



University of the
 West of England

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England Bristol
Teaching Institution	Alexander College Larnaka - Cyprus
Delivery Location	Larnaka Campus Cyprus
Faculty responsible for programme	ACE
Department responsible for programme	Creative Industries
Modular Scheme Title	ACE Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links <i>Name of PSRB Type of approval</i> Dates	NA
Highest Award Title	BA (Hons) Fine Art
Default Award Title	NA
Interim Award Titles	BA Fine Art Diploma HE Fine Art Certificate HE Fine Art
UWE Progression Route	-
Mode(s) of Delivery	FT
Codes	UCAS: ISIS2: W10B JACS: HESA:
Relevant QAA Subject Benchmark Statements	Art and Design
CAP Approval Date	1 August 2012
Valid From	September 2012
Valid until Date	September 2018
Version	1

Part 2: Educational Aims of the Programme

The course aims to:

- A1** Provide an appropriately broad and pluralistic course of study in Fine Art at an undergraduate level, through a provision of an open and flexible syllabus and an interdisciplinary approach to theory and practice.
- A2** Provide an intellectually stimulating program in which students may develop critical awareness of established conventions and paradigms of the Fine Art system including evolution and development of these down to present trends in art theory and practice.
- A3** Produce graduates who are self-motivated, independent, and resourceful, equipped to function as practising artists and in art-related activities.
- A4** Introduce students to basic research techniques and appropriate methodologies in the visual arts, in order to strengthen their visual perception and artistic practice
- A5** Develop the intellectual and critical skills necessary to demonstrate critical reflection and debate, evaluation and analysis towards students' professional and personal artistic development.
- A6** Foster a high-level of ethical and professional standards and an awareness of the possibilities offered by existing and future trends in art theory and practice, to expand and pursue in related art careers.

Part 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:

On completion of the course, students will be able to demonstrate:

- LO1** A very high level of technical, theoretical and critical competence in their chosen field of the Fine Arts.
- LO2** A critical understanding of the diversity of Fine Art practice, the significance of relating appropriate conceptual and technical skills in the final presentation, and the capability to defend their artwork with relevant theoretical and contextual evidence.
- LO3** A critical and imaginative response to creative and conceptual challenges or projects, demonstrating effective usage of digital media and traditional art practices.
- LO4** Effective transferable skills and problem-solving abilities relevant to a rapidly changing work environment
- LO5** An understanding of the demands of working at a professional level and the ability to respond flexibly and imaginatively to change.
- LO6** Integrated experience of working in teams as well as working independently in order to recognise the appropriate transferable skills needed in future learning and professional work environments.
- LO7** Appropriate research knowledge and analytical understanding of relevant sources of information in support of their art practice and their own conceptual development
- LO8** Applied understanding of how newer technologies are shaping and redefining art practice and discourses of Fine Art in order to adapt to a rapidly changing art market
- LO9** Professional standards in preparation for the demands of pursuing a career in the arts and related fields
- LO10** Independence in the management of their own learning, including the capacity to access an appropriate range of resources through evaluation, discussion and critical reflection upon their own and others artwork

Part 3: Learning Outcomes of the Programme	
Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>Students should develop the capacity to:</p> <ol style="list-style-type: none"> 1. the conceptual and theoretical issues that support and inform contemporary fine art; 2. the cultural and historical contexts of contemporary fine art; 3. professional practice and an awareness of the ethical issues effecting contemporary fine art; 4. knowledge and competence in key areas of contemporary art practicing and their application to the creative and cultural industries; 5. A critical and imaginative response to creative and conceptual challenges or projects; 6. The demands of working at a professional level and the ability to respond flexibly and imaginatively to change; 7. Integrate experiences on working in teams as well as independently and recognise the appropriate transferable skills needed in future learning and professional work environments; 8. How new approaches of artistic practices are shaping and redefining contemporary art practice and thinking and to equip students with strategies to adapt to a rapidly changing art community; 	<p>Teaching/learning methods and strategies:</p> <p>The diversity of learning and teaching methods are designed to enhance the learning experience of the student and to meet the aims and learning outcomes of the program. These methods address the learning domains, knowledge, skill and competence. Modules typically develop a number of methods and strategies. The following methods are utilised throughout the program:</p> <p>Lectures Lectures are the principal teaching method used for the presentation and discussion of theoretical issues. They are used to focus on the key issues of a module and are often used in conjunction with seminars to extend and examine the issues raised. Lecture notes are a valuable support to other information sources and may prove useful long after completion of your course.</p> <p>Workshops Present the key concepts and practices.</p> <p>Practical Projects combine formal teaching and independent study on a focused task with a defined outcome. They may be initiated by staff, or jointly between staff and students. The outcomes of projects vary according to courses; for example, it may be a slide presentation, a written report or a product. Each project culminates in some form of review or critique. Practical Work projects will be set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles. Depending on the equipment and processes used, this may involve an introduction to safe working practices through technical demonstrations that students must attend before commencing personal practical work.</p> <p>Seminars Seminars provide an opportunity for dialogue and interaction between staff and students. Seminars may be used to support lectures, or may be central to practical delivery.</p> <p>Tutorials Tutorials provide an opportunity to discuss the student's progress and to agree a further course of action. They may be used to address specific issues in the work, to follow up assessments or to discuss other factors affecting progress. Informal and formal tutorials are held with each student. Each student is assigned a personal tutor.</p> <p>Group work Group work is recognised as an important educational experience in its own right and is valued by many employers. Assessment aims to balance the merits of group achievement and individual performance.</p> <p>Study visits Study Visits may involve organised visits to any of the</p>

