

**Curriculum for the  
Bachelor of Fine Arts (BFA) in Visual Arts**

Approved on September 13, 2024

# BILLEDKUNST SKOLERNE

Det Kongelige  
Danske Kunstakademi

## TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>2</b>
Legal basis.....	2
Prescribed period of study .....	2
Title.....	2
Entry into force.....	2
 <b>PART 1.....</b>	 <b>3</b>
<b>1. ABOUT THE PROGRAMME.....</b>	<b>3</b>
1.1 Overall objectives .....	3
1.2 Objective and basis of the programme .....	3
1.3 Learning objectives.....	5
1.4 Structure and completion of the BFA programme .....	6
1.5 Programme contents.....	8
 <b>2. ADMISSION AND ENTRANCE REQUIREMENTS .....</b>	 <b>8</b>
<b>2.1 Admission.....</b>	<b>8</b>
2.2 Admission requirements .....	9
 <b>3. GENERAL RULES.....</b>	 <b>9</b>
 <b>PART 2.....</b>	 <b>14</b>
<b>4. ELEMENTS OF THE PROGRAMME .....</b>	<b>14</b>
4.1 Artistic practice.....	14
4.2 Critical reflection (critique classes).....	15
4.3 Knowledge-based learning .....	16
4.4 Presentation .....	18
4.5 Internship (optional).....	19
4.6 BFA project (fifth and sixth semester) .....	20

The Study Board made its comments on August 28, 2024. Then the curriculum was officially approved by Rector September 13, 2024.



## INTRODUCTION

These academic regulations stipulate rules on the terms and conditions applying to students as regards admission to and the completion of the Bachelor of Fine Arts (BFA) programme at the Royal Danish Academy of Fine Arts' Schools of Visual Arts. The academic regulations comprise two parts:

*Part 1* contains information about the education programme, admission and entrance requirements and the general rules pertaining to the completion of the programme.

*Part 2* contains descriptions of the contents of the various study elements of the programme – including teaching and learning formats, activity requirements and more.

### Legal basis

The academic regulations have been prepared pursuant to the Danish Executive Order no. 1326 of 23 November 2023 on education at the Royal Danish Academy of Fine Arts' Schools of Visual Arts.

### Prescribed period of study

The BFA programme is a complete degree programme that provides students with a basis for further studies on the MFA programme at the Royal Danish Academy of Fine Arts' Schools of Visual Arts.

The programme is set to correspond to 180 ECTS credits, corresponding to three years of full-time study.

The academic year comprises two semesters:

- An autumn semester from 15 September to 31 January
- A spring semester from 1 February to 30 June

### Title

The bachelor's degree entitles the holder to use the title bachelor (BFA) I billedkunst. In English: *Bachelor of Fine Arts (BFA) in Visual Arts*.

### Entry into force

The academic regulations enter into force on the first day of the academic year beginning 15 September 2017.

## **PART 1**

### **1. ABOUT THE PROGRAMME**

#### **1.1 Overall objective**

The objective of the education programmes offered by the Royal Danish Academy of Fine Arts' Schools of Visual Arts is to educate students, imbuing them with knowledge, methodical skills and professional competencies within the field of visual art.

On an artistic and, where relevant, academic basis the Schools of Visual Arts will also promote and develop the students' artistic practice, method and professional skills, ensuring through practical as well as theoretical instruction that students are qualified to work as professional artists, capable of maintaining their own autonomous practice and of solving artistic tasks as well as tasks associated with art presentation, interpretation and learning.<sup>1</sup>

#### **1.2 Objective and basis of the programme**

The Bachelor of Fine Arts Programme (hereinafter the BFA programme) is an educational programme on the practice and theory of visual arts based upon artistic practice and artistic and academic research.

During the BFA programme, each student must achieve a fundamental mastery of the methods and devices of fine art and a basic insight into the technical and theoretical disciplines involved.

The BFA programme must also:

- 1) give each student a basic an artistically-based understanding and experience of the practices and methods of fine art,
- 2) enable each student to understand and reflect on artistic practices and methods and relevant academic/scientific theory
- 3) enable the student to use artistic and relevant academic/scientific methods, tools and modes of expression.

