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**APPROVED**

## BA (Hons) Fine Art

<b>Awarding Body</b>	University of the Arts London
<b>College</b>	Chelsea College of Arts
<b>School</b>	University of the Arts London
<b>Programme</b>	Chelsea Fine Art (L050)
<b>Course AOS Code</b>	CHEBAARTF01
<b>FHEQ Level</b>	Level 6 Degree
<b>Course Credits</b>	360
<b>Mode</b>	Full Time
<b>Duration of Course</b>	3 years
<b>Valid From</b>	September 1st 2021
<b>QAA Subject Benchmark</b>	Art and Design
<b>Collaboration</b>	N/A
<b>UAL Subject Classification</b>	Fine art
<b>JACS Code</b>	W100 - Fine art
<b>UCAS Code</b>	W104
<b>PSRB</b>	N/A
<b>Work placement offered</b>	Yes
<b>Course Entry Requirements</b>	<p>The standard minimum entry requirements for this course are one or a combination of the following qualifications:</p> <ul style="list-style-type: none"><li>• Pass at Foundation Diploma in Art and Design (Level 3 or 4)</li><li>• 2 A Levels at grade C or above</li><li>• Merit, Pass, Pass (MPP) at BTEC Extended Diploma</li><li>• Pass at UAL Extended Diploma</li><li>• Access to Higher Education Diploma</li></ul>

- Or equivalent EU/International qualifications, such as International Baccalaureate Diploma at 24 points minimum
- And 3 GCSE passes at grade 4 or above (grade A\*-C)

Entry to this course will also be determined by the quality of your application, looking primarily at your portfolio of work, personal statement and reference.

### **APEL - Accreditation of Prior (Experiential) Learning**

Applicants who do not meet these course entry requirements may still be considered in exceptional cases. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:

- Related academic or work experience
- The quality of the personal statement
- A strong academic or other professional reference
- A combination of these factors

Each application will be considered on its own merit but we cannot guarantee an offer in each case.

### **English language requirements**

All classes are taught in English. If English isn't your first language you must provide evidence at enrolment of the following:

- IELTS level 6.0 or above, with at least 5.5 in reading, writing, listening and speaking (please check our [English language requirements](#)).

### **Selection Criteria**

We look for:

- Evidence of visual and conceptual creative ability
- The potential to develop the practical, expressive, critical and conceptual skills necessary to complete the course
- An awareness of contemporary and historical fine art contexts
- Some understanding of the role that contemporary critical thought and historical study can play in the development of personal creative work
- An ability to communicate and discuss your ideas visually, verbally and in writing
- The ability to manage your own time and initiate projects

	<ul style="list-style-type: none"><li>• A clear commitment to the chosen field of study</li><li>• Evidence of an ability to generate and develop ideas through making work</li></ul>
<b>Scheduled Learning and Teaching</b>	During your course you will engage with learning and teaching that includes both online and face-to-face modes. The advertised scheduled activity for the course will be delivered through a combination of live, synchronous and asynchronous on-line learning. Scheduled learning and teaching activity may include lectures, seminars, studio and workshop briefings, tutorials, external visits and project briefings.

# Awards and Percentage of Scheduled Learning

## Year 1

<b>Percentage of Scheduled Learning</b>	<b>17</b>
<b>Awards</b>	<b>Credits</b>
Certificate of Higher Education (Exit Only)	120

## Year 2

<b>Percentage of Scheduled Learning</b>	<b>20</b>
<b>Awards</b>	<b>Credits</b>
Diploma of Higher Education (Exit Only)	120

## Year 3

<b>Percentage of Scheduled Learning</b>	<b>17</b>
<b>Awards</b>	<b>Credits</b>
Bachelor of Arts	360

# Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	To provide the next generation of practitioners (including artists, writers, curators and thinkers) with the agency to define the critical cultural terrain to come.
Aim	To lead in a reconfiguration of art's position in the social and cultural landscape, activating new discourses in the drive for collective change.
Aim	To create an environment that explores art making through socially and politically engaged practices which foreground an inclusive, sustainable and ethical approach to working and exhibiting.
Aim	To foster an approach to learning that is enquiry-led, and proactively contributes to a culture of research, knowledge exchange and innovative teaching & learning practices at UAL.
Aim	To provide a dynamic and creative learning environment.
Aim	To provide an open, culturally diverse and supportive environment that fosters experimentation, creativity and dialogue
Aim	To provide space to build confidence to develop your practice and your identity as an artist and the skills to enable you to become a proactive and independent learner
Aim	To build an awareness and critical understanding of the concepts, techniques, debates and discourses which underpin your practice.
Aim	To support you to develop transferable and professional skills relevant to employment and further study in order to prepare you for life after art college
Outcome	Employ experimentation, problem solving and invention by demonstrating advanced practical and decision-making skills to evidence a commitment to art-making
Outcome	Demonstrate a systematic understanding of a diverse range of fine art practices and debates, and the ability to locate your work within contemporary cultural, social and historical contexts
Outcome	Direct your own continuing learning and development through independent planning and critical reflection that demonstrates ethical, inclusive and safe practices in both studio and external activities
Outcome	Communicate effectively in visual, oral and written forms in order to articulate, analyse and evaluate your own ideas and the work of other practitioners
Outcome	Apply developed conceptual and practical approaches to making a consolidated body of work.