Part 3: Learning Outcomes of the Programme

following: buildings, stores, companies and organisations, design practices, trade fairs, exhibitions, museums and galleries. They may take place in Cyprus, and may require financial contribution from the student, in which case will be notified of any costs well in advance of the visit.

Assessment:

Assessment is achieved by the testing of the knowledge base at Level 1 through essays, reflective pieces, journals, examinations, presentations, workbooks, video production and screenwriting portfolios.

Testing of the knowledge base at Level 2 and 3 is through assessed coursework of various kinds, including essays and projects, oral presentations and tasks undertaken under examination conditions. Knowledge of the processes of production is assessed through the completion of video and screenwriting portfolios.

B Intellectual Skills

B Intellectual Skills

Students should develop the capacity to:

1. Demonstrate the ability to analyze in detail and from a variety of standpoints eg. aesthetic, formal, conceptual, historical, cultural meaning within the contemporary fine art practice.
2. the ability to formulate and articulate independent critical judgements and arguments and respond to the critical judgement of others;
3. identify strengths and personal direction and demonstrate independent and inventive thinking through the production of innovative work;
4. ability to contextualise practice and articulate influences;

Teaching/learning methods and strategies:

Intellectual skills (B1 – B4) are developed throughout the program by a combination of tutorials, lectures, critiques, presentations, group discussions, seminars, reviews, written assignments and independent and directed study.

B1 to B4 are developed during the student’s individual programme of study through group discussions, cross referencing of concepts and practice. Lectures and presentations are key teaching and learning methods where issues of theory/context are disseminated (B4). Written assignments allow the further development of these learning outcomes.

Throughout, the learner is encouraged to develop intellectual skills further by

Assessment:


Intellectual skills are normally assessed through essays, practical projects and exhibitions, student presentations and sometimes group or individual oral presentations.

As students’ progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.

Students are expected to undertake greater independent study for practical and written projects, and the Degree Major Project at Semester 6.

C Subject, Professional and Practical Skills

Part 3: Learning Outcomes of the Programme	
<p>C Subject, Professional and Practical Skills</p> <ol style="list-style-type: none"> 1. Demonstrate autonomous, reflective and professional use of media within studio practice; 2. demonstrate the ability to progress work and realise ideas through to a resolved outcome; 3. demonstrate the development of practice through the use of speculative enquiry; 4. demonstrate relevant skills in selecting, presenting and/or installing studio practice; 	<p>Teaching/learning methods and strategies:</p> <ol style="list-style-type: none"> 1. Practical skills are developed throughout the studio based modules as part of an on-going exploration and expansion of individual practice. Health and safety issues are included in media and processes teaching. 2. C1 to C5 are developed through media support activities, demonstrations, seminars, tutorials, presentations and group discussions. <p>Assessment:</p> <ol style="list-style-type: none"> 1. Practical skills (C1 – C5) are assessed through a combination of: <ul style="list-style-type: none"> • experimental and developmental work; • a body of resolved practical work, its selection and presentation.
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <ol style="list-style-type: none"> 1. demonstrate a resourceful and innovative approach to a range of professional contexts; 2. interact effectively with others through collaboration, dialogue and understanding the importance of professional networks; 3. articulate ideas and information comprehensively in visual, oral and written forms using academic conventions for referencing and acknowledging information sources where appropriate; 4. demonstrate the ability to work independently, with adaptability and responsiveness and to take on challenges in a committed and professional manner; <p>Demonstrate the ability to research, evaluate and employ information from a variety of sources;</p>	<p>Teaching/learning methods and strategies:</p> <ul style="list-style-type: none"> • Transferable skills are developed through all aspects of the programme (D3) with active participation in seminars, tutorials and debates encouraged and expected. Small group tutorials and seminars encourage relaxed and open communication and develop skills in the articulation of ideas, self-presentation and critical reflection (D2 D3 D5). • Studio based activities normally include research, conceptual development, group discussions, peer self-evaluation and collaboration (D1 D2 D3 D4 D5). • During the Professional Practice and Employability module students are given the opportunity to undertake brief work experience or equivalent study (D1 D2 D3 D4). The internet and use of information technology play an important part in visual research, both in studio practice and in critical and cultural studies modules (D5). • Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan. <p>Assessment:</p> <p>Transferable skills are assessed throughout the programme in studio practice modules, critical and cultural studies modules and the employability module through a combination of:</p> <ul style="list-style-type: none"> • a body of studio practice; (D1 D2 D3 D4 D5) • a body of research and developmental work; (D1 D2 D3 D4 D5) • written assignments and documentation. (D3 D4 D5)

