



Programme Specification

Fine Art [Bower]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Fine Art [Bower]

Highest award: BA (Hons) Fine Art

Interim award: BA Fine Art

Interim award: DipHE Fine Art

Interim award: CertHE Fine Art

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: Yes

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, Part-time

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

For implementation from: 01 September 2025

Programme code: W10000

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.

Support students to be connected with their city, to access a range of resources and experiences and to benefit from Bristol's progressive creative networks.

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 that evolves from 'guiding' students (via introductory modules, project 'briefs') in their first year to providing more 'bespoke' support for independent project work and graduate exit planning at Level 6.

Collaborate with colleagues and teams inside and outside UWE 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.

Instill 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.

The School of Arts curriculum is driven by an assessment ethos that indicates how students will be supported as they progress through levels of study:

Level 4 – Guiding

Level 5 – Co-Creating

Level 6 – Fostering Independence

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 4 summative assessments: students receive a mark of Pass/Fail – with written and / or verbal feedback clearly indicating their levels of achievement and areas for further development.

The Pass/Fail Assessment Strategy for Level 4 has been designed to:

Establish a more authentic and subject-appropriate approach to the assessment process, placing greater emphasis on assessment as learning, rather than an assessment of learning – which is more aligned to the iterative nature of creative practice.

Establish a less marks-driven approach to assessment, particularly during the early stages of a student's journey, to provide students with an opportunity to build confidence and develop individual approaches to iterative practice and creative risk-taking without the perceived pressure / punitive nature of a marks driven culture.

Remove the emphasis from final marks, making explicit the role of feedback in students future learning and progression. Greater emphasis on feedback will enable staff and students to establish a broader shared language and understanding of assessment.

Signal a more holistic, inclusive approach to assessment and align with the University's wider priorities of inclusivity and accessibility.

Level 5 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.

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.

Academic Personal Tutors:

The Academic Personal Tutor is an academic member of staff who will have access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. This embedded relational approach to student support enables wellbeing to be addressed through the curriculum, and students direct academic personal support at the individual and group level.

Careers support:

Careers support is integrated throughout the programme and works to the UWE Career Framework with direct input from UWE Careers team. The UWE Careers team work with programme teams to develop bespoke professional practice activities (Professional Practice Week) alongside offering support on developing the skills, experience and knowledge necessary for improving our students' employability prospects. The service provides high quality professional advice and guidance focusing on enabling students to take control of and responsibility for their own career planning and progression/development. Students can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter-facing services

including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union JobShop. There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

Study Facilities:

In our specialist library and learning hub our librarians manage specialist collections to support students' research. Students can attend workshops and engage with online workshops to develop their academic skills. Students also have access to bespoke study skills sessions and Bower Ashton Campus offers spaces for silent and group study and bookable rooms. Students have access to recommended books, periodicals, academic journals, special collections and industry databases.

Student Advisors:

For concerns of a personal nature, students can access help from Student Advisors. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, personal circumstance procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including, when relevant, how to access the wider support provided by the University. This service is supplemented by extensive online resources.

School Student Experience Coach:

The School Student Experience Coach provides friendly, non-judgemental support to students as they progress through the course and act as a connect point to inform students about the ecosystem of support available at UWE. Staff coach on many areas of life and studies, including:

Academic

- Engaging further with a course of study
- Managing deadlines and growing confidence
- Developing goals to ensure progression on a course of study

Self development

- Growing confidence and self esteem
- Increasing motivation
- Shaping skills in working with others in groups or team

Wellbeing and self care

- Developing strategies to manage feelings and thoughts whilst at University
- Feeling supported in understanding gender identity
- Developing a set of skills to succeed in life as a student

Student Union and Course Representatives:

An important part of the programme is the involvement of students. Student Representatives are elected to serve on the Student Representatives & Staff Forum and the Programme Management Committee meetings that are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. These meetings feed directly into the governance structures at the University. The School also has a number of Lead Student Representatives who represent the student voice in the School Board of Studies.