##### *1.2.1 Basis and objective of the programme*

The central objective of the BFA programme is to nurture and develop the student's artistic practice, which formed the basis for said student's admission, in terms of method and professional practice. The BFA programme puts emphasis on ensuring that students have broad foundations for such development in terms of experience and knowledge. This will be done through study elements focusing on both skills and knowledge, forming the basis for continued artistic development. The main hub of the process is the individual or collective artistic

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<sup>1</sup> Cf. the provisions on the objective, purpose and structure laid down the Danish Executive Order no. 1326 of 23 November 2023 on education at the Royal Danish Academy of Fine Arts' Schools of Visual Arts.

work developed through artistic practice. The programme takes its starting point in recognising that the student's own ideas and practice are afforded optimum opportunities of expression in an academic environment that supports experimentation, investigation and a flexible approach to working processes. Experimentation and challenges are considered crucial aspects of the production of finished works and academic insight.

The BFA programme gives students competencies that take their starting point in the material and/or conceptual practices that the student chooses to study, build and qualify. It is also based on the awareness that experimental artistic practices ensure the best possible foundations of insight and experience in an institution of education where individual artistic practices are combined with a range of common platforms for discussion, critique and the exchange of lessons learnt between students and educators. The practice and profession of fine art cannot be defined within a predetermined curriculum or defined according to specific practical, theoretical and technical skills. Hence, each student is expected to not only assume responsibility for his/her own practice, but also for planning the studies conducted and for identifying individual and collective learning needs.

#### *1.2.2 Knowledge base of the programme*

The Schools of Visual Arts are an institution of higher education whose knowledge base encompasses the following three elements:

1. artistic practice
2. artistic research (kunstnerisk udviklingsvirksomhed, KUV)
3. a scientific basis within a defined area

The Schools of Visual Art's research takes the form either as research in art (art history and art theory), research with art (practice based research based on artistic practice) or research for art (practice-based research based on technical practice).

The three types of research are based on two different knowledge bases: academic knowledge on the one hand and artistic practice and research (KUV) on the other. It is common for both of them that they are material-oriented and / or practice-oriented and seek to develop a particular medium or subject in close dialogue with other theoretical, technical and historical research.

#### *1.2.3 Pedagogical principles of the programme*

The educational principles underpinning the BFA programme take their starting point in the principles of "Student-Centred Learning", a framework which helps ensure that students take an active role in the learning process and co-create learning, and that the assessment of students reflects this approach.<sup>2</sup>

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<sup>2</sup> From Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

These principles form the basis of the contents of the study programme as well as for its management. Student-Centred Learning emphasises reflection and critical thinking, diversity in and among individual students and in the study programme, individual choice, independence and collaboration between students and staff.

Student-Centred Learning is characterised by innovative learning methods that promote learning in an ongoing dialogue with educators and with other learners. It sees students as active co-creators in their own learning, thereby promoting skills relating to problem solving, critical thinking and reflection.

Each student is regarded as a learner who actively takes part in their own learning through their own individual practice and through the choices facilitated by their artistic practice, by the workshops and courses provided at the Schools, and by critical reflection conducted with others.

Students are expected to increasingly cultivate independence and autonomy during the course of their BFA programme. The study programme constitutes a process which is about learning how to learn.<sup>3</sup>

Student-Centred Learning is used as a fundamental educational principle at the Schools because it is compatible with the present-day concept of art and its fundamental demand for originality and artistic independence, both individually and collectively. The emphasis on the student's own responsibility for learning supports their future opportunities for independently carrying out their artistic practice as creative artists.

### **1.3 Learning objectives**

The academic objectives are based upon the Danish Ministry of Culture's qualification framework (kvalifikationsramme) of January 2010.

Upon completion of the degree programme, the student will:

#### *Insight and understanding*

- have acquired an artistically-based understanding of the practices and methods of visual art and a research-based understanding of theory within the field of fine art,
- be capable of understanding, communicating and reflecting upon his/her own artistic practice and of placing this in relevant theoretical, historical and cultural contexts,

#### *Skills*

- be capable of using artistic and relevant scientific methods, tools and modes of expression as well as general skills associated with professional work within the field of visual art,

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<sup>3</sup> ESU (European Students' Union); *Overview on Student-Centered Learning in Higher Education – Research Study*, PASCL, Life Long Learning Programme.

- be able to evaluate artistic challenges as well as practical and theoretical issues in order to reach independent and professionally informed judgments in the artistic process,
- be able to present and mediate artistic modes of expression and issues associated with fine art to fellow artists and non-specialists alike,

#### *Competencies*

- have the ability to deal with complex and unpredictable situations arising during artistic processes
- be capable of independent participation in professional and interdisciplinary collaborations while maintaining a professional outlook,
- be able to identify his/her own educational learning needs and to take responsibility for and structure his/her own education and learning in a variety of learning environments.

