

UNIVERSITY OF KENT
SCHOOL OF ARTS

History & Philosophy of Art

A HANDBOOK FOR FULL & PART-TIME STUDENTS IN

HISTORY & PHILOSOPHY OF ART

VISUAL & PERFORMED ARTS

FINE ART

ART & FILM

2009-10

Table of Contents

	Content	Page
1	WELCOME TO HISTORY & PHILOSOPHY OF ART	3
	Staff information	4
2	COMMUNICATION	
	Use of email	9
	New Building - move information	10
	Student Data System	11
	IT Services	12
3	INTRODUCTION TO HISTORY & PHILOSOPHY OF ART	
	Introduction to History & Philosophy of Art	13
	Programme Information	17
	Credit Framework	30
	Intermission, Withdrawal and Transfer	34
4	ASSESSMENT	
	Style sheet	36
	Examinations	42
	Academic Integrity and Plagiarism	43
	Vivas	45
5	RESOURCES / FACILITIES	
	e-Learning and Moodle	46
	Sources of Information and Images	47
	Templeman Library facilities	48
	Local Art Galleries and Art Exhibitors	49
6	HEALTH & SAFETY	
	Health & Safety	50
	Dignity at Work and Study Policy	54
7	STUDENT SUPPORT & PASS SYSTEM	
	The Personal Academic Support System	55
	University Support Services	61
	Student Mentor Scheme	62
	Student Representation and Activities Centre	63
	DDSS	64
	Student Learning Advisory Service	65
	English Language Unit and Modern Language Facilities	68
	PDPs	69
	University Medical Centre	70
	Counselling Services	71
	The Registry	72
8	STUDYING ABROAD	
	Socrates/Erasmus/Drama Year Abroad	73
	ECTS	75
9	THE FUTURE	
	Diploma Supplement	77
	PG Opportunities	79
	Careers Service	81
10	NOTES	
	Student notes	82

Welcome!

To all of our students, whether new to the University of Kent or returning to continue their studies, welcome.

This Handbook is designed to provide summary information about History and Philosophy of Art, the programmes we offer, the regulations and procedures governing these programmes, as well as useful guidance for students about the facilities, support services and opportunities we and the University make available to you. It contains a good deal of information that will prove vitally useful to you – e.g. about procedures for the submission of assessed work – and we expect you to familiarise yourself with the information provided. We would welcome your opinion on this publication: do you find it useful? How could it be improved?

Please remember that we are all committed to helping you get the very best from your time studying with us. We are here to help, but we can only assist if you let us know you have a difficulty. Amongst other things, you will find details of how to contact us in the pages that follow.

The History and Philosophy of Art department at Kent has a reputation for pioneering cutting-edge approaches to the study of the visual arts, and we are continuing to innovate by integrating artist practice – whether painting, sculpture, photography or curating – with the historical and theoretical analysis of art. We are proud of our high standards and of what our graduates have achieved as a result of their commitment to maintaining those high standards. We hope that you will also take a pride in being a member of this department, and look forward to working with you as partners in continuing to develop Kent's distinctive and exciting approach to the visual arts.

Dr Ben Thomas
Director, History & Philosophy of Art

The HPA website address is:

<http://www.kent.ac.uk/arts/hpa/index.html>

The HPA student office is at N3.W5 in Rutherford College.

This is where you will submit and collect your essays.

Teaching Staff

Jonathan Friday BA, BA, MPhil, PhD

http://www.kent.ac.uk/arts/hpa/staff/j_friday.html

Jonathan Friday completed a BA in the history of ideas at St. John's College (Annapolis, USA) before returning to Britain and undertaking a second BA in Philosophy at King's College London. After this he completed MPhil and PhD at Cambridge University. His interests lie in both contemporary aesthetic theory and its history, as well as in photographic studies. His book *Photography and Aesthetics* was published in 2002. He has also published a critical reader on Eighteenth Century British aesthetics, and is presently working on topics in the history of aesthetics and realist photographic theory. He has recently written papers on Andre Bazin and Roland Barthes on photographic realism, and has been working on a paper on the sublime.

Jon Kear BA, MA, PhD

http://www.kent.ac.uk/arts/hpa/staff/j_kear.html

Jon Kear did his MA and PhD at the Courtauld Institute. He has published on various aspects of French art, photography, film and landscape painting. His specialist area is French painting in the mid-nineteenth to mid-twentieth century and in particular the paintings of Paul Cézanne and the history of Impressionism on which he has just completed a book. He has also published extensively on the French Avant Garde filmmaker Chris Marker. Much of his work focuses on the question of the representation of memory in art and film. At present he is working on a book on Fantin Latour which explores the relationship between painting, printmaking and music in his work. His other interests include modernism, Cubism, historiography, visual theory and the social history of art. Jon Kear is on the editorial board of *Art on the Line*.

Grant Pooke MA, MPhil, PhD, PGCHE, FHEA

http://www.kent.ac.uk/arts/hpa/staff/g_pooke.html

Grant Pooke took his undergraduate degree at the University of St Andrews and his PhD at the Winchester School of Art, University of Southampton. He has research interests in contemporary art and globalisation, Soviet aesthetics and in developing teaching approaches to the History of Art. Grant is co-author of *Teach Yourself Art History* (Hodder 2003, rev ed.2008), *Art History: The Basics* (Routledge 2008) and was a contributor to *Sculpture and Psychoanalysis* (Ashgate 2006). His centenary biography of Francis Klingender, *A Marxist Art Historian Out of Time*, was published by the Marx Library in 2008. Grant is presently completing a study of contemporary British art to be published by Routledge in 2009. He is a Teaching Fellow of the Higher Education Academy.

Ben Thomas MA, PhD, PGCHE

http://www.kent.ac.uk/arts/hpa/staff/b_thomas.html

Ben Thomas studied at the University of Oxford from 1987, where he was taught by Susan Brigden, Paul Langford, Gervase Rosser, Francis Haskell, David Ekserdjian and David Franklin. He was awarded a doctorate for the thesis *The Paragone Debate and Sixteenth-Century Italian Art* in 1997. Ben began teaching in 1992 and before coming to Kent in 1999 taught at the universities of Oxford and Reading, and for several American 'undergraduate-year-abroad' programmes. He has also worked as a researcher and cataloguer, compiling a catalogue of a major archival holding, the papers of the Victorian collector C. D. E. Fortnum at the Ashmolean Museum; cataloguing prints from the George Clarke print collection at Worcester College, Oxford; and working as research assistant to Mrs. Margaret Wind, carrying out research on the papers of her late husband Edgar Wind (author of *Pagan Mysteries in the Renaissance*). Ben has published on: Renaissance art theory and its relation to artistic practice; Renaissance art and literature; the history of museums and collecting; the historiography of art; and Renaissance and Baroque prints. He has curated the exhibitions *Van Dyck pinxit* (2006) and *The Paradox of Mezzotint* (2008) – the latter described as "a labour of love" by *Print Quarterly*. Ben was awarded Kent's Faculty Teaching Prize in 2008 for his module 'Print Collecting and Curating', and has been nominated for the THE teaching prize and twice nominated for a National Teaching Fellowship. He is currently working on a book *The Artist and the Print*, and is co-organiser with Grant Pooke of the *Art History in the Cold War* research network.

Michael Newall BA, PhD, PGCHE

http://www.kent.ac.uk/arts/hpa/staff/m_newall.html

Michael Newall undertook an undergraduate studio degree in visual arts at the University of South Australia, studying painting and art theory, before going on to study philosophy at the University of Adelaide. In 2003 he completed a PhD in aesthetics at Flinders University, South Australia. Before coming to the University of Kent he also taught at the University of South Australia, wrote numerous articles and reviews for Australian contemporary arts magazines, and worked as a curator and editor at the Contemporary Art Centre of South Australia. He has published articles and reviews in the *Journal of Aesthetics and Art Criticism*, *Philosophical Quarterly* and the *Australia and New Zealand Journal of Art*. Michael's current research interests include contemporary art, theories of pictorial representation, naturalistic effects in painting, humour in art, and theories of the sublime.

Theresa Mikuriya BA, MA

http://www.kent.ac.uk/arts/hpa/staff/j_mikuriya.html

Junko Theresa Mikuriya was born in Hong Kong and grew up in Taipei. She acquired her passion for photography at the age of ten when she began developing and printing her own work. After completing a BA degree in French at University College London and an MA in French literature at the University of Paris-Sorbonne (Paris IV), she studied photography at SPEOS, the Paris Photographic Institute. She has worked for many years as a freelance photographer in the fashion and music industries, shooting editorials for *Elle*, *FHM*, *GQ*, *Marie-Claire*, *Men's Uno* and album covers for clients such as EMI, Rock Records, Sony Music and Virgin Records. In Taipei and Hong Kong, she shot the album covers for Jackie Chan, Wallace Chung, Takeshi Kaneshiro and Karen Mok. From 2001-2003, Theresa taught as Visiting Artist and Lecturer in Photography at the School of Creative Media, City University of Hong Kong. In 2003, her interactive photographic installation *Push – the Quest for a Voice, In Search of a Body*, with Linda Lai, was selected for the Hong Kong Arts Biennial. She is co-author (also with Linda Lai) of *Cryptoglyph: Dialogues in Many Tongues*

in the Hidden Crevices of an Open City (2004), a book that explores the relationship between photography and writing. Theresa's research interests include the history of photography, photographic theory, mysticism, cultural studies and surrealism. She is presently completing her PhD dissertation on photography and magic at the Centre for Cultural Studies at Goldsmiths, University of London.

Angus Pryor BA, MA

http://www.kent.ac.uk/arts/hpa/staff/a_pryor.html

Angus Pryor studied Sculpture at Bath College of Higher Education where he received a BA Hons, and undertook a Masters degree in Art and Architecture at Kent Institute of Art and Design. Before coming to the University of Kent he was Head of School at Ashford School of Art and Design, which he developed from its conception. Angus has come to History and Philosophy of Art as Director of the new Fine Art degree, and to develop fine arts programmes at the University of Kent. He is a practicing painter with a studio in Kent. His large, tactile paintings are based around narratives of imagination.

Hans Maes BA, MA, PhD

http://www.kent.ac.uk/arts/hpa/staff/h_maes.html

Hans Maes studied at the University of Leuven, Belgium, and graduated there with a PhD in Philosophy in 2004. His dissertation, focusing on problems in ethics and moral psychology, was published as a book in Belgium and The Netherlands (*Bescheidenheid, trots en ijdelheid*, 2005). He has made aesthetics and the philosophy of art the main focus of his postdoctoral activities. He worked at the Department of Aesthetics of the University of Helsinki, Finland, and also at the University of Maryland, USA, before coming to Kent. Hans has written and lectured on topics including interpretation in literature and the visual arts, Arthur Danto's 'end of art' thesis, the notion of free beauty, pornographic art, and the philosophy of humour.