Disability Services:

Support for students with learning adjustments is coordinated centrally through Disability Services. This acts as a holistic service for students and applicants to the University and also supports the academic and administrative staff.

In addition to the above, the University's Student Services offers a range of services to support students during their time at University and beyond:

University Health Centre and general advice on Staying Healthy;
Careers and employability, advice on choosing a career, and finding student and graduate vacancies;

UWE volunteering, opportunities for students to get involved in the local community through - the Community Volunteer Programme;

Student Advisors & Counselling for anything from exam stress to homesickness and depression;

The Living Centre, for support with faith and spiritual matters;

Global student support, to help international students to make the most of living and studying in the UK;

Managing disability and dyslexia, to get help with all disability related support needs;

Money and Visas, for financial check-ups, or help with UK visas.

Part B: Programme Structure

Year 1

Part time students must take 60 credits from the modules in Year 1.

Full time students must take 120 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time)

Full-time students must take 120 credits from modules in the group Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UAABBN-30-1	Introduction to Art Practice 2 2025-26	30
UA1BBJ-30-1	Arts Contexts 2025-26	30
UAABBM-30-1	Introduction to Art Practice 1 2025-26	30
UAABBP-30-1	Introduction to Research and Professional Practice 2025-26	30

Year 1 Compulsory Modules (Part-time)

Part-time students must take 60 credits from modules in the group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UAABBM-30-1	Introduction to Art Practice 1 2025-26	30

UA1BBJ-30-1	Arts Contexts 2025-26	30
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Year 2

Part time students must take 60 credits from the modules in Year 2.

Full time students must take 120 credits from the modules in Year 2.

Year 2 Compulsory Modules (Full-time)

Full-time students must take 60 credits from the modules in the group Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UAABBQ-30-2	Developing Art Practice 1 2026-27	30
UAABBR-30-2	Developing Research and Professional Practice 2026-27	30

Year 2 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UAABBN-30-1	Introduction to Art Practice 2 2026-27	30
UAABBP-30-1	Introduction to Research and Professional Practice 2026-27	30

Year 2 Optional Modules (Full-time)

Students must take 60 credits from the modules in Optional Modules (Full-time).

Students studying abroad must take the 60-credit international exchange module. All other students must take the two 30-credit modules

Module Code	Module Title	Credit
UAABBS-30-2	Developing Art Practice 2 2026-27	30
UA1BBK-30-2	Arts Futures 2026-27	30
UA1B9N-60-2	International Exchange 2026-27	60

Year 3

Part time students must take 60 credits from the modules in Year 3.

Full time students must take 120 credits from the modules in Year 3.

Year 3 Compulsory Modules (Full-time)

Full-time students must take 120 credits from the modules in the group Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UA1BBL-30-3	Arts Research Project 2027-28	30
UAABBT-60-3	Independent Art Practice 2027-28	60
UAABBU-30-3	Professional Practice: Career Strategies 2027-28	30

Year 3 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UAABBQ-30-2	Developing Art Practice 1 2027-28	30
UAABBR-30-2	Developing Research and Professional Practice 2027-28	30

Year 4

Part time students must take 60 credits from the modules in Year 4.

Year 4 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UA1BBK-30-2	Arts Futures 2028-29	30
UAABBS-30-2	Developing Art Practice 2 2028-29	30

Year 5

Part time students must take 60 credits from the modules in Year 5.

Year 5 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UAABBU-30-3	Professional Practice: Career Strategies 2029-30	30
UA1BBL-30-3	Arts Research Project 2029-30	30

Year 6

Part time students must take 60 credits from the modules in Year 6.

Year 6 Compulsory Modules (Part-time)

Part-time students must take 60 credits from the modules in group Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UAABBT-60-3	Independent Art Practice 2030-31	60

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.