Part 4: Programme Structure				
ENTRY 	Year 1	Compulsory Modules UAAALM-15-1-PHO 101 Introduction to Photography UAAALN-15-1 -FA 102 Contextual & Critical Referencing I UAAALP-15-1 -FA103 Drawing Techniques & Approaches UAAALQ-15-1 -FA 104 Fine Art Practice Studio I (Sculpture I) UAAALR-15-1-FA 105 Fine Art Practice Studio II (Painting I) UAAALS-15-1-FA 106 Exploration of Materials, Techniques & Processes UAAALT-15-1-PHO 107 Fine Art Photography UAAALU-15-1-FA 108 Contextual & Critical Referencing II	Optional Modules N/A	Interim Awards 120 Credits Certificate in HE
	Year 2	Compulsory Modules UAAALV-15-2-FA 201 Introduction to Visual Research & Methodologies UAAALW-15-2-FA 202 Specialised Studio Practice I UAAALX-15-2-PHO 203 Moving Image in Advertising UAAALY-15-2-FA 204 Contemporary Drawing in Fine Art UAAAM3-30-2-FA 207 Intermediate Project UAAAM4-15-2-FA 208 Installation & Video Performance UAAAM5-15-2-FA 209 Critical Studies in Fine Art	Optional Modules N/A	Interim Awards 240 Credits Diploma in HE
	Year Out: N/A			
	Year 3	Compulsory Modules UAAAM6-20-3-FA 301 Specialist Studio Practice II(Self Directed Brief) UAAAM7-20-3-FA 302 Visual Culture Dissertation UAAAM8-20-3-FA 303 Creative Futures UAAAM9-30-3-FA 305 Final Major Project –degree show exhibition UAAAMA-30-3-FA 306 Professional Practice in Fine Art	Optional Modules N/A	Interim Awards 360 Credits BA

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student (N/A)

Part 5: Entry Requirements
<p>The Programme Administrator deals with initial enquiries about courses and applications. All students will have an individual interview regarding their course / programme of study to ascertain areas where they may require additional support. Applicants who are aware of their specific needs are asked to outline them at this initial stage. During the interview process, assessment will take place to ensure that:</p> <ul style="list-style-type: none"> • The student's expectations are fully discussed and analyzed, their needs understood and assessed. • The proposed learning programme with the College is considered to be in the student's best interests and that they would not be better provided for elsewhere. • The College facilities and resources are sufficient to meet those needs. <p>The Learning Agreement will contain clear statements specifying precisely what the College is offering to the student and details of the commitment the student is making to the College. Any changes to the student's circumstances will automatically require a full review of the Learning Agreement. Students with additional needs that are identified through their course of study will be counselled and guided through an assessment process to establish how they may be further supported through the remainder of their studies.</p> <p>Where adjustments to the College educational environment are required, the College will make every effort to do so, provided this is achieved within resource constraints. Where this is not possible, outside assistance may be sought to minimise entry barriers.</p>

Part 5: Entry Requirements

Desired candidates are highly qualified persons who have the ambition and the curiosity to explore ideas, challenge theories and contribute positively in the classroom. Admission criteria include:

- A high school leaving certificate (Apolitirion) or an equivalent qualification from an accredited institution.
- Fluency in written and spoken English. Candidate students should present a proof of English as follows:
 - GCE O level minimum grade “C”
or
 - IELTS 6.0
or
 - TOEFL 550
- A completed application form with all supporting documents.