### **1.4 Structure and completion of the BFA programme**

#### *1.4.1 Structure*

The BFA programme is a general course of study where each semester corresponds to 30 ECTS points. The students' work with their own artistic practices is a key element of the programme.

The element of Student-Centred Learning will be gradually introduced over the course of the BFA programme so that students gain increasing influence and choice regarding the teaching and instruction offered. During the first two semesters the teaching and instruction is very much planned to promote an increasing degree of independent learning, while great autonomy is expected of students in the fifth and sixth semesters.

The general programme comprises five mandatory study elements and one optional element:

- Artistic practice (kunstnerisk praksis)
- Critical reflection (kritisk refleksion)
- Presentation
- Knowledge-based learning (vidensbaseret undervisning)
- Optional: Internship (in the fourth and/or fifth semesters)
- BFA project

Students must also attend the four annual mandatory department assemblies (afdelingsforsamlinger). The main objective of these assemblies is to plan courses, discuss issues associated with the study programme, conduct evaluations etc.

Artistic practice forms the pivotal hub for the study elements *Artistic practice*, *Critical reflection* and *Presentation*, which means that they cannot entirely be separated out into distinct

subjects. However, the study elements are partially directed towards different learning objectives.

#### *Artistic practice*

A key element of the BFA programme, artistic practice concerns the students' independent work on art projects. Increasing emphasis and value will be ascribed to artistic value over the course of the three-year programme as the students' understanding within fields relevant to their individual practices grows in scope and depth. Supervision/guidance and group critique supports the evolution of the student's artistic practice.

#### *Critical reflection*

The element of critical reflection takes its starting point in the student's *artistic practice*, developing their ability to reflect on their own artistic practice and that of others – and on the process that precedes the finished work. The students will express their thoughts on their own work and that of others at communal reviews of the students' works.

#### *Presentation*

The presentation element arises out of the student's artistic practice. The first, second and fourth semesters are concluded by presentations. Each presentation requires the student to present an art project that will then be assessed by external or in-house critics. The element is inextricably associated with the student's artistic practice.

#### *Knowledge-based learning*

Knowledge-based learning (workshops, courses, excursions, study groups, etc.) supports the development of each student's artistic practice, offering them tools for critical reflection on their own work and the work of others. Knowledge-based learning may be oriented towards practice or theory.

Knowledge-based learning is offered in the form of workshops; courses etc. at the BFA programme, at the Laboratories, and at the Institute for Art, Writing and Research.

#### *Internship*

One semester of the BFA programme can be wholly or partially replaced by an internship. An internship has a duration corresponding to 15-30 ECTS points. Depending on the length and content of the stay, additional study elements will be added.

#### *BFA project*

The BFA project is part of the completion of the BFA programme and is concluded by an exhibition/presentation. The BFA project is also collective in scope: With supervision from teachers, the students will prepare and employ collective modes of presentation.

#### *1.4.2 Completion*

The Royal Danish Academy of Fine Arts' Schools of Visual Arts uses the ECTS credit system to indicate the relative workloads accounted for by individual courses and study elements. One year of full-time study corresponds to 60 ECTS credits, which in turn corresponds to between 1,500 and 1,800 actual working hours for students within one academic year. Actual working



hours include studio work, educator-led teaching, lectures, seminars, workshops, independent study, preparation, etc.

### 1.5 Programme contents

The study programme comprises the following study elements:

Study element	ECTS credits
Artistic practice	85
Critical reflection	25
Knowledge-based instruction	25
Presentation	15
BFA project	30
<b>Total</b>	<b>180</b>

The number of ECTS credits stated indicates the relative weight attributed to each study element throughout the total study programme. Part 2 of these academic regulations includes a more detailed description of these study elements' contents, learning objectives, modes of instruction and learning, requirements and assessment.

The exact coursework, etc., for each study element will be described in a semester plan.

## 2. ADMISSION AND ENTRANCE REQUIREMENTS

### 2.1 Admission

The admission process for the BFA programme takes place once a year. Approximately 25 students are admitted to the BFA programme every year.

Admission is based on a specific artistic evaluation of each applicant's own artistic work. Each applicant must submit a number of works for assessment by an expert jury. The jury's assessment places emphasis on aspects such as:

- the originality of the work submitted
- the strength of the idea behind the work and on the clarity of the intention underpinning it
- consistency between form and content
- the applicant's potential for artistic and professional development

Each year a more detailed description of the admission procedure is published on the Royal Danish Academy of Fine Arts' Schools of Visual Arts' website.

## **2.2 Admission requirements**

Applicants must be able to read, speak and understand Danish (or Norwegian or Swedish) in order to follow the teaching provided in the BFA programme. Applicants must also have basic English proficiency.