<b>Distinctive Features</b>	
1	Chelsea Fine Art is broad-based and inter/trans disciplinary. Unlike most other fine art courses, students are not split into specialist discipline-defined areas. Instead, staff and students work within the broader context of art practice and research. This enables students to develop the most appropriate material investigation with an awareness of the full range of possibilities and approaches
2	Chelsea Fine Art's event-based curriculum has activating practice and engaging with publics at the heart of the enquiry-led learning experience. Exhibition, publication and presentation are forms that the course interrogates through regular practice. College spaces and the Parade Ground provide the resources in order to make this aspect of the course real and visible.
3	Chelsea Fine Art students shape and inform the nature of their learning experience. Independence to make decisions about the direction of your enquiry and the methods you use to evaluate your progress are central to the course's ethos. This runs right through the course including assessment events when active dialogue means that you contribute to the process of arriving at your grade.
4	A key model by which the course operates is to engage with London via off-site exhibitions and events. Off-site shows, where students collaborate, initiate and realise exhibitions feature in both year 1 and 2. Students are expected to become aware of, and account for, how their work operates in the current cultural, social and professional environment of London and its art world
5	The course works from the premise that art production is fluid and that the contemporary context means adapting and expanding the definition alongside established notions of gallery-exhibiting artist, ones in which an artist's agency can be deployed to a range of different contexts
6	The BA Fine Art course has a distinctive approach to theory that can be described as trans-disciplinary. As well as academic essays, written submissions can take experimental or creative forms unique to each student
7	The BA Fine Art course encourages the radically innovative and progressive use of enabled makerspaces designed to be activated as flexible and interactive work-spaces that present models for sustainable practice for artists after college. Crucial to this studio ethos, is an awareness of socially aware practices which foreground an understanding of ethics, inclusivity and safe working
8	The course is resolutely international in its outlook and make-up. The course gives students confidence to address subjectivity and diversity across postcolonial, inclusive and intersectional narratives, recognising the importance of these discourses for an understanding of what art can be in the future. Strategies of desegregation and decolonisation are at the heart of the Fine Art project at Chelsea. Research in this field is built around the achievements of INIVA and the TRAIN research centre and the Decolonising Art Institute at Chelsea
9	The course emphasises self-directed and collaborative learning, to teach fine art as a leadership skill, preparing graduates to be socially and critically engaged in their understanding of the world. This is a central aspect to every unit on the course and a key focus of the second year, when, during the Collaborative unit students interrogate working with others and activating practice in external contexts

# Course Diagram

LEVEL 4 – YEAR 1																																	
BLOCK 1															BLOCK 2																		
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				
<b>Unit 1</b>				<b>S</b>							<b>Unit 2</b>						<b>S</b>	<b>Unit 3</b>										<b>S</b>	<b>Unit 4</b>				<b>S</b>
Introduction to Fine Art					Art Practice							Think Through Making and Making Things Happen											Positions 1										
20 credits					40 Credits							40 credits											20 credits										
LEVEL 5 – YEAR 2																																	
BLOCK 1															BLOCK 2																		
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				
<b>Unit 5</b>				<b>S</b>	<b>Unit 6</b>						<b>S</b>	<b>Unit 7</b>										<b>S</b>	<b>Unit 8</b>				<b>S</b>						
Positions 2					Collaborative and Collective Practices							Activation											Positions 3										
20 Credits					40 credits							40 credits											20 credits										
OPTIONAL DIPLOMA YEAR – LEVEL 5																																	
LEVEL 6 – YEAR 3																																	
BLOCK 1															BLOCK 2																		
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				
<b>Unit 9</b>														<b>S</b>	<b>Unit 10</b>															<b>S</b>			
Thinking, Making, Writing															Making Public																		
60 credits															60 credits																		

**S = Summative Assessment**

Indicative summative assessment weeks are noted in the course diagram. For exact dates please refer to your timetable.

## Course Detail

'Thinking through making and making things happen' is the ethos around which BA Fine Art at Chelsea is structured. The course provides a critically creative environment where you can develop your own practice.

Your experience is based around a series of events that include on and off-site exhibitions, performance, publications, presentations, symposia and screenings that are aimed to give you experience of real-world practice.

We encourage open and exploratory thinking. You will gain the confidence, experience and skills to play an effective role as a professional artist on an international stage.

