



National College of Art and Design
A Recognised College of University College Dublin

PROGRAMME SPECIFICATION FORM
BA in Fine Art

Programme Title:	BA (Hons) Fine Art: Sculpture & Expanded Practice Painting Fine Print Media Applied Material Cultures	Programme Type:	Undergraduate, full-time
Level (NQAI Framework):	8	Total no. of credits	180
University award	BA (Hons) in Fine Art		
Programme Leader:	Philip Napier	School	Fine Art
Programme Team (Modular Coordinators)	Professor Philip Napier Robert Armstrong Sarah Durcan Feargal Fitzpatrick Dr. Andy Folan Dr. Helen McAllister Theresa McKenna Dr. Mick O'Kelly	Head of School	Prof. Philip Napier
External Examiner and institution	To be appointed	Internal Examiner	Philip Napier
Projected Student Numbers	Year 1: Year 2: Year 3:	110 110+115=225 225+105=330	

1. Aims and Objectives of the Programme

The new BA (Hons) Fine Art Programme from the School of Fine Art has evolved in relation to wholesale changes to the existing undergraduate provision across the whole course offering at NCAD in relation to Fine Art, Design, Visual Culture, and Education. This course is part of the adoption of a 3+2 structure creating a momentum from undergraduate to Masters study consistent with professionalization of the subject.

The Fine Art Course is conceived as a Level 8, 3 year, modular course of 90 weeks. The course

conforms to 2 Semesters per year of 15 weeks each. The course requires practical and intellectual experiential engagement in relation to inhabiting different and evolving models of art practice. It has a parallel Visual Culture engagement and a range of professional practice learning challenges and experiences. The School of Fine Art teaches Year 1 with colleagues from Design in a common period. The School of Fine Art has built sequential modules of teaching and learning outlined in this document. The School will also offer its modules in relation to Joint Course 50/50 between Fine Art and Visual Culture. A joint course between Teacher Education and the School of Fine Art is also offered.

This course moves from a common learning period to specific School and discipline perspectives, facilitating the emergence of a perspective to share in interdisciplinary modules. The course is intended to produce both depth and breadth of knowledge. There is an expansion of models and sites of art practice available to all students. These include formats for joint projects, collaborative working, real world engagement and interdisciplinary working that are enabled through a common College wide schedule. There are opportunities for Faculties to provide more bespoke interdisciplinary contact rather than random alignments. Through the course there are greater practice-theory relationships generally providing contemporary coordinates for debate and reflection. The development of discursive themes in relation to the evolution of student art practices is a feature of years two and three. The learning is constructed through exhibition which is a central component of these years of study.

The programme aims to enable students to:

- Conduct their research and practice in an independent and innovative manner.
- Explore of a range and depth of discipline concurrent with contemporary practice.
- Develop a working and research methodology that both informs and resources a professional practice.
- Develop appropriate verbal, written and practice based communication skills.
- Identify reflection, self criticism and evaluation of the individual's practice.
- Identify and locate a practice within critical, theoretical, historical and cultural contexts.
- Develop self discipline, self motivation and effective time management.
- Develop a rationale as to how and when to work collaboratively or individually.
- Develop an applied knowledge of materials, processes and technical skills as appropriate.
- Foster the ability to take and defend positions regarding the meaning and values of artistic expression.

2. Programmes Outcomes

Learning and Understanding

To support independent research and practice.

To foster critical engagement with contemporary discourses within Fine Art practice.

Applying Learning and Understanding

To support the production of resolved work to exhibition standard.
To encourage synthesis of conceptual, technical and material forms.

Making Judgements

To encourage consideration of audience, frames of reference and contexts.
To support the interpretation, decision making and application of this knowledge in practice.

Working and Communication Skills

To encourage dynamic relationships between the subject matter of art work and the way it is proposed, in practice.
To encourage communication of ideas and practice through exhibition, verbal and written forms.

Learning Skills

To foster art methods of inquiry and to be able to communicate and connect these to others.
To support the development and construction of knowledge new to the student.

3. Stage Outcomes

Year 1:

On successful completion of year 1 students will be able to:

- Identify a personal direction for their practice.
- Articulate the focus of their practice in relation to other specialisms
- Locate their practice within critical / theoretical and historical context.
- Work Independently. Locate themselves and their work within broader issues and aspects of contemporary practice.

Year 2:

On successful completion of year 2 students will be able to:

- Articulate their individual identities as an artist.

Year 3:

On successful completion of year 3 students will be able to:

- Work effectively as an artist.

4. Admission requirements for the programme

General admission to College by successful portfolio and minimum matriculation requirement: All first year applications through the Central Applications Office (CAO). Offers made on a competitive basis to applicants who reach the portfolio standard and meet the minimum academic entry requirements through the Irish Leaving Certificate examination (6 passes, 2 at Higher Level, passes to include Irish, English and Art or a third language) or equivalent result in other country school leaving certificate examinations (www.nui.ie).

Offers also made on a competitive basis to holders of FETAC awards with a minimum qualification of 5 distinctions from a full award in a cognate area of study.

College RPL policy applies for mature and other non-standard applicants.

**5. Further educational opportunities that may arise during or upon completion of the programme
e.g. Transition to Masters level study (+2)**

Upon successful completion of the BA (Hons), Students can transition onto the MFA programmes offered in Fine Art.

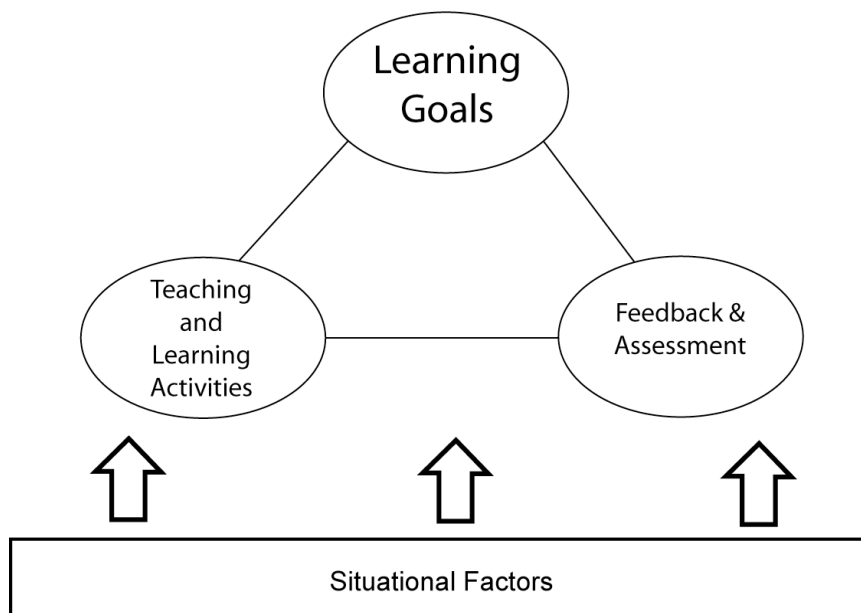
Graduates of the BA (Hons) will be eligible to apply to other Masters programmes.

**6. Major Teaching and Learning Methodologies: please specify the rationale for these.
e.g. Group Critiques in order to develop peer learning, communication skills, critical analysis and self-reflection**

The Fine Art School is nuancing an educational culture of Constructive Alignment drawn from the Australian educationalist John Biggs. This model involves the integration of a clear statement of learning goals (Outcomes), choosing appropriate teaching and learning activities to deliver those learning outcomes, and developing Assessment and Feedback which is sited in relation to the learning outcomes and assesses the level of understanding achieved.

This requires the student to be active in building and constructing knowledge. Thus the student learns from what they do rather than being the passive recipient of knowledge transmitted to them. Biggs Constructive Alignment has become widespread across education.

The Key Components Of **INTEGRATED COURSE DESIGN**



Teaching

The teaching task is to see that the appropriate learning activities are:

- Nominated in the module/project objectives
- Likely to be elicited by the student by engagement with the teaching activities
- Embedded in the assessment tasks so that judgements can be made about how well a students performance meets the objectives.

Learning

The system by which a student learns should be elicited from the teaching system. Student Learning is based on student centred activities including:

- Negotiation with project based modules and the differentiated forms and contexts of Fine Art teaching delivery
- Development of Self Directed Briefs which will negotiate the development of their learning and identify unintended learning outcomes (supports independent learning)
- Learning Teams - The discussion of briefs, meeting regularly discussing insights and concerns
- Development of a supportive peer culture with the development of reciprocal support as a means of enabling work and research. (supports collaborative learning)
- Learning journals / Notebooks / sketch books
- Recording thoughts plans proposals and reflections not necessarily captured in material (shared by learning teams)
- Critical culture - Encourages students to make judgements about their work (makes for a more rigorous reflective process).

7. Methods of Assessment: please specify the forms of assessment used on the programme and the rationale for these including how these forms of assessment align to programme outcomes

Guiding Principles of Assessment

Assessment of student work is required for the following reasons, namely:

For students:

- to provide feedback to the student regarding their progress and to support and guide their further learning;
- to describe student attainment and inform decisions on progression and awards.

For Staff:

- to determine that the intended learning outcomes of the programme are being achieved and how well;
- to inform programme design and further curriculum development.

For the School and NCAD as a whole:

- to demonstrate to external agencies that quality standards are being assured and maintained;
- to demonstrate that the University is achieving its educational mission.