There are no requirements concerning the educational background of applicants.

## **3. GENERAL RULES**

### **3.1 Assessment**

At the end of each semester each student will be assessed, including an assessment of whether the student is deemed to have *passed* or *failed* that semester. The assessment is based on the student's artistic/academic development and participation in the various teaching activities.

A student will *pass* the semester if they have participated sufficiently in the teaching provided and performed to a level which matches or exceeds the minimum level of performance required to meet the learning targets set. The requirements concerning active participation in teaching are described in section 3.2. A total of 30 ECTS credits are awarded when a student passes a semester.

The assessment is carried out by the Head of Studies or an expert appointed by the Head of Studies on the basis of the specific teaching provided that semester, as described in the relevant semester plan.

If a student fails a semester, the assessment must be supplied in writing and include a plan for the student's work in the next semester. The plan must allow the student to complete his/her programme within the standard timeframe (time to degree) and will form part of the basis of the student's assessment for the next semester.

If three subsequent assessments show that a student does not meet the Schools of Visuals Arts' requirements regarding artistic/academic growth and active participation in the teaching/instruction provided, the Head of Studies may, following an interview with the student, decide to expel said student.

### **3.2 Participation in classes, mandatory attendance etc.**

The teaching at The Schools of Visual Arts takes its starting point in the students' own artistic practice. For this reason students are expected to put considerable effort into precisely this practice. At the start of the academic year, all active students at the Schools, including guest/exchange students, are assigned a studio space of which they are expected to make active use throughout the course of their studies.

An attendance rate of at least 80% is mandatory for classroom teaching and individual teaching; this minimum rate applies to each course. The semester plan will indicate which courses are mandatory for students.

If a student has an absence rate of more than 20%, the Head of Studies may declare said student 'inactive' for the semester in question. The Study Administration must be notified of absence due to illness.

At the end of the sixth semester the student must have met the active enrolment requirement (studieaktivitetskrav) in order to register for their bachelor exam.

### **3.3 Enrolment provisions**

The student cannot be enrolled at more than one full-time education programme at a time unless this is done in connection with student exchange schemes.

#### *Re-enrolment*

Re-enrolment in the second academic year or later is only possible if there is a vacant place in the programme after the admission deadline.

### **3.4 Maximum time to degree**

For students on the Royal Danish Academy of Fine Art's Schools of Visual Arts' BFA programme, the maximum time allowed until the degree is completed is the prescribed time to degree + one year.

Periods of maternity leave/paternity leave, other leave or illness are not counted towards the maximum time to degree.

### **3.5 Credit transfer**

#### *Credit transfer prior to enrolment*

The student must inform the institution about and apply for credit transfers for any previously completed courses/programme modules from other higher education degree programmes in Denmark or abroad for which it must be assumed that credit transfers will be granted.

In each case the Royal Danish Academy of Fine Arts' Schools of Visual Arts will assign credits on the basis of the courses/programme modules completed and their correspondence to courses and programme modules at the institution. The decision to assign credits will be made on the basis of a professional artistic/academic assessment.

#### *Preapproval of transfer credit*

Students wishing to carry out studies at another institution in Denmark or abroad must apply for preapproval from the Study Board. Applications for preapproval of transfer credits must

always be submitted for approval by the Study Board prior to beginning such studies. The application for preapproval must be supplemented by a written recommendation from the Head of Studies.

When obtaining preapproval of studies elsewhere in Denmark or abroad, the student must, upon ending those studies, provide documentation for all courses/programme modules completed and passed at those studies. When obtaining preapproval the student must give the Royal Danish Academy of Fine Arts' Schools of Visual Arts permission to obtain the necessary information upon the end of the student's studies elsewhere.

Preapproval of credit transfers for studies in Denmark or abroad may be given administratively for the fourth and fifth semesters of the BFA programme if these studies are conducted at an institution in Denmark or abroad which qualifies for credit transfers.

The BFA project cannot be credit transferred.

#### *General provisions*

Students can receive mandatory credit transfers corresponding a maximum of 60 ECTS credits prior to enrolment to their BFA programme, corresponding to a total of two semesters, and preapproved credit transfers corresponding to a maximum of 60 ECTS credits can be awarded during their BFA programme, including any internship, also corresponding to a total of two semesters.

### **3.6 Leave**

The Schools of Visual Arts cannot grant a student leave until said student has completed the first academic year on the bachelor's programme and passed the assessments or examinations which, according to the academic regulations, are held during the first academic year.