## What to expect

- A broad-based fine art course that brings together a wide range of specialised areas including film, video, digital media, sound, print, performance, painting, sculpture and drawing
- To be encouraged to take risks, experiment and test your ideas through new ways of working
- A programme of tutorials, seminars, lectures, workshops, exhibitions and live projects that will support you in developing your practice and gain an awareness of the discourses particular to it
- To be part of a community of artists that will explore ideas through making work
- To have significant control over what you learn, the pace at which you learn and how you might demonstrate what you have learnt
- To be encouraged to explore how art can lead an interrogation of the role of class, race, gender, sexuality, disability, age, language or belief in the construction of society now and in the future
- The course encourages students to take an ethical, inclusive and sustainable approach to working and exhibiting
- An approach to theory that treats it as practice, bringing together intellectual frameworks from multiple approaches, perspectives and methodologies to help you understand and explore the context within which you are working
- Facilities in the college's studio spaces and workshops with specialist technicians on hand to offer support
- To have access to Chelsea's shared workshops. These include ceramics, casting, laser cutting, photography, audio-visual editing suite, metal and woodwork. View the [Chelsea facilities](#)

## Work experience and opportunities

Students can also study abroad in the second year of their degree as part of the college's Erasmus scheme.

## Mode of study

BA Fine Art is offered in full-time mode. It is divided into 3 stages over 3 academic years. Each stage consists of 30 teaching weeks. You will be expected to commit an average of 40

hours per week to your course, including teaching hours and independent study.

## Course Units

### Year 1

#### Unit 1 - Introduction to BA Fine Art

This unit is an introduction to your course, the college and the university.

#### Unit 2 - Art practice

The aim of this unit is to help you begin to define your own practice. What you can expect:

- Online lectures, seminars, crits, gallery visits will expand your subject knowledge
- To further develop your own critical and theoretical ideas
- To establish a self-directed, independent and exploratory practice
- To produce a body of work
- To present your work to your peers in group crit settings

#### Unit 3 - Thinking through making and making things happen

The focus of this unit is an off-site group show. Working in student groups you will locate a space in London or online to test your work in an alternative environment.

- To produce a body of work
- Tutorials, crits and project sessions to enable discussion of both your own work and that of your peers
- To document the research of your work and off-site project in a self-evaluation
- Written work

#### Unit 4 - Positions 1

This unit is about exploring your position in relation to other artists.

- To consider how contemporary art relates to wider social and ethical considerations
- To do a presentation about how different ways of working as an artist engage with broader questions of research, production, site and presentation
- To record knowledge and skills exchanged

### Year 2

#### Unit 5 - Positions 2

This unit aims to reinforce your sense of how your work relates to the work of others, and its wider context. You will be asked:

- To form collaborative groups loosely organised around research and practice interests
- To develop a presentation that positions your work and ideas in relation to a wider context.

## **Unit 6 - Collaborative and collective practices**

This unit aims to introduce you to different ways in which collaborative working can focus and enhance your own creative strengths. This unit has 3 core purposes:

- To engage with fellow students with different practices and interests in a collaborative project towards a shared goal
- To engage with external audiences, participants or institutions to consider new contexts for your work
- To develop your creative attributes to enable you to take on future challenges in a variety of contexts

## **Unit 7 - Activation**

This unit is about furthering your own practice and testing it in public. You will be expected:

- To work with a group of your peers to stage an off-site (physical or online) exhibition or event and produce an accompanying publication
- To work towards an exhibition which will help prepare you for your third year

## **Unit 8 - Positions 3**

This unit asks you to undertake an in-depth investigation of ideas around your practice. You will be asked:

- To produce a publication or video which explores a key aspect of your thinking

## **Year 3**

### **Unit 9 - Thinking, making, writing**

The connection between theory and practice and its importance for the development of your work will be explored in this unit. There are 4 elements to this unit:

Show and Crit cycles - you will present work for discussion thinking about the relationships between content and form, material, medium, context, discourse and meaning.

Thought and Action - presentation of work that will be discussed in feedback tutorials and group critiques. This will inform your practice plan. Your practice plan is an online report that will outline new directions for the development of your work. It will assist your preparation of your essay and presentation of enquiry.

Essay - through writing you will explore and reflect on your references and the concerns underlying your practice.

Presentation of Enquiry - you will present and talk about your work to your peers.

## **Unit 10 - Making public**

- To write a report about your practice and your position in relation to site and audience
- To present work in the college degree showcase
- To produce a publication documenting your practice

## **Optional Diploma between year 2 and 3**

Between year 2 and 3 you can opt to undertake the Diploma in Professional Studies or the UAL Diploma in Creative Computing. Whilst these Diplomas are an optional aspect of the course, they are designed as an integrated and assessed part of your journey through the course.

### **Learning and Teaching Methods**

- Artist-led workshops
- Exhibitions (at Chelsea, off campus and online)
- External and internal negotiated events
- Gallery visits
- Group crits
- Group or individual tutorials
- Independent study
- Interim Formative Review
- Lectures and seminars
- Mid-year review
- One to one tutorial support with your dissertation
- Online learning
- Personal and group tutorials
- Student presentations

### **Assessment Methods**

- Assessment tutorial
- Degree show
- Digital submissions
- Essay
- Portfolio
- Presentations
- Reflective journal
- Research portfolio
- Self-evaluation

- Studio work

### **Reference Points**

- QAA Subject Benchmark statements
- QAA Framework for Higher Education Qualifications
- CCW Common Credit Framework
- UAL Creative Attributes Framework

*The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable*