Course Specification

BA (HONS)
FINE ART



Arts University Bournemouth

About the Course Handbook

This Handbook provides you with basic information about your course. Through the approved course specification, it provides you with the aims and outcomes of your course and outlines the content and how this will be delivered.

The course is subject to a rigorous process of quality assurance and enhancement. This may result in changes to individual units as the course develops, to ensure that the relevance and quality of the course is upheld. You will be consulted by a member of the course team before any changes are made.

Information in this Handbook should be used in conjunction with the HE Assessment Regulations. It is your responsibility to ensure that you are aware of the regulations that apply to your course and you should refer to the regulations throughout your studies. If you have any questions, you should speak to your Course Leader, or member of the course team. The Assessment Regulations can be located on the Induction section of Canvas, or https://aub.ac.uk/regulations

Important information about key policies which apply to your academic studies is available on the Induction section of Canvas. Please view this material on the Induction section of Canvas.

If you would like a copy of this Handbook in an alternative format, please contact equalities@aub.ac.uk.

ARTS UNIVERSITY BOURNEMOUTH

COURSE SPECIFICATION

The Course Specification provides a summary of the main features of the **BA (Hons) Fine Art** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptors, which forms part of this Course Handbook.

Key Course Information	
Final Award	BA (Hons)
Course Title	Fine Art
Award Title	Fine Art
Teaching institution	Arts University Bournemouth
Awarding Institution	Arts University Bournemouth
Offered in the School of	Arts and Communication
Professional accreditation	
Length of course / mode of study	3 years full-time / 4 years with optional placement year
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Art and Design
UCAS code	W100
Language of study	English
External Examiner for course:	Details available on request
Please note that it is not appropriate for students to contact external examiners directly	
Date of Validation	Mar 1999
Date of most recent review	June 2024
Date course specification written/revised	August 2024

Course Description

Exhibiting inquisitive art practice that is the result of experimental enquiry is at the heart of the course. Through dynamic pedagogy the course actively engages students in critically reflective making activities which enthuses a contextual curiosity for their developing art practice and supportive writing.

The Fine Art course is outward-looking and believes in the adaptability of art practice for both recognized and unfamiliar exhibition contexts to foster an enterprising and professional attitude in students. An outward-looking and connective mindset is learnt through a holistic understanding of new cultural contexts in tandem with asking how a developing art practice can intervene or contribute to these contexts. Consequently, this encourages positive engagement with real-world society and awareness of broad creative industry employment opportunities.

To help students achieve an independently driven and nuanced art practice the course has a broad range of learning strategies. These promote ongoing collaborative dialogues to incrementally build autonomy through reflective actions.

Distinctive features of the course

1. **Zoning of Art Practice:**
   The first year is undertaken in a mixed discipline studio where any type of art practice is explored; this learning environment allows students to boldly test new art practice disciplines. Second and third year is zoned into three areas of art practice, Painting, Sculpture, and Media and Performance. Each zone is supported by a specialist technician. This approach allows students to become highly skilled in a specific art practice during second and third year after experimenting with new processes and media in first year before students decide to pursue a specific art practice. Students can move between zones and many group critiques are mixed across the zones to encourage cross pollination and sharing of ideas.

2. **Real-World Exhibition Experiences:**
   These provide local professional contexts for testing art practice with public audiences.

3. **Global Network Projects:**
   Cultivating inspirational and experimental project-based learning environments to open new world views for both student and tutor through international partners. These projects are optional and are elected by students to stretch and challenge their art practice.

4. **Situated Learning:**
   There are opportunities for national and international locational learning periods, these include national and international residential study visits and an international university exchange programme.

Course Industry Patron Scheme

All courses at AUB are connected formally with an industry Patron, an industry practitioner or business that acts as a critical friend to the course and course team. Many courses work with several industry partners, but the more formal Industry Patron connection offers the opportunity to collaborate and maintain close relations with industry / business. This is a unique concept that ensures AUB courses are industry relevant and maintain current practices while providing further opportunities for students to engage with industry practitioners.

AUB Strategic vision

BA (Hons) Fine Art connects into AUB strategic 2030 vision in several ways:

AUB Global Initiative

The Fine Art course enhances AUB's global standing through students engaging with high quality Global Network projects.

AUBITaL: Innovation Teaching and Learning Lab Initiative

External examiners and student feedback has evidenced excellence in learning and teaching.
Fine Art staff share good practice at AUB learning and teaching conferences.

Collaboration, Creativity, and Innovative practices. (Goal 2)
The Fine Art course has embedded student and staff collaborative dialogues that revolve around creativity and innovative art practice.

Impact Positively on Society and Industry (Goal 3)
The Fine Art course has many external industry partners with whom they collaborate to publicly exhibit student artwork, therefore impacting positively on the partner and society through culture enhancing public exhibitions.

Optional Placement Year

The optional Placement Year offers students the opportunity to:

- Get under the skin of an **industry, organisation, and role** to assist them with making better-informed decisions about their future career prospects.
- Undertake a placement, which ensures students can take **personal responsibility** for tasks, duties, and projects within a real-world work setting.
- **Develop and recognise their own work ethic and powers of critical reflection**.
- Build **high-level transferable skills** and enhance professional competencies in the workplace.

The Placement Year will be recognised on the degree transcript. As students will remain a registered student for the duration of the Placement Year, they will retain access to all university support services. Students will be allocated a Placement Tutor who will maintain regular remote contact with them. Placements often lead to a permanent role on graduation, providing a greater chance of success for graduates of this course.

Course Aims

Developing art practice to exhibit is the aim of our course whilst simultaneously building students holistic understanding of unfamiliar cultural contexts to enhance awareness of exhibition and future employment opportunities. Course learning experiences are strategically and critically designed by the course team and there is an emphasis on incremental iterative learning as this aims to build important making skills whilst simultaneously helping students discover subject matter for art practice and writing.

The aim of critically engaged learning activities is to help students discover and develop art practice and writing materials and skills to build their contemporary contextual understanding. Learning through collaborative partnerships and projects with local museums, councils, and international organisations will also further enhance awareness of exhibition and future employment opportunities.

The course aims to raise student awareness of broad employment pathways, whilst not exclusive these can be generalised into three main routes for graduates; being an artist, becoming an educator, pursuing an enterprising alternative route that utilises students final critical thinking and making skills. The course has specific lectures from fine art alumni on these three pathways, and it is expected that students will independently seek out support and advice from AUB Futures – Careers and Enterprise, especially during the second and third years. AUB Futures will continue to support students for three years after graduation.

The course aims to enable students to:

1. Learn how to gather ideas and materials and make selective judgements on these to assimilate them into art practice and writing processes.

2. Be resourceful and enterprising with materials, processes, technologies, and contextual environments.

3. Understand how critical debates and ethical dimensions surrounding contemporary and historical contexts should impact positively on art practice and writing.

4. Learn how to negotiate and interact effectively with others through collective endeavours.

5. Understand how complex relationships between art practice, context and audience are crucial factors when exhibiting in professional public environments.

Course Outcomes

By the end of the Fine Art course graduates will be able to:

1. Critically reflect on gathering and editing ideas and materials to make developmental judgements that lead to synergetic outcomes in art practice and writing processes.

2. Be selectively resourceful and enterprising, with an attention to detail, with art practice materials, processes, technologies, and contextual environments.

3. Understand critical debates and ethical dimensions surrounding contemporary and historical contexts of art practice and writing.

4. Negotiate and interact effectively with others through collective endeavour to achieve relevant outcomes.

5. Comprehend complex relationships between art practice, context and audience and convey this through exhibition in professional public environments.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- AUB LTAF and Undergraduate Assessment Regulations

Learning, Teaching, and Assessment Strategies

The course promotes learning opportunities by adopting a student-centered ethos, meaning students will be supported to create their own specific enquiries that revolve around their art practice subject matter. It is made clear which course activities are compulsory and which activities are elective. Elective learning choices will be offered to students in each year of study, meaning selecting practical workshops, lectures, seminars, and study visits related to students' art practice.

There will also be occasions where online delivery is appropriate, for example, essay tutorials. It is important that students engage with online course delivery in the same way that they would if they were on campus.

To provide an outstanding learning experience, the course contains a rich mixture of taught delivery activities that incrementally build practical and critical refection skills during the incremental levels of the course:

Delivery Activities:

Induction	An induction into resources or specialist equipment
Briefing	Academic member of staff delivers unit introduction or assessment information via a presentation.
Lecture	Academic member of staff, or guest speaker delivers information via a presentation.
Workshop	Interactive learning session
Tutorials (individual)	Discussion of unit work in progress and formative assessment feedback
Tutorials (group)	Group critique discussion of unit work in progress and formative assessment feedback
Seminar Activity	A group session that would usually relate to a lecture topic or subject related topic aligned to the Learning Outcomes.
Screening	Showing of films for educational purposes
Assessment Presentations	Students in a group or individually present their unit work to an audience for assessment, formative or summative.
Educational Visit	Supervised trip organised for students off campus to a destination, organisation or business.
Studio Practice	Students working in a space with guided learning, led by staff. Students are expected to be in the studio as part of unit delivery contact time.