Students may, however, apply for leave due to maternity/paternity leave, adoption, call-up for compulsory military service or a contract with the Danish Armed Forces.

Leave for any reasons other than those indicated in the above may only be granted with specific, individual approval from the Study Board prior to the onset of the period of leave. The Study Board's approval must be supplemented by written approval from the Head of Studies.

Leave is granted for full semesters only.

While on leave, students cannot attend classes or participate in assessments or examinations within the programme or at any other institutions of education. This means that leave may not be granted in order to allow the student to study at another institution.

The student is not permitted to have access to the Schools' facilities during leave, nor is the student entitled to have a studio space during ordinary leave.

### **3.7 Internships**

Elements of the programme may be substituted for internships completed in Denmark or abroad. Internships may be paid or unpaid and must enable students to plan their subsequent studies based on having become familiar with practical work/methods.

The total amount of elements replaced by internships during the BFA programme may not exceed 60 ECTS credits.

Internships are set up on the basis of a written agreement between the student, the Head of Studies and the internship host.

During the BFA programme, internships may take place in the fourth and/or fifth semesters. It is not possible to conduct an internship during the sixth semester of the programme.

### **3.8 Active enrolment**

Students who are behind in their studies to an extent corresponding to more than 30 ECTS credits must receive an offer of counselling.

### **3.9 Quality assurance**

Quality assurance at the Royal Danish Academy of Fine Arts' Schools of Visual Arts is ensured through the Schools' quality policies, which comprise policies within the following fields:

1. Recruitment, admission and introductory courses/activities
2. Study environment
3. Pedagogics and educational development
4. Knowledge base
5. Programme strategy and development
6. Study administration
7. Relevance/Employment prospects

The students are consulted on decisions pertaining to quality assurance via the Study Board.

### **3.10 Enrolling in courses/programme modules**

The Royal Danish Academy of Fine Arts' Schools of Visual Arts are responsible for enrolling the student in courses/programme modules at their relevant level of study, corresponding to 30 ECTS credits per semester.

This enrolment takes place regardless of whether the student has yet to complete courses/programme modules from previous semesters.

The Schools of Visual Arts can enrol students who are admitted and enrolled in the BFA programme in courses, programme modules and tests corresponding to up to 30 ECTS credits in the MFA programme if the Schools of Visual Arts believe that the student has the skills and knowledge required to successfully complete the bachelor programme while also completing programme modules/courses on the master's programme.

### **3.11 Exchange**

The BFA programme is a Danish study programme aimed at the Danish and international art scenes. For this reason students are encouraged to undertake a foreign exchange placement during their studies. Exchange is typically taking place at the 4<sup>th</sup> and/or 5<sup>th</sup> semester.

### **3.12 Access to dispensation, complaint and appeal**

The Royal Danish Academy of Fine Arts' Schools of Visual Arts may grant dispensations from those rules in the academic regulations that are laid down solely by the Schools themselves. Such dispensations must be submitted to the Study Board for approval.

Complaints pertaining to decisions made under these academic regulations shall be lodged in writing to the rector of the Schools of Visual Arts no later than fourteen days after the student was informed of the relevant decision. The written complaint must state the reasons behind the student's complaint.

### **3.13 Expulsion and other disciplinary measures**

Rules on expulsion and other disciplinary measures can be found on the Schools of Visual Arts' intranet.

## PART 2

### 4. STUDY ELEMENTS OF THE PROGRAMME

#### 4.1 Artistic practice

ECTS	85
Examination	Internal examination conducted by the relevant supervisor at the end of each semester
Assessment type	Pass / fail
Study programme	BFA Visual arts

##### *Content*

This study element consists in the student's independent work on his/her own artistic practice, during which the student makes use of the School's facilities such as studio spaces, laboratories, library, project spaces, archives and other places relevant to their project.

##### *Learning objectives*

Upon completion of the study programme, the student must:

- have acquired an artistically-based understanding and experience of the practices and methods of fine art and acquired a research-based understanding on theory within the field of fine art,
- have the ability to deal with complex and unpredictable situations arising during artistic processes,
- be able to identify his/her own educational learning needs and to take responsibility for and structure his/her own education and learning in a variety of learning environments

##### *Teaching and learning formats*

The element *Artistic practice* places emphasis on experimentation and on exploring processes, ideas and materials.

The student's working process and method will be regularly discussed and reflected upon in an ongoing dialogue with relevant teachers. The student will receive personal supervision from the Schools of Visual Arts' staff and from part-time/guest lecturers.