Assessment Procedure

Our assessment procedure aims to assist the student to understand a transparent assessment process and enables them to understand their own levels of achievement against explicit grade critical and learning outcomes and how and where they need to improve.

Individual components of the programme are assessed on a mark-allocation basis to provide students with clear feedback to promote self-evaluation and self-reflection in their own learning processes. Staff are experienced in delivering a range of marking in line with student construction of knowledge and demonstration of understanding.

The assessment procedure's aim is to achieve the following objectives namely:

Measure and grade the student's level of achievement in relation to the learning outcomes.

Communicate: Assessments provide students with clear feedback to promote self-evaluation and self-reflection in their own learning processes.

Illustrate that the learning outcomes and competencies required have been achieved, to allow for progression to the next level.

Assessment Methods

Formative Assessment

Typically involves feedback (oral or written) to students on their progress, does not usually involve a mark.

Summative Assessment

Typically takes place at the end of a module or course and can take the form of an exam or exhibition or other significant end point of presentation.

Assessment Evidence

The evidence of assessment within a Fine Art course may be:

Artworks	Artefacts
Evolved proposals	Notebooks
Journals	Presentations
Documents	Exhibition
Events	Actions
Situated forms	Contexts
Study visits/field trips	Expanded practices
Collaborative forms	Participatory practices
Site specific engagements	Experiential forms
Lectures	Discursive forms
Field work	

Assessment Approaches

Assessments are undertaken by a team of teachers who are examining the learning outcomes.

Assessment may occur/be required on or off campus.

Assessments will be timetabled well in advance. This might require specific negotiation of the 'micro' assessment timing in relation to the organisation or very specific timing of assessment evidence.

Assessments occur in two forms which depend on the year/stage. With the learner present and not present.

8. Modular provision: please list modules available to students indicating which are core and which optional

Module Title	Code	Module Coordinator	Year/ Stage	Status /Credits
1 st Yr Core Module Studio 1A-1	CE 1 - 4	Theresa McKenna	1	Core/Credits 10
1 st Yr Core Module Studio 1A-2	CE 1 - 5	Theresa McKenna	1	Core/Credits 0
1 st Yr School Module Studio 1B-1	CE 1 - 6	Theresa McKenna / Philip Napier	1	Core/Credits 10
1 st Yr School Module Studio 1B-2	CE 1 - 7	Theresa McKenna / Philip Napier	1	Core/Credits 10
Learning and Professional Practice 1	CE 1 - 2	Theresa McKenna / Nuala Hunt	1	Core/Credits 5
Professional Practice 2	FA 1 - 1	Theresa McKenna / Sarah Durcan	1	Core/Credits 5
Introduction to Key Concepts in Art and Design 1	VC 1 - 1	James Armstrong	1	Core/Credits 5
Introduction to Key Concepts in Art and Design	VC 1 - 2	James Armstrong	1	Core/Credits 5
Professional Practice 3	FA 2 - 3		2	Core/Credits 5
Professional Practice 4	FA 2 - 4		2	Core/Credits 5
Discipline Projects	FA 2 - 1		2	Core/Credits 20
Studio Practices and Exhibition Strategies	FA 2 - 4		2	Core/Credits 20
Contemporary Theories and Practices 1	VC 2 - 1		2	Core/Credits 5
Contemporary Theories and Practices 2	VC 2 - 5		2	Core/Credits 5
Professional Practice 5	FA 3 - 1		3	Core/Credits 10
Studio Research	FA 3 - 2		3	Core/Credits 20
Studio Practices	FA 3 - 3		3	Core/Credits 20
Extended essay and Statement of Practice	VC 3 - 1		3	Core/Credits 10

9. Programme Structure: please provide diagram indicating structure and modular content of the programme across its years

Year 3	Visual Culture 3 (VC 3-1) 10 Credits	Professional Practice 5 (FA 3- 1) 10 credits	Studio Research (FA 3-2) 20 credits	Studio Practice (FA 3- 3) 20 credits
Year 2 Semester 2	Visual Culture 2 Contemporary Theories and Practices 5(VC 2 – 5) 5 Credits	Professional Practice 4 (FA 2-4) 5 credits	Studio Practices and Exhibition Strategies (FA2-2) 20 Credits	
Semester 1	Visual Culture 2 Contemporary Theories and Practices (VC 2 - 1) 5 credits	Professional Practice 3 (FA 2-3) 5 credits	Discipline Projects (FA2-1) 20 credits	
Year 1 Semester 2	Visual Culture 1 (VC1-2) 5 credits	Professional Practice 2 (FA1-1) 5 credits	Studio 1B-1 10 credits	Studio 1B-2 10 credits
Semester 1	Visual Culture 1 (VC 1-1) 5 credits	Professional Practice 1 (CE1-2) 5 credits	Studio 1A-1 10 credits	Studio 1A-2 10 credits

BA(Hons) Fine Art modular structure