Open Studio with Support Opportunity for students to use studio space in their own time with academic or technician demonstrator support available.

DASE is a critical analysis tool used by the course:
Within all units of the Fine Art course, students will critically reflect on art practice. DASE will help them become gradually more specific about their art practice enquiry by clearly articulating their reflections in writing. Starting with D for Describe, each section of DASE helps inform the next subsequent section. The course provides useful example prompts in brackets (prompt) for each section of DASE:

DESCRIBE
Objectively describe the significant formal properties of the artwork.
(What is the viewer looking at in terms of materials and their qualities of surface, colour, scale, composition, context, positioning)

ANALYSE
How do the formal properties that a student *described* interrelate with the concepts being investigated and how does the artwork affect them?

(Materials, Subject Matter, Metaphor, Signifier, Tension, Harmony, Scale, Narrative, Duration, Composition)

SITUATE
Compare artwork to a relevant debate(s) and two artists who deal with similar ideas and/or processes.
(How do these debates and artists approach the same subject matter in a different way, and how does the artwork relate to these positions?)

EVALUATE
Reflecting on the outcome(s), what discoveries have students made?
(How has the work turned out differently than imagined, and what are the disappointments and exciting discoveries? Do not say 'I needed more time.' Do not reflect on the processes, it is about the outcome(s) and do not speculate on future developments)

The teaching and learning methods for AUB course units have been selected as the most appropriate for the successful delivery of the syllabus, and appropriate achievement of the aims of the unit. All units involve student contact time and independent study, which come together to indicate the total study hours requirement for the unit.

The University sets indicative contact hours for units at each level. Course teams are free to vary this according to the demands of the different units, but the total for the year will be in line with the totals set out in the Learning, Teaching and Assessment Framework. In addition, the student contact hours information provided in unit descriptors might, on occasion, be subject to some minor variation; for example, in response to student feedback, or to take advantage of unanticipated learning opportunities that would enhance the student learning experience. No changes will be made that would be to the detriment of the unit experience, or which would disadvantage student learning. Some teaching may be delivered online when appropriate and will count as student contact hours.

Student Engagement

Engaging students in peer feedback encourages active participation in the learning process. Giving feedback to peers and receiving feedback from them provides opportunities to enrich dialogue, deepen understanding, and envision more holistic solutions. Developing students' capacity to express ideas coherently, listen intently, and offer constructive feedback can boost motivation and engagement.

- Small group tutorials facilitate dialogue that helps to build confidence in sharing and embracing new ideas, verbally and visually, and promotes collaborative learning.

- Individual tutorials offer reflective learning opportunities and pastoral support as needed.

- Lectures, seminars, and symposium are designed to contextualise the theory, professional practice, and subject specialisms.

- Workshops and demonstrations to acquire and develop practical analogue and digital competencies.

- Independent study increases as the award progresses and students pursue their own individual interests in relation to the units.

- Presentations in-person or pre-recorded develop confidence, communication skills, written\oral\visual articulation and increase skills in persuasion and influence.

We arrange study visits to cultural centres to explore exhibitions and design studios to observe how fine art is evolving. These visits are carefully chosen to establish industry partnerships and align with unit content. However, travel constraints and world events may affect scheduling.

The Use of Learning Outcomes

Unit Learning Outcomes loosely connect to similar principles:
LO1 Material testing and experimentation
LO2 Culmination artwork(s)
LO3 Embedded contextual awareness in art practice
LO4 Critical evaluation of a students' art practice

Assessment

Assessment feedback is designed to enhance learning and is a crucial part of the learning process. We promote deep student reflection on assessment by asking students to discuss their assessment feedback with tutors and peers.

There are two main forms of feedback:

Formative feedback for learning.
This is developmental, takes place during a unit and can be verbal or written. It is used to help improve learning and to enhance academic performance.

Summative feedback on learning.
This is written and specific to a unit's learning outcomes and takes place when completed. It is used to give grades for each unit.

Our feedback is constructively critical, helping determine how the student's art practice progresses academically.

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and provides students with regular feedback on how their learning is developing.