At the beginning of each academic year, each student will have a supervisor assigned to them. The supervisor, who will be selected from among the tenured staff of the BFA programme, will monitor the student's progress and ensure continuity in the student's education.

The student will present his/her artistic work to the supervisor. The student and supervisor will discuss this work with a view to ensuring clear feedback, clarifying objectives and intentions, formulating questions and defining areas for further future investigation. The student

must develop appropriate study and working methods, analyse processes and results and develop their critical reflection and language in relation to their own practice.

Students are expected to begin producing works during the course of their first semester. The supervision will expand the student's ability to integrate independent work with critical perspective, all with the objective of nurturing and developing their future production of works.

#### *Study requirements*

- Attending one joint review session at the beginning of the semester and one supervision session per semester
- Engaging in artistic practice/developing an artistic production
- Engaging in an ongoing dialogue with relevant teachers/lecturers.

#### *Assessment*

At the end of each semester each student must have satisfactorily fulfilled the study requirements. This will form part of the overall assessment of the student and of whether the student has achieved a *pass* or *fail* on the semester.

#### **4.2 Critical reflection (critique classes)**

ECTS	25
Examination	Internal examination conducted on the basis of the student's level of active participation
Assessment type	Pass / fail
Study programme	BFA Visual arts

#### *Content*

Critical reflection is a collective form of learning where a group of students and a supervisor engage in a communal conversation that takes its starting point in the students' works. Critical reflection is about putting the artistic practice into words. At communal reviews of the students' works, students will articulate arguments about their own work – and the work of others – in relation to material, contextual, art historical and theoretical deliberations. Critical reflection is also about reflecting on the process that precedes the finished work. At the end of the third semester the student must prepare a reflection paper (written or oral) in which the student reflects on his/her own practice.

#### *Learning objectives*

Upon completion of the study programme, the student must:

- be capable of understanding, communicating and reflecting upon artistic practices and of placing this in relevant theoretical, historical and cultural contexts,
- be capable of using artistic and relevant scientific methods, tools and forms of practice as well as general skills associated with paid occupation within the field of visual art,
- be capable of independent participation in professional and interdisciplinary collaboration while maintaining a professional outlook,



*Teaching and learning formats*

Within the practice groups, the students engage each other in a mutual conversation about artistic issues, taking an example presented by one or more students as the starting point of the discussion. This is to say that the teaching is based on dialogue and will teach students to present and communicate their own practice to others. The group will focus on conducting a reflected review of the given project/work. Students are divided into practice group at the beginning of each academic year. A supervisor will be attached to each group; these supervisors are appointed among the tenured teachers on the BFA programme.

*Study requirements*

- Active participation in the practice group review sessions (6 to 8 sessions per semester)
- Carrying out one presentation of one's own project
- Handing in a reflection paper (writer or oral) at the end of the third semester.

*Assessment*

At the end of each semester each student must have satisfactorily fulfilled the mandatory aspects. This will form part of the overall assessment of the student and of whether the student has achieved a *pass* or *fail* on the semester.

**4.3 Knowledge-based learning**

ECTS	25
Examination	Internal examination conducted on the basis of the student's level of active participation
Assessment	Pass / fail
Study programme	BFA Visual arts

*Content*

*Knowledge-based learning* takes the form of workshops, courses etc. that focus on specific materials, studies, methods or historical subjects. Each course is based on a specific thematic, theoretical or technical starting point. Knowledge-based learning may also involve excursions and study trips. Knowledge-based learning is planned by the BFA programme's Head of Studies in co-operation with the laboratories and the Institute for Art, Writing and Research.

Knowledge-based learning teaches students to take in and navigate complex content that strengthens technical, theoretical and research-related aspects of each student's practice and professional ability.

*Learning objectives*

Upon completion of the study programme, the student must:

- have acquired an artistically-based understanding of practices and methods of fine art and a research-based understanding of theory within the field of visual art,
- be capable of understanding, communicating and reflecting upon artistic practices and of placing this in relevant theoretical, historical and cultural contexts,

- be capable of independent participation in professional and interdisciplinary collaborations while maintaining a professional outlook,
- be able to identify his/her own educational requirements and to take responsibility for and structure their own education and learning in a variety of learning environments

#### *Teaching and learning formats*

Knowledge-based learning takes the form of workshops, courses, seminars, study groups, study trips etc. that focus on specific themes, materials or methods.

During the first four semesters of the BFA programme students will attend mandatory activities as planned by the Head of Studies.

The learning will to a great extent take its starting point in the principles of Student-Centred Learning. This means that it will be planned on the basis of the students' interests and needs. Those interests and needs will be identified at the so-called "department assemblies" (afdelingsforsamlingen) and form the basis for the course planning. During the first and second semesters, the scope of the student's involvement in the planning will be limited.

