be expected to demonstrate that they are both capable and willing to fulfil the demands of the pathway.

Section 6: Assessment Regulations

a) **MAR**

MAR

Section 7: Student learning: distinctive features and support

The programme aims to support learning through a range of modes of fine art production in which students can develop the practical, intellectual and creative aspects of their practice to a professional level. The programme facilitates engagement between a range of practitioners in order that students are able to locate their practice within contemporary culture. The programme places particular emphasis on a rotating series of group tutorials and critiques which take place in student's studios or work places. Students benefit from a range of specialist visitors (artists, critics, writers, curators) and one or more lecture series and are also expected to make regular visits to exhibitions in London, Bristol and elsewhere.

Section 8 Reference points/benchmarks

University Strategic plan/teaching and learning policies

8.1.1 This proposal is in keeping with University and Faculty strategic planning in aiming to increase the overall number of postgraduate students within the institution. At Faculty level, there is a general recognition of the need to create a portfolio of awards which is distinctive and reflects the knowledge and expertise of both the Faculty and the economic infrastructure of the region.

8.1.2 This programme has been developed in relation to the following reference points:

- QAA Benchmark Statement for Art and Design and History of Art, Architecture and Design
- QAA National Qualifications Framework
- UWE Vision, Mission and Strategy
- UWE Learning and Teaching Strategy
- UWE Assessment Policy
- Feedback from 'feeder' institutions
- Feedback from alumni
- Feedback from employers