Pil & Galia Kollektiv

<http://www.kent.ac.uk/arts/hpa/staff/kollektiv.html>

Pil and Galia Kollektiv are artists, writers and curators working in collaboration. They studied History and English at the Hebrew University in Jerusalem for their BA and in 2001 graduated with an MA in Fine Art from Goldsmiths College, London. They are currently pursuing a joint PhD in Art, also at Goldsmiths. Their research focuses on modernism, art and politics, irony and overidentification and the roles of work and leisure in contemporary art.

Tutors on the Part-time HPA BA Programme, Tonbridge

Diana Newall BSc, MA, PhD

Diana Newall's specialism is in the area of Byzantine Church Icons and architecture. She teaches on the Diploma/BA programme. Diana holds the Konstantinos Leventis Research Fellowship at the Open University.

Geoffrey Slater MA, BCL

Geoffrey teaches specialisms on Florentine, Roman Renaissance and Baroque Art for the Part-time BA programme.

Dr Graham Whitham BA, MA, PhD

Graham's research and teaching interests are in the area of Post War British Art and the Modern Movement in Architecture. Graham is presently working on a co-authored book on contemporary art for Hodder & Stoughton.

Name	Administrative role	Email address	Internal phone no.	Room number	Office Hours
Dr Jonathan Friday	Director of School of Arts Convenor of HA586	J.Friday@kent.ac.uk	7416	W4.N2 (E)	
Dr Jon Kear	Convenor of HA507, HA511, HA556 Senior Tutor (HPA) Director of Undergraduate Studies Year Abroad (Erasmus) Coordinator Library Representative	J.Kear@kent.ac.uk	3410	N2.N1 (R)	Autumn Term Wednesday 1-2.30 Spring Term Tuesday 4-5.30
Dr Ben Thomas	Director of Studies in HPA Director of Research for HPA Convenor of HA504, HA573 Admissions Officer (Autumn Term)	B.D.H.Thomas@kent.ac.uk	3403	E1.S1 (R)	Monday 1 – 2 Thursday 3 - 4
Dr Grant Pooke	On Study Leave 2009/10	G.F.Pooke@kent.ac.uk	3457	E1.E1 (R)	Study Leave
Dr Michael Newall	Convenor of HA314/5, HA559, HA592 Chief Examiner Director of Graduate Studies for HPA	M.B.Newall@kent.ac.uk	7263	E4.E1 (R)	Monday 1 - 2 Friday 1 - 2
Ms Theresa Mikuriya	On Study Leave Autumn Term 0 Admissions Officer (Spring & Summer Terms)	J.T.Mikuriya@kent.ac.uk	4844	N3.S5 (R)	Study Leave (Autumn Term)
Mr Angus Pryor	Director of Fine Art Programmes Co-Convenor of MA Fine Art Convenor of HA581, HA582, HA593 Health & Safety Officer Senior Tutor (Fine Art)	A.C.Pryor@kent.ac.uk	4680	N4.S4 (R)	
Dr Hans Maes	Student Support Officer Convenor of HA318/9	H.Maes@kent.ac.uk	7321	W3.E1 (E)	Tuesday 2 - 3
Sheila Dutnell	HPA Secretary	S.M.Dutnell@kent.ac.uk	7228	N3.W5 (R)	Monday to Friday 10.00 - 12.00 14.00 - 16.00

SECTION 2

Use of Email

Email is the main means of communication between staff and students outside teaching sessions. All official correspondence from your module convenors, tutors, the department and also from central University administration will be sent to you via your kent.ac.uk address. You should therefore check your email account regularly, including during vacation periods, and should make sure that you clear your inbox and folders of unwanted messages so as not to run over quota.

To communicate with your tutors, and any office within the University, you must use your kentmail account. Emails from accounts outside the university system may get filtered out and never arrive at the person you wanted to reach.

Please ensure that your alternative contact details (term- and home address; phone; mobile) are always kept up-to-date on the University's student database. The University cannot accept liability for any correspondence which does not reach its destination because of outdated contact details, or email accounts over quota. It is easy to amend these details when necessary.

New Building – move information

The New School of Arts Building

At present, the School of Arts on the Canterbury campus occupies various offices and dedicated teaching facilities across the campus. The School will move into a dedicated new “flagship” building positioned at one of the main entrances to the University, with a range of new facilities, including a postgraduate centre, drama studios, a film studio and editing suite, staff offices and social spaces at the end of Autumn Term 2009 / beginning of Spring Term 2010. Further information will be made available online as the project progresses.



Computer generated image of new building

(<http://www.kent.ac.uk/estates/projects/sdfva/gallery/larger.html?folder=Graphics&id=sdfva2.jpg>)

Student Data System

The University has an on-line Student Data System (SDS). The system is accessible by students from the student portal: <http://www.kent.ac.uk/student/> . It gives you on-line access to the following information:

- Your lecture and class timetable;
- Coursework Details: includes assessment deadlines, weightings and other related information;
- Your marks: you are able to view your coursework marks as they are entered into the system throughout the year. Examination marks will be available at the end of the academic year once they have been confirmed by Boards of Examiners;
- The modules for which you are registered;
- The records of your attendance at compulsory classes;
- Your end of Stage result.

In your final year of study, you will be able to register for your congregation ceremony. The system also allows you to view and notify changes to some of your personal details as held by the University. In addition you can verify your current mobile phone number and sign up for text alerts from the University.

The system has a number of facilities to enable you to register on-line:

- Returning registration at the start of a new academic year;
- Confirmation of examinations and assessment in the Spring Term;
- Optional modules registration;
- You can sign up for study skills workshops throughout the academic year.

IT and computing services

The first-class IT facilities available on campus are supported by an online, telephone and in-person helpdesk to provide user support and help to get started. Over a thousand student PCs, located in college PC rooms and in the Templeman Library, offer a range of general and academic software and high-speed internet* access. Find a PC on campus: www.kent.ac.uk/itservices/pcs/locations.html

Your IT account

To access services, you first need to claim your IT account to retrieve your username and password. Claim your IT account online at: www.kent.ac.uk/gettingstarted/it.html

Connect your computer

Your own PC can gain access to your files on the Kent network, and print to campus printers; simply connect to the Kent network using one of these services:

- wireless access: www.kent.ac.uk/wireless
- the study bedroom service (to connect from campus bedrooms): www.kent.ac.uk/itservices/sbs

Loan a laptop

The Templeman Library, which is fully wireless-enabled, allows you to borrow a laptop to use within the Library.

Living off campus?

You can connect to the Kent network via your home broadband service. Details of how to set up your connection are online: www.kent.ac.uk/itservices/home

Email

Check your University email account regularly to ensure you do not miss important announcements: www.kent.ac.uk/itservices/email

Improve your IT skills

Training opportunities are available to help you make the most of IT facilities to conduct research, write essays and produce academic papers. As a Kent student, you can access online learning materials, sign up for free workshops or choose to take a recognised IT qualification. For more information, visit www.kent.ac.uk/student/skills

More details

For details of all IT services or to contact the Helpdesk, visit www.kent.ac.uk/itservices

* Internet access has some security restrictions.

SECTION 3

Making the most of your time studying visual arts at Kent

The visual arts cannot be studied properly in the classroom, or through looking at pictures in books or browsing the internet. They must be experienced directly. Although we will try to show you works of art as often as possible, you will be responsible for how you spend the greater part of your time, and therefore for how much art you get to experience while at Kent. The following tips contain a few hints on how to get started:

Learn to look

Probably the most important thing you can learn from a degree in History and Philosophy of Art is how to look. Looking is not the same as seeing. When we look (at a work of art, for example), we are doing something active, deliberate and aware. Looking takes time, patience and practice. The still image addresses us differently than the moving one; forms can yield their meanings slowly. Sketching or taking photographs can help in understanding form, and in retaining it in the memory. It is like learning to play a tune rather than just hearing it – you get a sense of how form works from the inside rather than from the outside.

Carry a Notebook

A notebook should be your constant companion where you record and revisit those flashes of inspiration, personal observations on art works (or sketches of them), useful references, peculiar facts, and telling quotations that you will encounter throughout the day. Picasso and Van Gogh never left home without their Moleskines...

Love your Library

The Templeman has a very good collection of art history books and journals, and also in the slide library a vast store of images for you to explore. Derek Whittaker is our excellent subject librarian and you will find him in the slide library on the top floor (the best view in Canterbury). Don't forget to familiarise yourself with the art journals: *Art Bulletin*, *The Burlington Magazine*, *Art History*, *Apollo* and many more. Make good use of the library, but please treat it with respect. Remember that the books and journals are expensive and often irreplaceable.

Keep up-to-date

The Art Newspaper is a great source of information for what's happening in the world of the arts: the latest news, exhibitions, and auctions. We subscribe to this publication and you can find it in the Templeman. From Canterbury you will have access to dozens of temporary exhibitions during the time of your degree: whether major international events in London and Paris, or local artists exhibiting in nearby commercial galleries. It would be a shame to miss out because you are out of the loop. Another good source of information for art history students is the Association of Art Historians (AAH), which has its own student members group. They run conferences and also provide advice on careers. Copies of the AAH *Careers in Art History* book are available for students to consult in the HPA office and the slide library.

Explore the local area

Starting with the Cathedral, of course, which is one of the greatest works of art in the world, and which should definitely *not* be visited for the first time on your graduation day. However, the Cathedral is not the only thing worth seeing in Canterbury and Kent. There is another lovely Cathedral in Rochester, for a start. Rochester is also the home of an impressive art collection in Restoration House (also known as the home of Miss Havesham in Dickens's *Great Expectations*). Did you know there is a Van Dyck on Canterbury High Street, major works by contemporary artists Stephen Cox, Hamish Fulton and Ian Hamilton Finlay on campus, that the head that conceived of Utopia is buried in St. Dunstan's, that PRB founding member Dante Gabriel Rossetti is buried in Birchington, that you can see a Rysbrack sculptural monument in Chartham, that the tiny village of Bafrestone has some of the best examples of Romanesque sculpture in its little church (and a great pub), that J.M.W. Turner had a mistress in Margate and painted all along the Kent coast, that Van Gogh lived in Ramsgate, that Marcel Duchamp had a holiday in Herne Bay? Impressive stately homes can be visited at Knole in Sevenoaks, and Penshurst Place (home of Sir Philip Sydney) near Tonbridge. World famous gardens can be found at Sissinghurst.

Visit London regularly

One of the great advantages of studying the visual arts in Canterbury is the proximity of London. We will be taking you on day trips to London as part of your modules, but there is *so much* to discover that you should aim to go there regularly in search of art under your own steam. The following list of museums and places to visit is not comprehensive, but you should try to visit most of them over three years.

Places to visit in London for HPA students:

The National Gallery

<http://www.nationalgallery.org.uk>

The Nation's collection of paintings. The only major national museum to publicly display all of its collection. Very good bookshop. Regular visits are recommended.

The British Museum

<http://www.british-museum.ac.uk>

One of the world's great museums – the Parthenon sculptures (aka "The Elgin Marbles") and the collection of drawings and prints in the Print Room are of particular interest to art historians.