In approved cases, educational experience may be accepted in the case of formal qualifications along with evidence that the candidate has the ability to undertake studies at the required level. APL regulations are relevant to the University of the West of England Academic Regulations and Procedures.

Part 6: Assessment

Delete one of the following statements as appropriate

A: Approved to University Regulations and Procedures

Assessment Map

Assessment methods used on the course

Assessment practices adopted by the course are consistent with the College’s Assessment Policy. The Assessment methods employed are effective in permitting students to demonstrate course outcomes. Assessment Criteria specific to each module and generic Grading Descriptors ensure a consistency of approach to assessment.

A range of assessment strategies is used: formal examinations; essays; group production projects; individual production projects; production simulations to deadline; individual journalistic writing assignments; written critical evaluations; student presentations and tutor observation of student performance in extended group projects.

On practical modules, whenever possible, assessments are integrated into the teaching and learning: extended production projects give scope for tutor guidance week by week. Considerable use is made of portfolio assessment in which group work and individual work for one module can be combined, often with a written critical evaluation which fosters reflective learning, reflective practice and links between theory and practice.

Care is taken by lecturers to try to ensure that all students engage in assessed group work (critiques). On such group assessments, individual student logs of activity are required and tutor observations of individual student contribution are recorded on assessment feedback sheets. Individual performance in group work is formally recognized in the assessment criteria for group assessments.

On most individual assignments, and some group assignments, there is scope for negotiated briefs so that students’ particular interests and favoured specialisms can be accommodated. This increases student engagement and motivation and means that the course, while focusing on core skills, can appeal to students who have ambitions in particular specialties, for example, in web design, advertising or

photography.

Assessment Map for BA (Hons) Fine Art

		Research folder	Written Reports / Proposals	Oral assessment and/or presentation	Written paper/essay	Portfolio of practical work
Compulsory Modules Level 1	UAAALM-15-1-PHO 101 Introduction to Photography					A (100)
	UAAALN-15-1-FA 102 Contextual and Critical Referencing I	A40		A20	A40	
	UAAALP-15-1 FA103 Drawing Techniques and Approaches					A100
	UAAALQ-15-FA 104 Fine Art Practice Studio I (Sculpture I)					A100
	UAAALR-15-1-FA 105 Fine Art Practice Studio II (Painting I)					A100
	UAAALS-15-1-FA 106 Exploration of Materials, Techniques and Processes					A100
	UAAALT-15-1-PHO 107 Fine Art Photography		B 40			A60
	UAAALU-15-1-FA 108 Contextual and Critical Referencing II	A40		A20	A40	
Compulsory Modules Level 2	UAAALV-15-2-FA 201 Introduction to Visual Research and Methodologies		A80	A20		
	UAAALW-15-2-FA 202 Specialised Studio Practice Studio I			A10		A90
	UAAALX-15-2-PHO 203 Moving Image in Advertising	B50				A50
	UAAALY-15-2 FA 204 Contemporary Drawing in Fine Art					A100
	UAAAM3-30-2-FA 207 Intermediate Project				A (30)	A70
	UAAAM4-15-2FA 208 Installation and Video Performance		A (30)	A10		A70

	UAAAM5-15-2-FA 209 Critical Studies in Fine Art			A (20)	A80	
Compulsory Modules Level 3	UAAAM6-20-3-FA 301 Specialist Studio Practice II(Self Directed Brief)		A3 0			A70
	UAAAM7-20-3-FA 302 Visual Culture Dissertation				A100	
	UAAAM8-20-3-FA 303 Creative Futures		A (20)	A30		A50
	UAAAM9-30-3-FA 305 Final Major Project – degree show exhibition	A20	A (20)	A (30)		A30
	UAAAMA-30-3-FA 306 Professional Practice in Fine Art		A (20)	A20		A 60

Part 7: Student Learning

Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

UWE is currently revising its TEL Strategy, with the overarching aim to develop inclusive, flexible and accessible curricula that enables personalised learning and innovative pedagogic developments. The development of e-learning will be directed by pedagogic considerations rather than by the availability of various technologies, and the aim is to enhance the student experience through the provision of effective, flexible and engaging learning opportunities that take account of ability, disability, accessibility and learning preferences. UWE link tutors and Alexander College programme teams will work together to take full advantage of TEL opportunities – this may include the sharing of recent pilot projects and examples of good practice in areas such as resource-based learning, e-learning course design and computer aided assessment, and e-marking and feedback.