Knowledge-based learning takes place at the BFA programme, including at the various laboratories and at Institute for Art, Writing and Research.

Knowledge-based learning will relate to theory and practice in different ways and to varying degrees. The themes addressed will often cut across different practices and discourses. Art courses may focus on specialised technical and artistic subjects, such as painting, performance art, social practices etc., or on practices founded in theory such as feminism, political theory, anthropology etc.

Knowledge-based learning is carried out by tenured associate professors, professors, or part-time/guest lecturers and by PhD and postdoc fellows. All teachers must themselves engage in artistic practice or a research/academic practice.

#### *Study requirements*

- Students must take part in at least four courses per semester (including the study trip)
- Students must actively participate in the course provided

#### *Assessment*

At the end of each semester each student must have satisfactorily fulfilled the mandatory aspects. This will form part of the overall assessment of the student and of whether the student has achieved a *pass* or *fail* on the semester.

#### 4.4 Presentation

ECTS	15
Examination	Internal examination conducted on the basis of the student's individual work and level of active participation. The <i>Presentation</i> element is also assessed on the basis of the work of art produced or a documented process. The assessment involves a review of the work during which the student presents his/her thoughts behind the work/process. The reflections and the work are assessed as a whole.
Assessment	Pass / fail
Study programme	BFA Visual arts

##### *Content*

The *Presentation* element is aimed towards a joint exhibition featuring individual or collective works or projects (performances, films, concerts, digital works etc.). It involves individual/collective artistic practice as well as collective processes as the students will collectively realise the exhibition/presentation while supervised by their relevant educator(s).

In the first semester, the presentation element will involve the students co-operating on realising an exhibition – the First Year Exhibition (*førsteårsudstillingen*). In the second and fourth semesters the presentation element will constitute part of the annual Open House exhibition, Rundgang.

##### *Learning objectives*

Upon completion of the study programme, the student must:

- have acquired an artistically-based understanding of the practices and methods of fine art and a research-based understanding of theory within the field of fine art,
- be capable of understanding, communicating and reflecting upon his/her own artistic practice and of placing this in relevant theoretical, historical and cultural contexts,
- be able to evaluate artistic challenges as well as practical and theoretical issues in order to reach independent and professionally informed judgments in the artistic process,
- be able to present and mediate artistic modes of expression and issues associated with fine art to fellow artists and non-specialists alike,
- be capable of independent participation in professional and interdisciplinary collaborations while maintaining a professional outlook,
- be able to identify his/her own educational learning needs and to take responsibility for and structure his/her own education and learning in a variety of learning environments

#### *Teaching and learning formats*

The presentation element is both individual and collective in scope. Students will individually (or working in small groups) prepare an art project that will be presented as part of a collective presentation.

#### *Study requirements*

- Students must actively take part in the collective course conducted by their supervisor/educator
- Student must create an individual work that will be presented at the exhibition (here, the term 'individual' may also apply to students who work together on a collective work)
- Students must present their work at exhibitions held towards the end of the first, second and fourth semesters

#### *Assessment*

At the end of each semester each student must have satisfactorily fulfilled the mandatory aspects. This will form part of the overall assessment of the student and of whether the student has achieved a *pass* or *fail* on the semester.

#### **4.5 Internship (optional)**

ECTS	15-30
Examination	The student's performance is assessed on the basis of their attendance and how they have undertaken their obligations at their internship host. The internship is also assessed on the basis of a report submitted upon the completion of the internship.
Assessment	Pass / fail
Study programme	BFA Visual arts

#### *Content*

During their fourth and fifth semesters students can elect to replace their study elements wholly or in part by taking an internship instead. If students engage in internships of shorter duration, less than 30 ECTS, they must complete other study elements at the school's discretion.

#### *Learning objectives*

Upon completion of the study programme, the student must:

- have acquired an artistically-based understanding of the practices and methods of fine art as well as a research-based understanding of theories within the field of fine art,
- be capable of understanding, communicating and reflecting upon his/her own artistic practice and of placing this in relevant theoretical, historical and cultural contexts,

## BILLEDKUNST SKOLERNE

Det Kongelige  
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- be able to evaluate artistic challenges as well as practical and theoretical issues in order to reach independent and professionally informed judgments in the artistic process,
- have the ability to deal with complex and unpredictable situations arising during artistic processes,
- be capable of independent participation in professional and interdisciplinary collaborations while maintaining a professional outlook,
- be able to identify his/her own educational learning needs and to take responsibility for and structure his/her own education and learning in a variety of learning environments

### *Teaching and learning formats*

Internships are directed towards increasing the student's opportunities for employment and take place at external stakeholders (internship hosts) that are relevant to a fine art education. Such a host may be an artist, a cultural institution, a gallery or other producers of culture. The internship must give the student a basis for planning their subsequent studies on the basis of familiarity with practical work.