The National Portrait Gallery

<http://www.npg.org.uk>

Comprehensive collection of portraits of famous Britons.

The Victoria & Albert Museum

Museum of applied art and design in South Kensington – also has the best collection of sculpture in London and the Raphael Cartoons. Home of the National Art Library. V&A run the Museum of Childhood and the Theatre Museum as well.

Tate Britain

<http://www.tate.org.uk/>

The Nation's collection of British art, including the Turner Bequest.

Tate Modern

<http://www.tate.org.uk/>

The Nation's leading collection of modern and contemporary art.

The Royal Academy of Arts

<http://www.royalacademy.org.uk>
Site of major temporary exhibitions.

The Wallace Collection

<http://www.wallacecollection.org>
Particularly strong on French Rococo and Old Masters.

The Courtauld Institute of Art Gallery

<http://www.courtauld.ac.uk>
Excellent collection with particularly good Impressionist holdings. In Somerset House, the original home of the Royal Academy.

Dulwich Picture Gallery

<http://www.dulwichpicturegallery.org.uk>
Important collection of Old Masters – originally put together for the King of Poland.

The Royal Collection

<http://www.royal.gov.uk>
Temporary exhibitions at Buckingham Palace and Windsor Castle. For Mantegna visit Hampton Court.

The Photographer's Gallery

<http://www.photonet.org.uk>
London's leading venue for photography exhibitions.

Institute of Contemporary Arts (ICA)

<http://www.ica.org.uk>
Funky venue for contemporary art and film. Good bar and bookshop.

The Sir John Soane Museum

<http://www.soane.org>
One of London's most wonderful museums – collection includes Hogarth's *Rake's Progress* paintings.

The Ranger's House, Greenwich (The Wernher Collection)

Collection of Medieval and Renaissance art on Blackheath.

Kenwood House (The Iveagh Bequest)

Robert Adam house in Hampstead with important collection of paintings including Rembrandt and Vermeer.

The Foundling Museum

<http://www.foundlingmuseum.org.uk>
London's first public art gallery: works by William Hogarth.

Westminster Abbey

<http://www.westminster-abbey.org>
"House of God and Kings". Wonderful sculptural monuments. Poets' Corner.

St. Paul's Cathedral

<http://www.stpauls.co.uk>

Magnificent baroque masterpiece of Christopher Wren. Fans of Wren should also visit Greenwich Hospital and the Wren churches in the City of London.

The Banqueting House

<http://www.hrp.org.uk>

Only remaining building of Whitehall Palace. Designed by Inigo Jones, decorated by Rubens.

Chiswick House

<http://www.english-heritage.org.uk>

Palladian-style villa of eighteenth-century style guru Lord Burlington. Hogarth's more modest cottage is also in Chiswick Park.

Leighton House

<http://www.rbkc.gov.uk/LeightonHouseMuseum>

House of the eminent Victorian artist Lord Leighton, complete with studio, Pre-Raphaelites and orientalist hallway evoking *1001 Nights*.

The Serpentine Gallery

<http://www.serpentinegallery.org>

Modern and contemporary art exhibitions located in Kensington Gardens.

The Hayward Gallery

<http://www.haywardgallery.org>

A nationally regarded contemporary art gallery providing a range of visitor opportunities for viewing current art.

The Whitechapel Art Gallery

<http://www.whitechapelgallery.org>

The Barbican

<http://www.barbican.org.uk>

Degree Programmes offered by History and Philosophy of Art

History and Philosophy of Art is a Section within the larger School of Drama, Film and Visual Arts. HPA staff manage and teach modules on the following degree programmes:

1. Full-time degree programmes

- BA Hons in History and Philosophy of Art (both single honours, and joint honours with a wide range of other subjects in the Humanities).
- BA Hons in Visual and Performed Arts
- BA Hons in Art and Film
- BA Hons in Fine Art

It is also possible for students to enrol in either of two full-time four-year degree programmes, closely related to the BA in History and Philosophy of Art and the BA in Visual and Performed Arts. These students spend their third year studying in another European country and their fourth year completing their studies at Canterbury. These degrees are:

- BA Hons in European Arts (HPA)
- BA Hons in European Arts (VPA)

2. Part-time studies

It is possible to study for degree programmes offered by History and Philosophy of Art at Canterbury on a part-time basis. Alternatively, it is possible to study the subject part-time in evening classes. HPA provides distinct courses as part of the Certificate in Combined Studies (CCS) and also runs a Diploma programme from the University of Kent's Tonbridge centre, which can lead to the award of a BA in History and Philosophy of Art. Further details are given below.

Curriculum Requirements

How does your degree programme work?

At Kent we operate a modular system within a credit framework. Yes, that sentence is confusing the first time you read it! You will, unfortunately, encounter a great deal of educational jargon as you do your degree (or “progress through your programme of studies”). It is, however, worth spending a little time reading through the regulations in order to understand how your degree works. Please read carefully pages A1-A15 of the Part II Handbook produced by the Faculty of Humanities – these regulations are equally relevant to students at all stages of their degree programmes.

Basically a credit framework is a structure where students earn credits by passing their modules (or “demonstrating through assessment that they have achieved the learning outcomes of modules”), thereby moving up from Certificate level in Part I, through Intermediate level to Honours level in Part II.

Each of these levels roughly corresponds to a year of your degree. Certificate level to the first year, and so on. However, because not all degree programmes are three-year in structure, we refer to these as “stages” of the degree. It is only in Part II (the second and third years) that your grades or coursework marks begin to count towards your final degree class.

At each stage you must acquire 120 credits. One credit corresponds to ten hours of study (or “learning time”). This includes both time spent in lectures and seminars (contact hours) and time spent in private study and research. So to get 120 credits you should do 1200 hours of academic work during the year, equivalent to 40 hours per week. It should be clear from this that *simply attending class* is not a sufficient amount of work to earn your credits!

Your academic work is directed towards achieving the goals of different modules – e.g. to get a good understanding of how photography developed as an artistic medium. We call these goals “learning outcomes” and they will be listed on the module handbooks provided with each course. Whether or not you have achieved these learning outcomes satisfactorily is determined through assessment – which in HPA is typically by coursework only and *not by exam* (usually, but not always, in the form of essays and seminar performance).

Successfully completing a module earns you a certain number of credits. HPA modules typically are worth 30 credits each although our first-year modules can be taken as either 15 credit or 30 credit modules. In each year, therefore, you would usually take four modules worth 30 credits. Some of these modules will be *compulsory* for the degree programme you are taking, others will be chosen by you as *optional* modules from a list of modules designed for your degree programme, *or* you can choose a “wild” option from another degree programme within the Humanities Faculty (you may, for example, like to learn a foreign language).

The modules you take should also be at the correct level – and in the Faculty handbooks you will see that modules are given a credit level of C, I or H to indicate that they are appropriate for Certificate, Intermediate or Honours level. In HPA we deliver the majority of our “optional” Part II modules at H level, and teach them with mixed classes of second and third years. This is so that we can continue to offer as broad and diverse a programme as possible given the relatively small number of staff available to teach modules.

The modular system is flexible enough to allow a good degree of personal choice within degree programmes, allowing you to create “pathways” through your degree that suit your interests. When it comes to making your module choices please think ahead. Not all modules are available every year – some run on a biannual basis, some get rested in order to allow new modules to run, and occasionally academic staff are awarded “study leave” which means that they are required not to teach but only to do research. You need also to bear in mind that some modules run in Autumn Term (period 1) and others in Spring Term (period 2) and that you should choose your modules so that your year is balanced and so that you avoid time-table clashes. Please feel free to consult the Director of Undergraduate Studies, Michael Newall, if you need help with making your module choices.

History and Philosophy of Art (single honours)

Part I

In your first year you are required to take modules amounting to 120 credits (remember to take 60 credits in each term). At least 90 credits must come from the following list of modules:

Autumn Term (period 1)

HA314 The Shock of the Now: Themes in Contemporary Art (15 credits)

HA315 The Shock of the Now: Themes in Contemporary Art (30 credits)

HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts(15 credits)

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (30 credits)

Spring Term (period 2)

HA316 Thinking about Photography and its Histories (15 credits)

HA317 Thinking about Photography and its Histories (30 credits)

HA318 But is it Art?: Aesthetics and the Visual Arts (15 credits)

HA319 But is it Art?: Aesthetics and the Visual Arts (30 credits)

Please note that each of these four first-year modules is available either as a 15 credit or as a 30 credit module.

Your 90 credits HPA could consist of three 30 credit HPA modules (plus a “wild” 30 credit option from the Humanities handbook, or two “wild” 15 credit modules), OR two 30 credit HPA modules and two 15 credit versions of HPA modules (plus a “wild” option of 30 credits, or two further 15 credit “wild” options).

Alternatively you could choose to take all 120 credits from the HPA menu of modules.

Part II

At Part II the compulsory module for single-honours HPA students is HA507 Reading the Image, which must be taken in the second year. The following modules are those available in 2009-10.

In Part II you should take between *six and eight modules* from the menu below, with a minimum of 180 credits in HPA. Remembering to plan your choices over two academic years, you should then choose between four and six modules in addition to HA507 Reading the Image.

Autumn Term (period 1)

HA504 Classicism and Baroque (30 credits: H)
HA507 Reading the Image (30 credits: I)
HA559 Abstraction and Construction (30 credits: H)
HA586 Photographic History and Aesthetics1 (30 credits: H)
HA595 Visual Arts Writing (30 credits: H)

Spring Term (period 2)

HA511 Patronage and Cultural Organisation: Institutions, Infrastructures and Issues (30 credits: H)
HA554 Contemporary Art: From Warhol to Whiteread (30 credits:H)
HA556 Art and Film (30 credits: H)
HA573 Print Collecting and Curating (30 credits: H)
HA575 Beauty in Theory Culture and Contemporary Art (30 credits: H)
HA580 Camera, Light and Darkroom (30 credits: H) (Stage 3 only)
HA592 Philosophy in the Studio (30 credits: H)

The following modules run for two terms, taking place over periods 1 and 2:

HA579 Visual Arts Internship (30 credits: H)(available to 3rd yr students only)
HA589 Independent Dissertation in HPA (30 credits: H)

For module descriptions please refer to the Humanities Faculty Part II handbook.

History and Philosophy of Art (joint honours)

History and Philosophy of Art can be studied as part of a joint honours degree in combination with a number of other subjects in the Humanities. Typical combinations include English and HPA, History and HPA or HPA and a language. You should always consult the course requirements of your other subject in making your module choices.

Part I

In your first year you must acquire 120 credits. Joint honours HPA students are required to take at least 45 credits from the following list of modules:

Autumn Term (period 1)

- HA314 The Shock of the Now: Themes in Contemporary Art (15 credits)
- HA315 The Shock of the Now: Themes in Contemporary Art (30 credits)
- HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (15 credits)
- HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (30 credits)

Spring Term (period 2)

- HA316 Thinking about Photography and its Histories (15 credits)
- HA317 Thinking about Photography and its Histories (30 credits)
- HA318 But is it Art?: Aesthetics and the Visual Arts (15 credits)
- HA319 But is it Art?: Aesthetics and the Visual Arts (30 credits)

Please note that each of these four first-year modules is available either as a 15 credit or as a 30 credit module.