For every unit of a course, we will inform students of what they are expected to learn; what they need to submit; how their work will be assessed; and the deadline for presenting work for assessment.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on a formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of an Honours degree course, students will be awarded a degree classification based on their unit marks. The final classification is determined using all unit marks at Levels 5 and 6.

If a student has joined Level 6 through either the Recognition of Prior Learning (RPL) route or having completed a Foundation Degree (FdA), the final classification is determined using only unit marks at Level 6.

For further information on assessment, progression, awards, and classifications, please visit https://aub.ac.uk/regulations

Course Structure

All students are registered for the award of BA (Hons); however, exit awards are available if a student leaves the course early, having successfully completed one or two levels. If students successfully complete a level of the course, they will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), students must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if a student leaves the University following successful completion of the first year of the course.

For the award of a Diploma of Higher Education (DipHE), students must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if a student leaves the University following successful completion of the second year of the course.

For the award of a BA (Hons) a student must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of the course.

A BA without Honours may be awarded if a student achieves 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Core Values and Skills

In developing courses, the University aims to create a curriculum that reflects its values and ethos. It should prepare students for the future not only in enabling them to have a successful career, but also empower students with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. AUB has drawn from the United Nations Sustainable Development Goals (SDGs) (https://sdgs.un.org/goals) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

Equity, Diversity, and Inclusion (EDI)

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered

as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

Graduate Attributes (GA)

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes has been defined that we feel are particularly appropriate to the creative courses that we deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

The course will introduce students to topics which are integrated with the curriculum at every stage of learning. This will allow the student to structure their career development journey through levels 4-6 of the degree course and consider the following stages: Self Awareness, Opportunity Awareness, Decision Making and Transitioning into Work. These align to the AUB Career Readiness stages: Explore, Focus, Engage and Achieve.

In practice, this means that each unit of the course, at each Level, will include elements of career development and these will be shown explicitly in unit descriptors and outline syllabuses. Whilst students engage with these as they go through each unit, they will all come together in the final unit at each Level. Such an approach is designed to support students in the next steps they take after graduation, in whatever direction those may be, and is fundamental to degree studies.

Students will also have the option, between Level 5 (Year 2) and Level 6 (Year 3) of undertaking an extended period of work experience. The course team will be able to discuss this at the appropriate time.

Maintaining Health and Wellbeing

Throughout the course students are encouraged to reflect on their own health and wellbeing, and to develop themselves as a healthy creative practitioner. Students will consider how to develop study and work strategies and habits which maintain and promote their own wellbeing, and to manage their professional activities in a way which safeguards their mental and physical health.

Course staff have designed the course in order that, as far as is reasonably possible, health and wellbeing are promoted. Therefore, it is vital students maintain constructive communication with their colleagues and their staff throughout their time on this course.

Course Content

Course content is designed to incrementally build students autonomy through helping them learn how to discover their area of interest, what we call *subject matter* for art practice. For example, the first unit in the first year of the course provides a lot of compulsory structure and themes that they respond to. This structured framework is gradually removed throughout each unit as students identify their area of *subject matter* and subsequently use the course *Delivery Activities* to support their art practice. For example, the final unit of the course, Final Major Exhibition, will see students pursue an independently driven project that they will have

designed specifically to suit their art practice, whilst using the *Delivery Activities* to support and achieve an exhibition outcome.

Each unit has a calendar of delivery and activity called a Scheme of Work; this breaks down the unit duration into weekly staging posts of expected workloads, this helps students time management and reduces anxiety of workload expectations.

Art Practice

Level 4

Students will be based in a mixed discipline studio, working alongside students with varied interests. Through the *Delivery Activities* listed above students will boldly test the properties of materials, techniques, and processes along with new innovative approaches to familiar materials. For example, this could be painting, drawing, sculpture, video, performance, printmaking, sonic art, or a fusion of some of these.

Simultaneously, students will be researching the contemporary theoretical context of art practice. Towards the end of level 4 they will begin to define their individual area of art practice.

Level 5

Students will select one of three course zones to work within; Painting, Sculpture, or Media and Performance (MaP) As a student's art practice and research develops, they may at any point opt to move zones.

As students work on their art practice in a particular studio zone, they will continue to engage with the *Delivery Activities* listed above to test materials and ideas. As students are in a zone of art practice, they will be working alongside peers who will have similar material interests but not necessarily thematic interests. Importantly, to help students build thematic communities of interest, group critiques will be mixed from across the zones.

Excitingly, students' work will enter a professional public domain as they will be invited to take part in a substantial off-campus exhibition project. A student's art practice can respond to the external site or to ideas that are generated from objects or ideas generated in the off-campus venue.

Studying abroad for a period is an option that students may apply for at one of our partner institutions. This would promote a greater awareness of the international context.

Units explore specific evolving contexts for Fine Art, and the acquisition of professional skills and knowledge provide a foundation for the development of independent, entrepreneurial practitioners prepared for Level 6 study.

At the conclusion of Level 5, students have the option to undertake a Placement Year, which will be recognised on their degree transcript. Throughout the Placement Year, students will remain registered at the university and will continue to have access to all university support services. This provides students with the opportunity to gain valuable industry experience while still benefiting from the resources and support offered by the university.

Level 6

Students may opt to stay in the same course zone or move. They will have further autonomy over the direction of learning through their art practice and essay. There will be elective exhibition opportunities to test out their practice in a particular context.

This is a period of further experimentation in the first L6 unit, but also one of deep reflection and consolidation in the essay and final unit. Bringing together student experiences and knowledge from the previous two years, students will culminate their studies with a celebration of their achievements in the on-campus Degree Exhibition that is the culmination of the Final Major exhibition unit.

Critically Reflective Writing

Critical reflection is crucial and therefore works hand in hand with art practice. Critically reflective writing helps improve students' knowledge of their specific art practice by situating it in relevant theoretical frameworks. Students will progressively deepen their understanding of theoretical frameworks by writing an essay within each academic year. The essays are supported with lectures, seminars, tutorials, and learning agreements. It is also expected that other practical *Delivery Activities,* such as workshops or study visits, will develop and influence interests.

Professionalism

Throughout the course students will gain *Graduate Attributes* (see above section) and the knowledge to help them identify a suitable career pathway after graduation.

Professionalism is a recurring theme throughout the course. There will be specific points where professionalism is emphasised, such as creating an artist website or working collaboratively.

Specialist resources:

Engaging thoroughly with specialist resources that are relevant to students' art practice will significantly enhance their creative journey and academic achievement.

Studio Working Area for Art Practice

Students will have access to studio working areas within a larger shared studio.

Dedicated communal making areas for each discipline:

- Painting
- Sculpture
- Media and Performance

These areas have their own unique tools and resources listed below.

Material Exploration

Regular workshops introduce students to relevant material properties, technical skills, and experimental techniques, to expand student’s creative toolkit.

Shared AUB facilities

Central Workshop (Shared resource for all AUB students)
There are weekly inductions to specialist central workshop equipment.
Advanced Fabrication Tools with Specialist Rooms:

- 3D printing
- Laser cutting
- Spraying
- Fabric and Textile Printing
- Resin and Casting Facilities
- Plaster
- Woodworking machinery
- Metalworking machinery
- Plastics

Further AUB facilities that students can access are The Print Room and Book Bindery and Photography, check their email and timetable for inductions.

Course Units

Level 4		**Credits**
FAR401	Studio Practice: Discovery	40
FAR402	Studio Practice: Gathering and Editing	40
FAR403	Studio Practice: Connections	40
Level 5		
FAR501	Studio Practice: Development in Action	40
FAR502	Studio Practice: Making Public	40
FAR503	Studio Practice: Critical Reflection 1	40
Level 6		
FAR604	Studio Practice: Meaning Through Display	40
FAR605	Studio Practice: Critical Reflection 2	20
FAR606	Studio Practice: Final Major Exhibition	60

Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

	Level 4																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	FAR401 Studio Practice: Discovery (40 credits) Weeks 1-10 Pass/fail unit										**FAR402 Studio Practice: Gathering and Editing** (40 credits) Weeks 11-20											**FAR403 Studio Practice: Connections** (40 credits) Weeks 21-30									

	Level 5																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**										**Summer Term**									
	FAR501 Studio Practice: Development in Action (40 credits) Weeks 1-10										**FAR502 Studio Practice: Making Public** (40 credits) Weeks 11-20											**FAR503 Studio Practice: Critical Reflection 1** (40 credits) Weeks 21-30									

	Level 6																											
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Autumn Term										**Spring Term**												**Summer Term**							
	FAR604 Studio Practice: Meaning Through Display (40 credits) Weeks 1-9										**FAR605 Studio Practice: Critical Reflection 2** (20 credits) Weeks 10-14				**FAR606 Studio Practice: Final Major Exhibition** (60 credits) Weeks 15-30														