



## **Programme Specification**

### **Fine Art [SHAPE]**

Version: 2028-29, v2.0, Validated

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## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Fine Art [SHAPE]

**Highest award:** BA (Hons) Fine Art

**Awarding institution:** UWE Bristol

**Affiliated institutions:** School for Higher and Professional Education

**Teaching institutions:** School for Higher and Professional Education

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CATE School of Arts, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2028

**Programme code:** W10H13

## **Section 2: Programme Overview, Aims and Learning Outcomes**

### **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** BA (Hons) Fine Art puts students at the heart of a vibrant arts community in Bristol. We seek to challenge and inspire students, giving them the creative freedom to experiment, question and collaborate. Our graduates are curious, confident problem solvers, with the skills to fulfil their ambitions.

**Features of the programme:**

**Educational Aims:** The overarching aim of the University's Learning and Teaching Strategy is that "our students will enjoy a personalised, inclusive and transformative experience that empowers them to be engaged, committed and passionate learners who thrive in our university environment and achieve their best".

The School of Arts' programmes actively seek to provide personalised experiences for all learners, grounding student learning in approaches that recognise the value of a practice-led and research-informed Arts education. Teaching approaches demonstrate that co-operation and collaboration are at the heart of creativity.

All students are actively required by the curriculum to develop subject-specific knowledge, skills and professional behaviours alongside demonstrating an active engagement in practice-based learning. Personal development is supported through collaborative, professional, ethical and sustainable practices that are a catalyst for the development of students' mindsets across all levels of study.

School of Arts Educational Aims in brief:

1. Provide students with high quality learning and teaching experiences that are practice-led, sustain a culture of student-centred learning and incorporate current research to ensure learning is practice based and research-informed.
2. Provide students with an in-depth knowledge and critical understanding of the changing external environment and equip them with the skills necessary to flourish.
3. Develop students' independent thinking and informed understanding of critical contemporary creative practices and theoretical debates.

4. Develop students' curiosity and foster enquiring approaches to the production of works and the development of communication skills that can be effectively and appropriately employed.

5. Develop students' collaborative skills, strong sense of self and life-long learning skills, including ethical, personal, and social responsibility as global citizens.

6. Prepare students with the professional skills and enterprising attributes necessary to plan effectively for their chosen future and be able to undertake appropriate personal development for further study and/or a career in the creative sector.

In BA (Hons) Fine Art, we aspire to:

Develop students' confidence and self-reliance, supporting them to find their own voice and creative vision.

Support students to make, present and discuss art works.

Welcome students into a vibrant, inclusive and mutually-supportive community that supports a wide range of approaches to art practice.

Model and advocate for the societal and global potential of art practice, and the unique opportunities afforded by Fine Art education.

Provide regular opportunities for students to make exhibitions and events together. Provide safe non-hierarchical contexts where innovation can flourish (including collaborative working and public engagement).

Provide a clear course structure providing more 'bespoke' support for independent project work and graduate exit planning at Level 6.

Collaborate with colleagues and teams to provide outstanding professional practice

and transferable skills learning for Fine Art students and graduates.

Embed reflective research into practice, to deepen students' engagement with cultural and conceptual frameworks that inform their practice.

Instil in students an appreciation of the value of working productively with and alongside others who have diverse profiles and perspectives.

Promote ethically- and environmentally-responsible practice, encouraging students to consider how the creative and cultural industries might operate more equitably in the future.

Prepare students to contribute thoughtfully, authentically, and with confidence as graduates who go on to work in complex and challenging professional and creative environments.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Imagine: Independently generate ideas in response to project briefs and/or through self-initiated activity, demonstrating autonomy in the ability to select and utilise appropriate materials, processes and/or approaches.
- PO2. Research: Navigate knowledge by applying appropriate and coherent research skills, exploring source material, effectively using a range of resources.
- PO3. Analyse: Demonstrate analysis and understanding of critical, contextual and ethical dimensions of Fine Art practice, engaging with relevant theories, historical and contemporary practices and/or debates.
- PO4. Apply: Demonstrate effective control and use of relevant technical skills, materials, methods and technologies, while adhering to safe and ethical working practices.

- PO5. Communicate: Effectively articulate, develop and share ideas and information in verbal, written, visual and material forms, with an awareness of intended contexts and audiences.
- PO6. Produce: Select and use appropriate materials and processes to develop ideas into outcomes.
- PO7. Reflect: Reflect on knowledge, understanding, and learning experiences, demonstrating critical self-awareness in evaluating the creative development and the practical outcome of ideas.
- PO8. Present: Share work effectively in physical and digital spaces, considering relevant contexts and audiences.
- PO9. Plan for the Future: Prepare for potential career or further study opportunities demonstrating understanding of relevant contexts and of sector-specific and transferable skills.

**Assessment strategy:** Student achievement is supported by a clear School level approach to assessment. We are committed to developing authentic assessments that afford students opportunities to test out concepts in practice and reflect on their own experience of learning. Assessment should always be inclusive, appropriate and focussed on supporting students to demonstrate their learning.

Students are assessed against learning outcomes that clearly articulate progression through levels of study. Learning outcomes are assessed via School-level assessment rubrics that ensure that levels of achievement are clearly articulated and that all students are marked with parity across the student body. Our teaching facilitates the transition into, through, and beyond, Higher Education via well-structured and clear curriculum and assessment design that supports risk-taking and develops a positive approach learning.

The BA (Hons) Fine Art programme's Assessment Strategy is underpinned by the assessment strategy of the School of Arts.

Level 6 summative assessments: students receive a Numerical Mark for each module – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The programmatic assessment strategy has been designed to support achievement of the Programme Learning Outcomes and reflects the programme's broad pedagogic philosophy which considers assessment to be an embedded, engaging and empowering part of the learning process; a tool for learning.

Assessment is aligned to the iterative nature of creative process and is designed to establish and celebrate the value of process within a broader sense of creative practice, whilst maintaining professional relevance and creative authenticity.

As students progress through the programme, they are able to design individualised process-driven responses to assessment briefs, tailoring their assessment outcomes in relation to their creative strengths and professional ambitions.

Feedback at formative stages of development and summative assessment points (verbal and/or in writing) is regarded as a positive learning tool for future Action Planning, and it provides students with a clear understanding of the level of their achievement, their progress and development, as well as recommendations for progression.

Modules are assessed holistically via a Portfolio assessment outcome. As an indication, the Portfolio may include for instance: evidence of research, idea development, creative experimentation, development and / or project outcomes, as well as some written work and evidence of participation in taught studio sessions and workshops.

Students are assessed holistically on the depth, breadth and quality of their creative work and their ability to generate, explore, develop and / or resolve creative ideas in response to a set assessment brief.

The Portfolio assessment is inclusive and is designed to foster and value a deep process-centric approach to learning. The Portfolio will include a combination of formats and / or modes of Assessment (including physical / digital) and has been designed to offer students of all learning styles the maximum opportunity to

demonstrate the skills, knowledge and experience that they have gained throughout the Module.

**Student support:** Programme and Module leaders:

Student support for overarching academic and professional concerns is provided by Programme Leaders, all issues relating to the content, delivery and assessment of modules is provided by Module Leaders.

## Part B: Programme Structure

### Year 1

The student must take 120 credits from the modules in Year 1.

### Year 1 Compulsory Modules

The student must take 120 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UA1BBL-30-3	Arts Research Project 2028-29	30
UAABBT-60-3	Independent Art Practice 2028-29	60
UAABBU-30-3	Professional Practice: Career Strategies 2028-29	30

## Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates can:

Generate ideas in response to tasks and through self-initiated activity.

Navigate knowledge using research skills and different resources.

Demonstrate skills in analysis, engaging with different positions and arguments.

Demonstrate effective control and use of technical skills, materials and technologies relevant to their creative ambitions, using safe, ethical working practices.

Communicate clearly in verbal, written and visual forms, with an awareness of

contexts and audiences.

Develop ideas into outcomes.

Reflect on and evaluate their knowledge, understanding, experiences and learning.

Present effectively in physical and digital spaces.

Plan ahead and prepare for future opportunities demonstrating understanding of their transferable skills.

### **Part D: External Reference Points and Benchmarks**

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

QAA Benchmark Statement for Art and Design

QAA National Qualifications Framework

FHEQ Framework for Higher Education Qualifications

UWE Vision, Values and Strategy 2030

UWE Learning and Teaching Strategy

UWE Assessment Policy

'UWE Programmes' recommendations

Staff research

Student Feedback via SRSF and PMC meetings, NSS, Course Surveys

Feedback from alumni

Feedback from partners, collaborators, employers

Staff feedback via programme and module reports, formal and informal meetings

External Examiners' comments/reports

Staff activity as External Examiners at other institutions

**Part E: Regulations**

Approved to University Regulations and Procedures.