All courses at the College are founded on the principle that the most effective educational experience combines structured teaching and independent study. The course is designed to give the student maximum responsibility for the management of their learning. The skills and abilities that will support them after graduation extend beyond your subject knowledge.

A high degree of commitment and personal organisation is required. It is important that students attend all taught sessions (lectures and practical), making arrangements to cover any material missed during sessions they have not been able to attend (e.g. through illness).

An appropriate range of learning and teaching methods is used at the College, including, throughout the course, class-based lectures, practical independent study, seminars, tutorials where lecturers are able to assess the student's progression, working to live briefs, deadlines to manage time constraints, simulated work scenarios, presentations, peer group situations and role play.

Alexander College staff are used to working very closely with their students. The fact that student numbers are small means that groups always maintain an informal atmosphere, which is very conducive to learning. A Programme Leader will help students understand the module structure and the requirements and skills needed to successfully study and complete the selected programme of study.

As regards to support for teaching and learning, the library has been and will continue expanding by the books suggested in the BA-Top Up module specifications, in addition to normal annual purchasing of books. The IT facility covers all the requirements of the College's students and they have free unlimited internet access. Additionally, each student is assigned one personal tutor for personal advice, guidance and support.

Part 7: Student Learning

Lectures

Lectures are the principal teaching method used for the presentation and discussion of theoretical issues. They are used to focus on the key issues of a module and are often used in conjunction with seminars to extend and examine the issues raised. Lecture notes are a valuable support to other information sources and may prove useful long after completion of your course.

Practical

Projects combine formal teaching and independent study on a focused task with a defined outcome. They may be initiated by staff, or jointly between staff and students. The outcomes of projects vary according to modules; for example, it may be a slide presentation, a written report or a product. Each project culminates in some form of review or critique. Practical Work projects will be set in a practical workshop situation, using materials, processes and techniques to generate research and an understanding of theoretical principles. Depending on the equipment and processes used, this may involve an introduction to safe working practices through technical demonstrations that students must attend before commencing personal practical work.

Seminars

Seminars provide an opportunity for dialogue and interaction between staff and students. Seminars may be used to support lectures, or may be central to practical delivery.

Tutorials

Tutorials provide an opportunity to discuss the student's progress and to agree a further course of action. They may be used to address specific issues in the work, to follow up assessments or to discuss other factors affecting progress. Informal and formal tutorials are held with each student. Each student is assigned a personal tutor.

Group work

Group work is recognised as an important educational experience in its own right and is valued by many employers. Assessment aims to balance the merits of group achievement and individual performance.

Self-managed independent study

Self-managed independent study forms an essential part of the course. It is important that the student develops an organised and effective approach to independent study to enable them to complete and extend projects and take full advantage of learning resources at the College and elsewhere. Independent study may take place at home, at the College (for example, in the Library) or externally (for example, at museums or exhibitions). It is suggested that students keep a record of private study undertaken for discussion with staff.

Study visits

Study Visits may involve organised visits to any of the following: buildings, stores, companies and organisations, design practices, artists' studios, trade fairs, exhibitions, museums and galleries. They may take place in Cyprus, and may require financial contribution from the student, in which case will be notified of any costs well in advance of the visit.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the selected art area of practice.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

Description of Distinctive Features and Support

Personal Care Support

Personal care support will be provided through daily contact with the student and liaison with parents and other specialist agencies. Personal helpers may also be provided for those students who have identified

Part 7: Student Learning

and requested this specific need.

Medical Support and First Aid Management

There are members of staff trained in first aid at Alexander College. If they are unavailable, help can be obtained by speaking to any member of staff who will then contact Student Services. Student Services can arrange for you to be taken to the local doctor's surgery or the hospital for treatment.

Welfare and Advice/Counseling Services

Where appropriate, arrangements can be made for students to obtain help or guidance from various outside agencies if they feel support is necessary.

Tutorial Support

Each student is allocated a personal tutor and is given the opportunity to have at least two individual tutorials per semester

The funding of the course

There is no funding of this course. Tuition fees are paid by students or their families and there is also a government student grant available to all those eligible which reaches up to €3.417 annually.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements
University strategies and policies
Staff research projects
Employer interaction and feedback

Curriculum content, development and progression and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure and the use of a wide range of teaching and learning models and assessment practices

University teaching and learning policies are embedded in the educational aims and learning outcomes of the programme. The university's commitment to promoting a diverse, integrated and flexible learning educational experience and environment is reflected in the rich range of teaching. Learning and assessment methods and strategies that are in evidence on the programme.

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.