Internships take place on the basis of a written agreement signed by the student, the Head of Studies and the internship host.

### *Study requirements*

- The student must complete pre-determined tasks/work at the internship host. These tasks should be defined to reflect the learning objectives stated above.
- The student must complete a brief report summing up the course of their internship.

### *Assessment*

At the end of each semester each student must have satisfactorily fulfilled the mandatory aspects. This will form part of the overall assessment of the student and of whether the student has achieved a *pass* or *fail* on the semester.

### **4.6 BFA project (fifth and sixth semester)**

ECTS	30
Examination	The project is assessed by the student's supervisor and an external co-examiner
Assessment	Pass / fail
Study programme	BFA Visual arts

### *Contents*

The BFA project leads up to the final BFA exam held at the end of the sixth semester. During the project, the student(s) will be supervised while working independently on an individual or collective visual arts project that will be presented as part of the final exam. Students will

also take part in a group project that will define the parameters for the format of the final presentation.

#### *Learning objectives*

Upon completion of the study programme, the student must:

- have acquired an artistically-based understanding of the practices and methods of fine art and a research-based understanding of theory within the field of fine art,
- be capable of understanding, communicating and reflecting upon his/her own artistic practice and of placing this in relevant theoretical, historical and cultural contexts,
- be able to evaluate artistic challenges as well as practical and theoretical issues in order to reach independent and professionally informed judgments in the artistic process,
- have the ability to deal with complex and unpredictable situations arising during artistic processes,
- be capable of independent participation in professional and interdisciplinary collaborations while maintaining a professional outlook,
- be able to identify his/her own educational learning needs and to take responsibility for and structure his/her own education and learning in a variety of learning environments

#### *Teaching and learning formats*

The BFA project comprises an individual/collective part and a group-oriented project. The students will work with a visual art project that continues in the vein of their general artistic practice. This can be done individually or collectively.

Unless otherwise agreed, an internal supervisor will be attached to oversee the students' individual artistic project. An external supervisor will be attached to oversee the group project. The external supervisor may also act as supervisor for the artistic project.

#### *Study requirements*

- Students must actively take part in the collective instruction carried out by the Head of Studies/associate professor
- Students must carry out individual/collective work under the supervision of their supervisor (cf. *Artistic practice*)
- Students must carry out individual/collective work which will be presented at the exhibition or some other presentation platform
- Students must submit a written or oral (filmed) synopsis (1–2 pages or 3–5 minutes)
- Students must present the results of the semester's work

#### *The BFA project process*

Before the end of the fifth semester of the BFA programme and following preliminary discussions regarding contents and work schedule, the student must submit a written or oral (filmed) synopsis (1–2 pages or 3–5 minutes) to the Head of Studies or an expert appointed by said Head of Studies. The synopsis must include a presentation of and/or sketch for a project or study to be completed during the sixth semester of the programme. The student will be recommended on their final BFA assessment based on this synopsis.

The final BFA assessment takes place towards the end of the sixth semester of the BFA programme. The assessment of the student's work and process is carried out on the basis of an oral dialogue between the student, the Head of Studies responsible or an expert appointed by said Head of Studies, and an external co-examiner.

The discussion will commence with the student presenting a result of the work undertaken during the semester, which is compared with the approved synopsis. In order to document the working process the student may, for example, present one or more works of art, or a detailed sketch for a proposed work, or a thoroughly documented account of a work process.

One of the keys factors taken into account is that the student's intention is supported by the presentation in one or more of the chosen media. The presentation and discussion of the work undertaken by the student during the course of his/her third academic year should document the student's ability to:

- define and handle a specifically delimited artistic process
- identify his/her own learning needs
- assess problems and issues within the discipline of art and make use of appropriate analytical tools.

#### *Assessment*

The BFA project is assessed on the basis of the individual/collective work and on the student's active participation. The project is graded as pass/fail. An overview of the student's studies is attached to the Bachelor Degree certificate.

In the event of the student failing to achieve a pass on their BFA assessment, he/she may, when agreed with the Head of Studies responsible or an expert appointed by said Head of Studies, submit a new final project prior to the beginning of the next semester, no later than 30 September of the same year.