Part II

There are no compulsory modules at Part II for joint honours students in HPA, although we do recommend that you take HA507 Reading the Image in Stage 2. At Part II, joint honours students in HPA may take up to five modules from the following list of modules:

Autumn Term (period 1)

- HA504 Classicism and Baroque (30 credits: H)
- HA507 Reading the Image (30 credits: I)
- HA559 Abstraction and Construction (30 credits: H)
- HA586 Photographic History and Aesthetics1 (30 credits: H)
- HA595 Visual Arts Writing (30 credits: H)

Spring Term (period 2)

- HA511 Patronage and Cultural Organisation (30 credits: H)
- HA554 Contemporary Art: From Warhol to Whiteread (30 credits:H)
- HA556 Art & Film (30 credits: H)
- HA573 Print Collecting and Curating (30 credits: H)
- HA575 Beauty in Theory Culture and Contemporary Art (30 credits: H)
- HA580 Camera, Light and Darkroom (30 credits: H) (Stage 3 only)
- HA592 Philosophy in the Studio (30 credits: H)

The following modules run for two terms, taking place over periods 1 and 2:

- HA579 Visual Arts Internship (30 credits: H)(available to 3rd yr students only)
 - HA589 Independent Dissertation in HPA (30 credits: H)
- For module descriptions please refer to the Humanities Faculty Part II handbook.

Visual and Performed Arts

Visual and Performed Arts is a multidisciplinary degree programme managed by HPA, which draws on modules from the HPA, Film Studies and Drama and Theatre Studies programmes. It should be noted that both Film and Drama restrict access to some of their modules, notably those based on practice, to single honours students only.

Part I

You must acquire 120 credits in Part I, (60 credits in each term). You are *required* to take :

Autumn Term (period 1)

FI310 Introduction to Narrative Cinema 1 (American Cinema) (30 credits)

Spring Term (period 2)

DR316 Modern Theatre: A Theoretical Landscape (30 credits)

You are also required to take EITHER

HA315 The Shock of the Now: Themes in Contemporary Art (30 credits) (Autumn term)

OR

HA317 Thinking about Photography and its Histories (30 credits) (Spring term)

The remaining 30 credits must be taken from either

DR317 Texts for Theatre (30 credits) (Spring term)

FI311 Introduction to Narrative Cinema 2 (World Cinema) (30 credits) (Spring term)

HA317 Thinking about Photography and its Histories (30 credits) (Autumn term)

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (30 credits) (Spring term)

Or from Wild Modules

NOTE

If you intend to continue on the Film pathway in Stage 2, you MUST choose FI311 Introduction to Narrative Cinema 2 (World Cinema) as your remaining 30 credits. You will be unable to do further Film modules without having done FI311 in Stage 1.

Part II

In Part II students taking VPA must take one compulsory module in both the second year and the third year.

In the second year, VPA students are required to take HA507 Reading the Image (30 credits) (Autumn term) and in the third year, they are required to take HA511 Patronage and Cultural Organisation (30 credits) (Spring term)

The remaining modules must be chosen from a list of available modules in History & Philosophy of Art, Film Studies and Drama & Theatre Studies but you should refer to the detailed information in the Humanities Part II Faculty Handbook, as certain restrictions will apply. For more specific information and general advice on module choices please consult the Director of Undergraduate Studies, Dr Michael Newall.

Fine Art

Part I

In your first year you are required to take modules amounting to 120 credits. 60 credits will come from the compulsory year-long studio based module:

HA323 Creative Investigations (60 credits)

A further 30 credits must be chosen from the following list of modules:

Autumn Term (period 1)

HA314 The Shock of the Now: Themes in Contemporary Art (15 credits)

HA315 The Shock of the Now: Themes in Contemporary Art (30 credits)

HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (15 credits)

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (30 credits)

Spring Term (period 2)

HA316 Thinking about Photography and its Histories (15 credits)

HA317 Thinking about Photography and its Histories (30 credits)

HA318 But is it Art?: Aesthetics and the Visual Arts (15 credits)

HA319 But is it Art?: Aesthetics and the Visual Arts (30 credits)

The remaining 30 credits can either be chosen from the above list of HPA modules or you may choose a wild module from the list of Humanities wild options.

Part II

In Stage 2 you must take the following compulsory modules:

HA581 Studio Development 1 (30 credits) (Autumn term)

HA582 Studio Development 2 (30 credits) (Spring term)

HA595 Visual Arts Writing (30 credits) (Autumn term)

The optional module in the Spring Term may be chosen from the following list:

Spring Term (period 2)

HA511 Patronage and Cultural Organisation: Institutions, Infrastructures and Issues (30 credits: H)

HA554 Contemporary Art: From Warhol to Whiteread (30 credits:H)

HA556 Art and Film (30 credits: H)

HA573 Print Collecting and Curating (30 credits: H)

HA575 Beauty in Theory Culture and Contemporary Art (30 credits: H)

HA580 Camera, Light & Darkroom (30 credits: H) Stage 3 only

HA592 Philosophy in the Studio (30 credits: H)

In Stage 3 you must take the following compulsory modules:

HA593 Studio Project (60 credits)

HA589 Independent Dissertation in History & Philosophy of Art (30 credits)

The remaining 30 credits can either be chosen from the available HPA modules or you may choose a wild module from the list of Humanities wild options.

Art and Film

This single honours degree programme allows you to combine modules from the HPA and Film Studies programme.

Part I

In your first year you are required to take modules amounting to 120 credits. 90 credits must come from the following modules:

Autumn Term (period 1)

FI310 Introduction to Narrative Cinema 1 (American Cinema) (30 credits)

HA317 Thinking about Photography and its Histories (30 credits)

Spring Term (period 2)

FI311 Introduction to Narrative Cinema 2 (World Cinema) (30 credits)

The remaining 30 credits can either be chosen from the list of HPA modules or you may choose a wild module from the list of Humanities wild options.

Part II

At Part II students are required to take HA556 Art and Film, HA586 History & Aesthetics of Photography 1, HA588 Independent Dissertation in Art & Film. The remaining credits must be chosen from the list of available modules from History & Philosophy of Art and Film Studies. Full details of modules can be found in the Humanities Part II Faculty Handbook. Please bear in mind that the practice-based film modules are restricted to those students taking single honours Film.

Curriculum requirements for Part-time students

The BA Honours Programme at the University Centre Tonbridge provides flexible, part-time study for those with an interest and aptitude for Art History at undergraduate level. For information on Certificate level study which can lead to Diploma and Degree-level progression, please contact the Flexible Learning Centre at the University and ask for the Certificate in Combined Studies (CCS) Prospectus. Alternatively, please contact Dr Michael Newall on 01227 827263 (or email: M.B.Newall@kent.ac.uk).

- **History & Philosophy of Art BA (Part-time at Tonbridge)**

The CCS, Diploma and Degree strands of the programme are continuously assessed through the submission of essays and assignments for each two-unit module undertaken, in accordance with Faculty of Humanities Examination Conventions.

Conventions and customary structures for part-time interim awards are outlined in the Faculty Part II Examination Conventions Handbook (Appendix A & B). Learning aims and outcomes, deadlines, assignment titles and reading lists accompany each of the module syllabus and teaching plans distributed by the programme convenor and explained by the module tutor at the start of the module. If you have any queries on these, please speak to your module tutor in the first instance or email the programme convenor.

Please Note: The CCS, Diploma and BA Programmes are continuously assessed through the submission of essays for each two-unit module taken. There are no summative exams as such. For the penultimate or final year BA module, *The History of Art Dissertation* (HA540) the submitted piece will be between 8000-10,000 words in length. All Part II Diploma and Degree students will be expected to submit two 4000-4500 word assignments per two-unit module.

Part II modules for students taking the part-time HPA BA at Tonbridge:

HA514 European Painting & Sculpture c1789-c1850

HA513 The Modern Movement: Architecture & Design c1900-c1950

HA515 The High Renaissance & Mannerism in Florence & Rome c1500-c1600

HA530 Venetian Art & Architecture c1430-c1590

HA532 Aesthetic Theories

HA533 Russian Art & Design c1863-c1932

HA531 British Art & Modernism c1880-c1939

HA540 Dissertation Module

HA585 Art and Architecture in the United States

HA550 From Austerity to Prosperity: Post-War British Art

HA553 From Spectacle to Spirituality: Byzantine Art

The ordering of the modules offered will vary according to teaching and presentation schedules.

MA in Fine Art 2009/10

Firstly, to new and returning students, a warm welcome to the second year of the MA Programme in Fine Art (MFA). We hope that you find your study with us an engaging, rewarding and constructive experience. You will have already received your programme outlining the module aims and outcomes in addition to detailing the seminars and studio-based sessions for the coming term. Please do take some time to familiarise yourself with this as well as the information in the accompanying handbook which is given to all of our undergraduate and postgraduate students.

In addition to providing contact information about your lecturers, it also offers useful guidance on the services and sources of support which are available to you as students of the University. As the MA gets under way, please do contact us if you have any queries or concerns. If we are unable to assist, every effort will be made to refer you to an appropriate part of the university or support services administration which will be able to help.

Overall Programme Structure

The academic year is arranged over two twelve-week terms (for the taught modules) and one-six week summer term. The MA in Fine Art comprises five M level modules which run over one year full time and two years part time. Four taught modules are of 30 credits each and the dissertation module comprises 60 credits:

HA811: *Meaning and Making (Part 1) and Studio Development 1* (30)

HA812 : *Documentation and Studio Development 2* (30) (both term 1)

HA813 : *Meaning and Making (Part 2) and Studio Development 3* (30)

HA814 : *Display and Studio Development 4* (30) (both term 2)

HA897: *Dissertation* (30) (term 3 and the summer)

Copies of the individual module and overall programme documentation are available from the departmental secretary for perusal or reference if required.

The Dissertation

The dissertation will be in the region of 15000 words in length. The research for, and the writing of, the dissertation, will take place during the summer term and through the summer vacation for submission in **early September 2010**. (NB: Part-time students have 12 weeks to prepare their dissertation, submitting in the middle of the Autumn term). Sessions will be given on the generic structuring, formatting and presentation of the dissertation in the summer term, although students are strongly encouraged to begin the process of thinking about their chosen thesis area at the start of the MA Programme.

Each student will be assigned a supervisor and will be offered between three and six two-hour supervision meetings as required. As with the undergraduate programme, they will be allowed one read through of their draft text (with general comments made) before final submission. An optional dissertation seminar and workshop will be offered to provide a forum for the sharing of good practice, peer learning and the development of generic dissertation skills.

Assessment

The mode and extent of assessment for each module will be detailed on your scheme of study. In addition to lectures, seminars and studio-based crits, each student will be offered tutorials on a rolling two weekly basis in order to discuss any theoretical and practical issues arising both from their studio work and from reading and research. This is designed to provide a framework which is both supportive and individualised; encouraging the

exploration of ideas and reading which is of interest to the student and the direction of their work.

On behalf of the History & Philosophy of Art Department at Kent, we wish you an enjoyable and rewarding year.

Angus Pryor
Dr Grant Pooke
Co-convenors MA Fine Art

Attendance and Punctuality

Complete attendance is a requirement of all courses undertaken as part of this degree programme. Note that all classes commence at 5 minutes past the hour. Late arrival at a lecture or seminar is discourteous and disruptive as is the interruption of a lecture unless or until comment and questions are invited.

It is clearly impossible to run seminars without the full, courteous and punctual participation of all members of the group. Lectures and seminars will begin on time - this means that you must be ready for work at the stated time. Please ensure that your mobile phone is turned off. Persistent non-attendance will be reported to the Student Support Officer and you will be asked to explain your absence.

Seminar Presentations

Seminar presentations are required as part of the coursework assessment in several HPA modules (for example, in *HA504 Classicism and Baroque*, where the presentation counts for 20% of the overall mark). The topic of the presentation may be an artist, theme or work of art, and the aim of the exercise is to assess skills of visual analysis, the ability to discuss works of art critically and historically, and more generally the ability to communicate ideas orally and through visual presentations (using slide or digital projection). Presentations may be assigned to individuals or as group work. You may find the guidelines provided for *HA502* and *HA504* of more general use:

Your presentation should give a full account of the work of art, including:

- A formal analysis based on an inspection of the work itself, not a photograph, noting also its condition and the technique used.
- An analysis of the subject matter of the work.
- An account of its provenance, beginning with the original patron who commissioned or bought the work.

You should also aim to:

- Place the work within the artist's oeuvre.
- Compare it with similar works by other artists of a comparable date.
- Identify any stylistic influences (such as an awareness of antique art).
- Relate the work to any preparatory drawings or sketches, which might survive.

Summer Term

The six-week Summer Term is the University's examination period, and as we do not have examinations in History and Philosophy of Art students sometimes assume that their academic year ends with the submission deadline of their final essay. This is not the case. The University's regulations require full-time students to be present in Canterbury during term time and this applies to Summer Term too.

In History and Philosophy of Art we use Summer Term for pre-module meetings, which are designed to acquaint first and second-year students with the modules that they will be studying in the following academic year. You are required to attend these meetings – there will be at least four of them - and also to employ your time in private study in preparation for next year's classes.

The Summer Term is also the period when HPA exhibitions take place – whether fine art, photographic or of the Kent Print Collection. Being present for the hang of an exhibition and for its taking down is integral to these modules. Even if you are not taking part in these modules you are expected to attend the department's exhibitions and take advantage of the learning opportunities they provide.

Most importantly of all students are expected to be studying their subject during the Summer Term, using the resources of the Templeman Library to develop their knowledge of the subject and to prepare for next term's courses. The time spent in the library constitutes the most valuable time of a student studying for a degree. Class lectures and seminars are primarily a way of framing that reading. The quality and depth of a student's understanding of their subject and correspondingly their ability to achieve a good degree result, depends on the time they are putting in reading the books, journals and other visual and bibliographical resources that they can access in the Humanities sections of the library. To aid students in their reading and preparation for their future courses, we publish our module handouts for the Autumn Term in the first week of the Summer Term, so students can begin doing the preliminary reading for their courses. Staff also continue to offer tutorials with regular weekly office hours during the Summer Term, but are also available for appointments outside these hours if requested.

The Credit Framework, Classification and Appeals

1. Introduction

This section of the handbook sets out the key points of the Credit Framework. The *Credit Framework for Taught Programmes* expresses in detail the University's requirements for the award of credit, progression between stages and the classification of awards. While this handbook offers a brief account of these points, the complete *Credit Framework for Taught Programmes* is available at the link below and will be regarded as the ultimate source of regulation on the matters covered in this summary.

<http://www.kent.ac.uk/uelt/quality/credit/index.html>

2. Academic Awards and Credit

In order to be eligible for the award of a taught certificate, diploma or degree by the University, you must take an approved programme of study and obtain a specified number of credits, the volume required depending on the award in question, and meet such other requirements as may be specified for the programme of study in question. Each programme of study comprises a number of modules, usually at different levels and each worth a specified number of credits. In order to be awarded the credits for a module, you must normally demonstrate, via assessment, that you have achieved the learning outcomes specified for the module.

The overall pass mark for a module is 40.

3. Programmes of Study: Stages and Progression

Each programme of study comprises an approved set or sets of modules and is divided into a number of stages, with each stage usually equivalent to one year of full time study. You must satisfy prescribed requirements for each stage of a programme before being permitted to proceed to the next stage. When you have completed a stage of a programme of study, the Board of Examiners will decide whether you may progress to the next stage of the programme of study, or to another programme of study. The normal requirement for progression from one stage of a programme of study to the next is that you should have obtained at least 75% of the credits for the stage and should have obtained credits for those modules which the programme specification indicates must be obtained before progression is permitted. Some programmes of study permit a limited volume of credit for a stage to be awarded via **compensation** (for a module fail within 10 percentage points of the pass mark), or **condonement** (where the student can provide acceptable evidence of concessionary circumstances). The maximum amount of credit that might be awarded via these means is 25%.

The programmes covered by this handbook allow for credit to be awarded via compensation and/or condonement.

4. Progressing Students: Retrieving Failed Credit

If you are permitted to progress to the next stage of a programme but have not been awarded full credit for the previous stage, you will still need to obtain credits for modules for which you have so far not been awarded credit in order to meet requirements for the award of the certificate, diploma or degree for which you are registered. You will be permitted to 'retrieve' such credits, up to a maximum of 25% of the credits for the stage, by one of two methods:

(i) by undertaking further assessment, for example a re-sit examination, before the start of the next academic year. If you are permitted to retrieve credit in this way you may elect to repeat the module, provided that it is being taught in the year in question, or you may choose to take a different module, provided that the requirements of the programme of study are still met;

(ii) alternatively, a Board of Examiners may at its discretion permit the student to progress the next stage of the programme **and** simultaneously undertake such further requirements as specified in relation to the failed modules. This is known as **trailing** credit. Where a student again fails to obtain the credits, the credit may **not** be trailed to the next stage of the programme.

5. **Maximum Application Per Stage of the Provisions for Compensation, Condonement, Retrieving and Trailing**

The provisions allowed for the condonement or compensation of failure or for the trailing and retrieving of credit may only be applied with respect to students who fail modules amounting to 25% or less of the credit available for the stage.

Also, for the avoidance of doubt, it should be noted that no more than a **maximum accumulative total** of 25% of the credit required for a stage may be awarded via the provisions allowed for compensation, condonement, retrieving and trailing.

6. **Non-Progressing Students: Referral**

If you are not permitted to progress to the next stage of a programme, or if, on completion of the programme, you fail to meet the requirements for that award, the Board of Examiners may permit you to undertake further assessment in failed modules. The Board of Examiners will specify which elements of assessment you are required to undertake. If you are so **referred** in a module you may be required to, or may elect to, repeat the module, before progressing to the next stage of the programme, provided that it is being taught in the year in question. Alternatively, you may choose to take a different module provided that the requirements of the programme of study are still met, but must do so before progressing to the next stage of the programme.

7. **Number of Additional Opportunities to Pass Failed Modules**

At most, following the initial failure, **two** further opportunities to achieve a pass per module will be permitted, the first of these to be automatically permitted unless denied for disciplinary reasons and normally available during the long vacation following the first attempt. This limit applies equally to both progressing and referred students.

Where you fail a module at the first attempt and subsequently pass the module, or take and pass an alternative module in place of a module which has been failed, the minimum pass mark will be used for classification and will be recorded on your transcript.

8. **Deferral**

If you have been unable to complete assessment requirements or your performance has been affected by circumstances such as illness, and where there is written evidence to support this, the Board of Examiners may permit you to undertake some or all of the assessment for some or all of the modules comprising the stage at a later date and **as for the first time**.

9. Classification of Awards

Students who achieve the required volume of credit and meet any other specified requirements for an Honours degree programme will be awarded a degree with First Class, Upper Second Class, Lower Second Class or Third Class honours. Similarly, students successfully completing a programme of study leading to the award of a Certificate, Diploma, Foundation Degree or Masters degree may receive an award with Merit or with Distinction.

Full details of the requirements for these classified awards may be found in the Credit Framework at

<http://www.kent.ac.uk/uelt/quality/credit/creditinfo.html#convens>

10. Concessions Applications

The term **concession** is used to describe action taken by schools and boards of examiners in recognition of events which cause exceptional interference with academic performance and which are beyond the normal difficulties experienced in life. This includes circumstances such as sudden, severe illness (confirmed by medical certificate) preventing attendance at an examination, or adversely affecting performance at an examination, or preventing work from being submitted by the deadline set.

Concessions applications relating to **(i)** failure to submit coursework by the applicable deadline (where an extension is not granted by the module convenor under powers set out in section 2.2.1.3 above); **(ii)** failure to sit an examination and **(iii)** impaired performance in either coursework or examination, will be considered only if submitted:

- by means of the Concessions Application Form available from the appropriate Faculty Office (in the Faculties of Humanities and Social Sciences) or the appropriate School Office (in the Faculty of Sciences).
- With a clear and concise account of the concessionary circumstances and the impact on the student's studies.
- With all necessary documentary evidence
- Within the applicable deadline.

Deadlines

Concessions applications for failure to take an examination or impaired performance in an examination must be submitted normally no later than five working days after the examination to which they relate. Concessions applications for coursework assessments should be submitted normally no later than the deadlines to which they relate.

Medical Certificates and Other Supporting Documentation

Any medical documentation submitted to support concessions applications must: relate specifically to the dates and duration of the illness

contain a clear medical diagnosis or opinion provided by an appropriately qualified practitioner and not merely report the student's claim that s/he felt unwell, nor report the student's claim that s/he had reason to believe s/he was ill.

You are advised to consult the full guidance on submitting concessionary applications as set out in Annex 9 of the Credit Framework at

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex9.html>

11. Appeals against Recommendations of Boards of Examiners

Appeals from students taking taught programmes of study against recommendations of Boards of Examiners will be considered in the following circumstances only:

- (i) where there is reasonable ground supported by objective evidence to believe that there has been administrative, procedural or clerical error of such a nature as to have affected the recommendation of the Board of Examiners; or
- (ii) where there is evidence of illness or other misfortune such as to cause exceptional interference with academic performance and which the student was, for good reason, unable to submit by the published deadline; or
- (iii) where evidence relating to illness or other misfortune submitted under concessions procedures within the prescribed time limit was not properly considered by the Board of Examiners.
- (iv) Appeals that are based on concessionary circumstances which, without good reason, were not brought to the attention of the Board of Examiners through concessions procedures at the appropriate time will not be considered.

Students may **not** appeal against the academic judgement of the examiners.

Appeals against the recommendations of Boards of Examiners **will not** be considered if they are received more than **21 days** from the date of the publication of assessment results: i.e. the date upon which the full transcript of the results under appeal are first made available to students on the University website, even if the results are subject to confirmation.

In all cases, appeals must be submitted to the appropriate Faculty Office and will be considered only where:

- submitted by means of the Appeal Form, available from the appropriate Faculty Office;
- accompanied by a letter explaining in full the grounds for the appeal and the remedial action sought from the Board of Examiners;
- providing all necessary documentary evidence substantiating the grounds of the appeal;
- submitted within the applicable deadline.

You are advised to consult the full guidance on submitting appeals as set out in Annex 9 of the Credit Framework at

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex9.html>

Intermission and Withdrawal Procedures

Intermission

It is important that you seek help if you are experiencing problems with your studies.

If you seek a period of intermission you are strongly advised to check the financial consequences with your sponsors. It is very important that your sponsor is consulted.

Students take time out from their degree (known as intermitting) for a variety of reasons, mainly personal, but sometimes academic or financial. If you feel you need some time out, go and see your Departmental Senior Tutor or the University Counselling Service. Intermitting does not change the duration of your degree it just gives you the opportunity to take some time away from University should you need to. The University does not encourage students to take longer than normal to complete their studies but is willing to discuss this with you. Whatever is decided you will need to speak to your funding body to ensure that any funding you receive is not affected by intermission.

Intermission is normally given for a complete academic year, or occasionally part of an academic year. Your Departmental Senior Tutor will ultimately be responsible for authorising your period of intermission. However, no intermission will be granted after the end of student examination/assessment confirmation

Possible reasons for leave to intermit are:

1. **Personal Grounds** - Family or personal reasons (other than illness) prevent you from continuing your studies.
2. **Financial Grounds** - Where your financial situation prevents you from continuing your studies.
3. **Medical Grounds:**
 - (a) Absence from the University due to medical or emotional reasons, or other such extenuating circumstances.
 - (b) Illness or extenuating circumstances, which are having a negative impact on your studies.
 - (c) Illness or extenuating circumstances that have interrupted your studies

When the reason for intermitting is medical, medical evidence will be requested from you. Before you return from intermission, you will be required to provide another medical certificate to testify that you are fit to return to your studies.

A few things to remember:

- Intermitting does not change the number of terms you will spend at the University, or your examination results.
- Intermitting is intended to relieve you of a disadvantage, not put you at an advantage to other students.
- You must check funding issues / implications with your Funding Body / the University Finance Office.
- If you subsequently want to change the period for which you have been permitted to intermit, you must seek approval from your Departmental Senior Tutor.
- If you have to go out of residence quickly for medical reasons, make sure you are seen by a doctor at the time so they can give you a medical certificate that reflects the severity of your condition.
- Make sure that you complete a 'Change of Circumstances Form' for your LEA if you intermit. If you wish to intermit you should discuss the matter with your tutor or departmental advisor in the first instance. Final permission will be granted by the Department Senior Tutor where there are good medical, financial or personal reasons, or where intermission can be shown to be in your academic interests.

PLEASE NOTE THAT IF YOU HAVE NOT HAD PERMISSION TO INTERMIT, YOUR FEES WILL NOT BE ADJUSTED – AND YOU WILL BE CHARGED FULL FEES FOR ACCOMMODATION AND TUITION.

Withdrawal

If you wish to withdraw you should seek an interview with the Departmental Senior Tutor, to whom you must subsequently write confirming any decision to withdraw. Failure to follow these procedures will result in you being charged accommodation and tuition fees.

INTERNATIONAL STUDENTS WHO ARE CONSIDERING INTERMISSION OR WITHDRAWAL SHOULD MAKE CONTACT WITH THE STUDENT ADVICE CENTRE (KENT UNION) TO DISCUSS THE IMPLICATION THIS WILL HAVE ON THEIR VISA STATUS.

SECTION 4

Style Sheet for Essays and Dissertations

All written work must accord with a recognised style. Consistent adherence to this style is crucial as is the presentation of basic bibliographic information, which will include author, title, place and date of publication, and where relevant, page number(s). It is important that you learn and develop the techniques necessary to present all your written work in a clear and professional manner. Essays must be typed or word-processed. If this is impossible, you must contact the Director of HPA (Dr Ben Thomas) to receive permission to submit handwritten work. If you do not already use a word-processor, we strongly urge you to acquire the necessary skills that you can gain by using the facilities and training opportunities that exist within the University.

Basic Format

Number each page, and leave adequate margins for comment (about 2") on the left-hand side of the page. Pagination should run through continuously from beginning to end and if necessary include appendices, etc. Use double-spacing and print on one side of the page only. Proof read your work and carefully correct for typographical and grammatical errors before submission. Titles of books, journals, magazines, newspapers, etc. included in the text, should be italicised. Words or short phrases in languages other than English should also be italicised.

Quotation marks should be used for the titles of articles in journals and chapters of books, which do not have the status of being a book, e.g.

S. Bann, 'Erased Physiognomy' in G. Clarke (ed.), *The Portrait in Photography*, London, 1990.

Single inverted commas should be used where you need to place something in quotation marks within a quoted passage, e.g. As House says: "The critical meanings of Manet's 'Olympia' come to the fore when it is compared with comparable works in this genre by fellow exhibitors at the Paris Salon."

Quotations, References and Footnotes

1. Short quotations, of a few lines or less than 50 words, should be run in as part of the text, in inverted commas.
2. Longer quotations, of more than a few lines or 50 words, or of several lines from an article, etc., should be indented from the main body of the text and not enclosed in inverted commas. Such quotations should be single-spaced and separated from the main body of the text by an extra line space.
3. Ellipsis: if you wish to skip over a part of a sentence or paragraph that is being quoted, indicate this by an ellipsis - three spaced dots (thus ...). For example, to drop out part of the sentence: "In his analysis of Mallarme's article ... Rubin emphasises the role accorded by Mallarmé to the signs of the presence of the artist's hand." Written sources may be referred to in any of the forms commonly used in academic books or articles, though whichever form you choose to use, you must use it consistently. Here is one commonly used form:
4. Footnotes should appear at the foot of the page to which they apply or as endnotes at the end of the essay (or chapter in a long essay or dissertation). Word-processors such as Word and WordPerfect will easily generate either kind of note and keep the numbering correctly continuous even if you add or delete a note as you edit your work.
5. After quotation or reference to someone else's work, indicate the note by a raised number, thus if you are referring to a specific passage in an article or a chapter in an

edited book, then the proper citation would be S. Carroll, 'Rhetoric, and Ideology in Ingres's History paintings' in *Explanation and Value in the Arts* eds., Salim Kemal and Ivan Gaskell, Cambridge, 1973, p. 216. or if you are referring to a passage in a periodical, then cite this style: J. Adhemar, 'Schnerb, Cézanne, Renoir', *Gazette des Beaux-Arts*, April 1982.

Works to which constant reference is made should be referred to in some convenient short form. This might be within the body of the text thus: (K. Adler, 1973, p. 19.) or in a footnote.¹

Bibliography

A bibliography must be included at the conclusion of all essays and dissertations, and should consist of all items which you have referred to, as well as those that you have relied upon without having made reference to specific passages. Written works should be listed alphabetically by the author's surname. Again, the exact conventions for setting out bibliographies vary. We suggest you use the following format, listing items in alphabetical order of the (first) author's surname:

G.M.Ackermann, *The Life and Work of Jean-Léon Gerôme*, London and New York, 1986 .

J. Adhémar, 'Schnerb, Cézanne, Renoir', *Gazette des Beaux-Arts*, April 1982, pp. 147-152 .

K. Adler, 'Camille Pissarro and Paul Cézanne: A Study of their Artistic Relationship between 1872 and 1885', *De Arte*, April 1973, pp. 19-25.

K. Adler, 'Cézanne's Bodies', *Art in America*, April 1990, pp. 235-237 .

K. Adler, 'Reappraising Renoir', *Art History*, September 1985, pp. 334-338.

Suggested Reading

Each module in HPA, which you undertake, will have a core/supplementary reading list. Multiple copies of key Texts should be held in the Templeman Library or, if you are a part-time student at Tonbridge, the adjacent collection of core reading in Room 2 of the University Centre site. When there is heavy usage, some texts will be housed in the short-loan library section. To assist your co-students, please loan and return books on time. If you are new to the subject of Art History, the following books should be of interest:

Emma Barker, *Contemporary Cultures of Display*, New Haven & London, 1999

J. Harris, *The New Art History: A Critical Introduction*, London and New York, 2001

Grant Pooke and Diana Newall, *Art History: The Basics*, Routledge, 2007

James Putnam, *Art and Artifact: The Museum as Medium*, London, 2001.

¹ K. Adler, 1973, p. 19.

The Calculation of Coursework Grades (Full-time)

The overall coursework grade for a module is calculated according to both coursework essay marks and other assessed assignments, and a discretionary mark relating to oral/seminar performance. This constitutes 20% of the overall coursework grade.

Essay Submission and Deadlines

Two copies of all essays and other pieces of assigned work should be submitted to the secretary in the HPA office (unless instructed otherwise by your seminar tutor). You **MUST** attach a completed and signed HPA essay coversheet for the essay to be accepted. The HPA secretary will provide you with a receipt. Such a receipt is the only evidence we will accept that your essay was submitted, should it happen that we can find no record of its submission.

Managing and prioritising your study in order to make and respect submission times is a key requirement of the HE environment. Your module will clearly indicate when work has to be submitted. Please adhere to these dates. **Work submitted after a deadline without an acceptable reason will receive a mark of zero.** If for any reason you are unable to complete work in time, please speak to your module convenor or your Senior Tutor at the earliest possible opportunity. Extensions can only be granted on submission of a concession form available from the HPA office. Please note that submission of a concession form is no guarantee that a concession will be granted. The Unit for the Enhancement of Learning and Teaching (UELТ) will be able to offer effective advice on time management.

Permission to submit late work must be applied for in writing by submitting a 'Concessions Form'. These are available from the HPA office near the entrance of Rutherford College. Concessions are not ordinarily granted after the essay deadline has expired, and so you are expected to at least inform the department of your intentions to apply for an extension, providing a reason why, before the deadline. This should be done by phone or email at the earliest opportunity to either your course convenor or the HPA secretary. Extensions will only be granted if there is a good reason to believe a student was significantly disadvantaged in relation to others on the course in preparing their work by illness or serious circumstances. For more information on this, refer to the PASS document below.

Turnaround of coursework

Every effort will be made to mark and return work within a reasonable length of time, usually 2-3 weeks. However, please note that this will be subject to receiving submissions on time (see above). Your work will be moderated by other HPA staff.

Criteria for the Assessment of Written Work in HPA

Written work is vital because it is the occasion when you are asked to synthesise your viewing and reading, along with the understanding you have gained from lectures and seminar participation. In order to learn and develop your intellectual skills, it is very important that you consider carefully the comments you receive on marked coursework, and discuss these with your teacher if you want further feedback. Students' written work will be assessed in a manner appropriate to any particular course essay, assignment, dissertation or examination with regard to these qualities:

- 1) an ability to write lucidly and with focused relevance avoiding vague and unsupported generalities;
- 2) an ability to discriminate between descriptive and analytical statements and to identify issues with precision;
- 3) an ability to use relevant theoretical and analytical material, and deploy appropriate evidence, along with the effective use of examples and citations;
- 4) an ability to present, sustain and conclude a discussion, investigation or complex argument based on a secure grasp of source data and to draw reasoned and logical conclusions.

Note: Students with dyslexia will have written work assessed in accordance with the conventions adopted by the School of Arts and the Faculty of Humanities.

Here is a guide to the interpretation of coursework marks:

70-100% Marks in this category will be awarded to work which shows insight, illumination and creative intervention, it is characterised by involvement with the subject matter, breadth of appropriate reference, conceptual and stylistic ability and it should reflect writing of outstanding merit in all, or a consistent combination of the above areas.

60-69% Marks in this range will reflect very good work, generally characterised by coherence and relevance; soundness of argument, appropriateness of reference, depth of background knowledge and discrimination. Some of the qualities of first class work will be found in this category, but the difference will be either of degree or realisation. Work should be of very good merit in all areas or considerable merit in two or more of the above areas and a good standard in others.

50-59% Marks in this range will reflect consistently solid work, honest application and satisfactory achievement without ever fully attaining the definition, clarity and creative intervention associated with higher grades. Some of the qualities of the upper category may be present, but work will tend either to rely too heavily on secondary sources at the expense of primary material and personal involvement or to confine itself to a narrow, predictable line of argument with a tendency to description, lack of proper focus, and vague or unfounded generalisation. Work should be of a good standard in all the above areas or very good in two or more of the above areas and up to standard (honours) in others.

40-49% Marks in this range will indicate work that is of pass standard, but that demonstrates insufficient background knowledge and little ability to investigate in depth; an ability to sustain a basic argument but without sufficient analysis to achieve insight or coherence or to develop new lines of inquiry; repetitiveness; excessive reliance upon a secondary source; imprecise expression and vague descriptive generalisation.

0-39% Work characteristic of fail standard in the above areas.

Marking, Degree Calculation and HPA Prizes

Module Marking and Moderation

All marking for modules is moderated by a second member of staff for HPA who samples a representative sample of all module assignments to assess the fairness and consistency of the marking. A representative sample of the assignments of the module (usually including any borderlines and a selection of essays at all grade levels (1st-Fail) is then sent to an External Examiner, to ensure marking is consistent with national standards. Where marks for a module are not regarded as fair and consistent by either the moderator or the External Examiner, all the assignments for that module are re-marked by a 2nd marker.

Independent Dissertation

For this year in the case of the final year Independent dissertation, each student dissertation will be read and assessed in the first instance by the supervisor of the dissertation, who will write a report and give the dissertation a mark. A second reader will moderate each individual dissertation to judge whether the mark is fair and consistent and the comments are appropriate. A representative sample will then be sent to the External Examiner to see that these marks are consistent national standards. Students will have one copy of the dissertation returned with the marksheet and comments of the assessor.

Disputed Marks

Where there are disputed marks for any modules these will be seen by the External Examiner, who also has the discretionary power to alter marks that he or she feels are not appropriate.

Arriving At Your Degree Result

For Final Year students, your degree result is calculated in two ways: firstly, by a straight grade point average based on the overall numerical total of your grades (e.g. if you take 8 stage 2 modules over your 2nd and 3rd year, your grade point average will be the cumulative total divided by 8) . 70 % is a first, 69 -60 % a 2.1, 59-50 % a 2.2, 50-40 % a 3rd or pass, 39-0 % fail; secondly, by the preponderance method. Preponderance is a method which looks at the average type of grade you get in your courses. If you have 4 first class grades and an average of 65 or higher you will get a first. If you get 5 2.1 grades and an average of 57 or above, you will get a 2.1 etc. . The method that produces the best result is the one that prevails (e.g. if you don't get a first by grade point average but you do by preponderance, then it is the first by preponderance which is your degree result).

Borderlines and Vivas

All Borderline degree results are carefully scrutinised. Where appropriate assignments from all modules a student has taken may be consulted as part of the process of assessing a student's result.

Please be aware that in exceptional cases final year students that have borderline degree results that can't be resolved, may be asked to attend a Viva in mid June. Though such instances are rare, if you feel that you may be in such a position, please be available at this time just in case. If you are in doubt contact Michael Newall, Chief Examiner, for advice.

Prizes

HPA has an annual Stephen Bann Prize, which is awarded to the best overall performance by a History of Art Student (Prize money of £100) . There is also an HPA prize for 'Outstanding Student Performance', (£25 book vouchers). There are also Faculty Prizes for outstanding performances for other degree programmes run by the History and Philosophy of Art Board and the Humanities Faculty.

Second Year Students

For Second Year Students entering their third year, please remember to check that you have the requisite number of credits for your final year modules- 120 per year, and that you have taken any compulsory modules you are required to take. If you have any doubts check this with one of the HPA lecturers.

Warning about The Nature of Continuous Assessment

Please note that all marks are contingent and not fixed until they are confirmed at the final Board of Examiners meeting, and therefore that they may change.

It is tempting under a continuous assessment regime to constantly calculate your grades and from them to project your final degree result. As a result it is possible for students to become overconfident and slack off, or conversely and more commonly to put themselves under enormous pressure to improve their grades.

While you are encouraged to make full use of your teachers' office hours to discuss your academic or creative work, we will discourage forms of behaviour that betray an obsessive concern with grades. Grades are not negotiable and students should not expect to be able to carry on a continuous dialogue with their teachers about their marks as opposed to their learning.

Examinations

Confirmation of Examinations and Assessments

All students, including those who will not be taking any examination, are required to confirm that they have been correctly entered for end of year examinations and assessments. This online confirmation process takes place in the Spring Term, Failure to confirm your modules in this way may lead to your not being entered for the correct examinations or assessments, or being scheduled to take two examinations at the same time.

Examinations Timetable

The Examinations timetable is published during the Spring term and is made available on the University Web pages. The written examinations take place in the Summer Term and you may be required to sit examinations on a Saturday.

The Examination room

It is important that all students are familiar with the examination instructions for candidates. These are available to view on the Student Records and Examinations web pages.

You should note particularly that you must take your student ID card with you to all examinations; you will be asked to produce it on entry to the Hall and you will be required to display it on the desk throughout the examination.

You may not take bags or unauthorized materials into the Hall.

You may not take food into the Hall, except for documented medical reasons and where this has been notified to the University. You may take still water in a clear plastic bottle into the examination hall.

Cheating in the Examinations

Regulation 4(ii) of the General Regulations for Students states that

'Except where allowed by the examination instructions, no candidate may introduce into the examination room any book, manuscript or other object or material relevant to the subject of the examination.'

THE UNIVERSITY REGARDS CHEATING OR ATTEMPTING TO CHEAT AS AN EXTREMELY SERIOUS OFFENCE. STUDENTS WHO ARE FOUND TO HAVE CHEATED MAY FAIL THE EXAMINATION OVERALL.

Calculators in Examinations

You are required to possess a specific calculator of a standard type for use in examinations. When you arrive at the University you will be informed of the approved model. This will meet all your requirements during your course and whilst you may use your own calculator during the year if you prefer, you should note that only the approved issued model will be permitted in the examination hall.

Dictionaries in Examinations

The use of dictionaries in the examination room is prohibited. However, Departments will ensure that an appropriate member of staff is present for the first fifteen minutes of an examination to answer questions from students. Non-native speakers of English in particular should read question papers carefully and ask about the meaning of words with which they are not familiar during this time.

Academic Integrity, plagiarism and honesty

What is academic integrity?

While you are at university, you are expected and required to act honestly regarding the work you submit for assessment in your courses. General Regulation V.3: Academic Discipline states that: students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress.

General Regulation V.3 specifies that any attempts to:

- cheat
- plagiarise
- improperly influence your lecturer's view of your grades
- copy other assignments (your own or somebody else's) or
- falsify research data

will be viewed as a breach of this regulation.

The full details of this regulation including disciplinary procedures and penalties are available at:

<http://www.kent.ac.uk/uelt/quality/credit/creditinfoannex10.html>

Most students do not have any problems understanding the rules and expectations about acting honestly at university, although some are not familiar with academic expectations and plagiarism.

What is plagiarism?

General Regulation V.3 states that plagiarism includes: reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source.

In addition, certain departments or subjects may define plagiarism more narrowly. This means that if you read, study or use any other work in your assignment, you must clearly show who wrote the original work. This is called referencing and correct referencing will help you to avoid accusations of plagiarism.

What is referencing?

Referencing means acknowledging the original author / source of the material in your text and your reference list. Examples of source material which should be referenced include:

- exact words (written or spoken)
- summarised or paraphrased text
- data
- images (graph, tables, video, multimedia etc.)
- pictures or illustrations
- ideas or concepts
- theories
- opinion or analysis
- music or other performance media
- computer code
- designs, drawings or plans

A variety of referencing styles are in use at the University of Kent. Specific style guides can be accessed from your department, library or UELT website. Good referencing and avoiding plagiarism are pre-requisites to good writing.

If you are unsure about essay writing in general or want to make sure that you will receive the good marks you deserve, you can visit the Student Learning Advisory Service based in the UELT building. For details see:

<http://www.kent.ac.uk/uelt/learning/index.html>

Further information for students on Academic Integrity can be found at:

<http://www.kent.ac.uk/uelt/ai/index.html>

Vivas

Each year final year students are advised of a date to be kept free in case they are called for a Viva. Students fear that this is a final hurdle designed to trip them up and often panic. However, students selected for Vivas generally find them a very positive experience. Here are some frequently asked questions:

The Viva (Viva Voce) is an examination which involves an interview with one of our external examiners. The Viva is used when students are borderline (at the edge of a classification) and enables us to give students a final opportunity to demonstrate their ability.

Finalists need to be aware of the possibility of a Viva around the time of the examination board meetings (i.e. a few days before results are published). The HPA Board of Examiners identifies borderline candidates at its preliminary meeting and students are then notified. It is important to make sure that the HPA Secretaries have up to date contact information for you - particularly if you are aware that you may be a borderline candidate.

If you are unable to attend a Viva, the Examiners will make a decision based on the information they have available in accordance with examination regulations. There is no second opportunity/alternative date.

SECTION 5

e-Learning and Moodle

The University Virtual Learning Environment, known as 'Moodle@Kent', is available to all students using their normal Kent log-in. It can be accessed via the student portal or direct at: <https://moodle.kent.ac.uk/moodle/login/index.php> .

Online training guides for Moodle and general information regarding e-learning are available from the 'Student Support' section of the e-learning website at: <http://www.kent.ac.uk/elearning/documentation.html>

Any technical problems with your Moodle modules should be directed to the IS helpdesk at: <http://www.kent.ac.uk/itservices/help/>. Information on how the Moodle module will be used on your course will be given to you by your lecturer at the start of term.

Sources of Information and Images

The Internet and other Computing Resources

There is a wealth of material available over the Internet. You should explore the resources available and learn how to search for relevant information and images, transfer them to your own media (floppy disk, hard disk, and so on) and incorporate them into your working notes and essays. Sometimes the quality of printed images is very poor, and if you cannot get a good print of an image, you might want to submit an essay together with a floppy disk of digital images to which you refer; some teachers may even allow you to submit your complete essay in digital form. Always ask your teacher what she or he prefers.

Material taken from the Internet is subject to copyright in most cases. 'Fair dealing' is allowed, and use of copied material for private study or reproduction in an essay is generally permitted, but it is prudent not to do anything more than this unless you have obtained permission from the copyright holder. For example, you should not include a downloaded text or image on your personal website before having permission to do so.

In your notes and essays, you must acknowledge Internet sources of information and images just as you would any other, of course. It is good form to give the date on which you last accessed the site, as the WWW is always changing, and some sites disappear or are no longer 'maintained' by their originators, while old sites may be superseded by new ones. An Internet reference might look like this:

The Artists Organisation: <http://www.the-artists.org/> (accessed 15 August 2003)

Masters of Photography: <http://www.masters-of-photography.com> (accessed 30 July 2003)

Woodrow, Ross: "Introduction", The Analysis of Images: <http://www.newcastle.edu.au/department/fad/fi/woodrow/an-intro.htm> (accessed 10 February 2003)

Beware! The Internet is stuffed full of plausible stuff, but much of it is misleading or wrong. Anyone can publish anything on the World Wide Web, and they do! You must evaluate your Internet findings as critically as you would any other source: Is it consistent with other material that you believe to be sound? Can you assess the reputation of the person, organisation or institution that has published the information? In general you should treat the Internet as a useful source of digital images but not as a means of researching your essays. Read the books and articles on your reading lists first of all!

The Templeman Library

The Library, at the heart of the Canterbury campus, provides essential resources to support you throughout your studies. The building itself holds over a million items including books, journals, DVDs and other multimedia resources. It offers a variety of study and IT facilities: group and silent study areas, presentation practice rooms, networked PCs, as well as wireless access, laptop loans, and a café.

A vast range of resources is available online, including full-text journals and newspapers, reference material, databases and bibliographies; you can access these from wherever you are with your Kent username and password.

The Library houses two archives of rare and unique material: the British Cartoon Archive, and Special Collections, with significant holdings in Victorian and Edwardian theatre, the history of science, local history, and early printed books.

The Library also provides a training and support network to help you make the most of its resources, including a Help & Enquiry desk service. Academic liaison librarians, who are your subject specialists, deliver one-to-one and group training and produce online subject guides which highlight the resources that are likely to be most useful for your studies.

www.kent.ac.uk/library

The Subject Librarian for History & Philosophy of Art, Derek Whittaker, maintains a useful annotated guide to a wide variety of resources for HPA, including electronic resources: online journals and bibliographic tools as well as collections of images. You can find the site at:

Whittaker, Derek: Library Guide to History and Philosophy of Art:
<http://library.kent.ac.uk/library/info/subjectg/hta/html>

This is a useful starting point for your research. However, remember that this guide cannot list everything that is relevant to your needs, and it is a good idea to keep your own list of useful websites and other resources. You can also use a search engine to try to find what you want on the internet.

Slide Library

Please familiarise yourself with this extensive collection of images which can be found on Floor 4 of the Templeman Library. In addition to light boxes there are also slide enhancement facilities that can be used when researching images. Derek Whittaker will be pleased to explain the format and organisation for the collection and please take time to familiarise yourself with the collection early on in your studies with HPA.

LOCAL ART GALLERIES & ART EXHIBITORS

CANTERBURY

Chaucer Heritage Centre, Sidney Cooper Centre
22/23 St Peters Street, Canterbury, CT1 2BG. (01227) 470379

Herbert Read Gallery, UCCA
New Dover Road, Canterbury, CT1 3AS. (01227) 76937

[Royal Museum and Art Gallery](#)

High Street, Canterbury, CT1 2JE. (01227) 452747

WHITSTABLE

Horsebridge Arts and Community Centre
Horsebridge Road, Whitstable, CT5 1AF. (01227) 281174

Whitstable Museum & Gallery
Oxford Street, Whitstable, CT5 1DB. (01227) 276998

HERNE BAY

Herne Bay Museum & Gallery
12 William Street, HERNE BAY, CT6 5EW. (01227) 367368

Herne Bay Library Gallery
High Street, HERNE BAY. (01227) 374896

MARGATE

Crate Gallery and Studios
Bilton Square, Margate

Substation Project Space
6 Bilton Square, Margate

Turner Contemporary (Gallery opening 2010; presently staging off-site projects)
Office at 17-18 The Parade, Margate, CT9 1EY. (01843) 294708

RAMSGATE

Gallery IOTA At the Monkey House
West Cliff Leisure Park, Royal Esplanade, Ramsgate. (01843) 853117

CHALLOCK

Stour Valley Arts
Forest Office, Bucks Street, Challock, TN25 4AR. (01227) 458759

FOLKESTONE

Georges House Gallery
Georges House, 8 Old High St, Folkestone, CT20 1RL. (01303) 244533

Metropole Galleries
The Leas, Folkestone, CT20 2LS. (01303) 255070

Section 6

Health and Safety

The School of Arts, and the University as a whole, take the welfare of students and staff very seriously. In support of this the University has a clear and rigorous policy concerning Health & Safety which is regularly reviewed and revised, and which involves both the routine assessment of health & safety risks in the working (teaching and learning) environment, and the prompt reporting of any accident or hazard.

However, health & safety issues are most definitely not simply the responsibility of committees and officers of the University. 'Health & safety' affects us all, and we must all share in the responsibility to think about our safety and that of others. **Every member of the University, including staff and students, has a legal duty of care for their own and others' safety.** Students are asked to be aware of their route to safety should the need to evacuate a building during a fire drill or an emergency situation arise, paying attention to special procedures summarised in the red and white permanent notices prominently displayed in Colleges. (School of Arts teaching staff are automatically appointed Fire Marshalls in the event of a fire or fire drill.)

Notices in other buildings should also be observed, particularly those giving information on how to work safely in environments that could otherwise pose hazards such as a photographic darkroom or computer room. The safe use of specialist equipment, e.g., slide projectors and VCRs and safe working practices in specific venues will be demonstrated by teachers or staff, and students will be given help in developing their skills in 'Risk Assessment'.

All spaces and equipment used by the School of Arts are subject to detailed risk assessment and safety inspections which are carried out on a regular basis. The School of Arts Health and Safety Committee meets regularly to discuss safety issues. Students are invited to voice concerns or make relevant suggestions at these meetings via a Student Safety Representative.

Students undertaking practice-based modules as part of their programme of studies will be tutored in safe working practices and will be required to assess the risks of each and every activity they undertake.

Staff and students with concerns about any aspect of safety should raise the matter as soon as possible with the School Safety Representatives; Heather Green (Film Production Manager) for Rutherford College, or Jo Pennock (School Safety Co-ordinator) for Eliot College, or the College Head Receptionist.

Do not put yourself or others in danger. Accidents, unsafe practices or anything that could prove hazardous should be reported at once to a member of staff.

This notice should be read in consultation with the following documents for general and specific health and safety information:

The **School of Arts Health and Safety Policy** can be found at http://www.kent.ac.uk/arts/hs_pol_2009-10.pdf

The **Student Health & Safety Handbook** to be found at the University Safety, Health & Environment Unit website at: <http://www.kent.ac.uk/safety/student%20safety%20handbook/index.html>

In order to maintain the current high level of health and safety standards within the School, all students are required to behave responsibly and adhere to the guidelines and regulations laid down by the University as set out on the **University Safety Office webpage** at <http://www.kent.ac.uk/safety/>

You are encouraged to take out appropriate and adequate Personal Liability Insurance.

First Aid Provision

First Aid provision in Eliot and Rutherford is through College Receptionists, who should be contacted in the first instance. In cases of serious accident or ill-health, staff and students should follow the procedure set out on the green and white notices permanently displayed in Colleges and School dedicated spaces. For other than trivial injuries or ill health, the assistance of a qualified First Aider should be sought. Currently School qualified 'First Aiders' are:

- Ian Baird – Drama Technician (Eliot College)
- Heather Green – Film Production Manager (Rutherford College)
- Sam Westbury – Drama Technician (Drama Workshop, Marlowe)

Accident, Ill-health and Incident Reporting

All accidents, whether injury is caused or not, and issues of work-related ill-health must be reported to the person in charge of the work who will investigate and, make formal report **immediately** and precisely on the (green) 'Accident Report Form' (available from the School Safety Coordinator (Eliot College)). The causes and issues raised by these reports will be promptly investigated and preventative or remedial actions recommended by the Head of School. Reports are reviewed by the School H&S Committee, the Colleges Safety Committee, the University Safety Officer and the University Safety Committee in order to detect trends, advise on remedial measures or initiate action.

No-Smoking

Please be reminded that it is now illegal to smoke within buildings and enclosed spaces. The University will actively monitor to ensure that the law is upheld in this respect. In addition, the University has introduced a policy that prohibits smoking within 5 metres of buildings. There are some exceptions to this policy which are clearly signposted, if you wish to smoke, please check that you are in a smoking area prior to doing so.

Working away from campus – Field Work

Students intending to work away from campus or overseas (studying, attending conferences and scholarly meetings and/or undertaking research) must do so with the agreement of their Subject Director of Studies and complete a 'Fieldwork Risk Assessment Form' prior to departure. Completion of the form to assess any potential risks should be carried out with the help of your Director of Studies, Senior Tutor or Supervisor. This form can be obtained from your Subject Secretary. Completed forms should be returned to the School Safety Co-ordinator (see above).

Lone working advice to students

DO

- Ensure you are aware of the risks involved in your work and in working alone
- Ensure you are authorised to be working alone
- Ensure your lecturer, technician or supervisor is aware of the lone working
- Ensure you have a line of communication to another 'buddy', in the event of an emergency.
- Inform Campus Watch where, and when you are working, *if appropriate*.
- Advise Campus Watch when you leave, *if appropriate*.
- Be vigilant and report intruders, or suspicious activity.
- Ensure you have informed your lecturer, technician or supervisor of any medical condition that could potentially increase your risk whilst working alone.

DON'T

- Undertake work with dangerous equipment or substances when alone
- Undertake work outside of your risk assessment requirements
- Undertake any activity for which you are not authorised
- Admit unauthorised persons to the workplace
- Put yourself in any foreseeable danger
- Forget to make some contact with your outside 'buddy', especially if you are working for a long period, or change your plans.

Be vigilant - be prudent - be aware - be safe.

Report accidents, unsafe practices or hazardous working conditions at once to a member of staff, or directly to the School's Health & Safety Coordinator Jo Pennock on extension 7631.

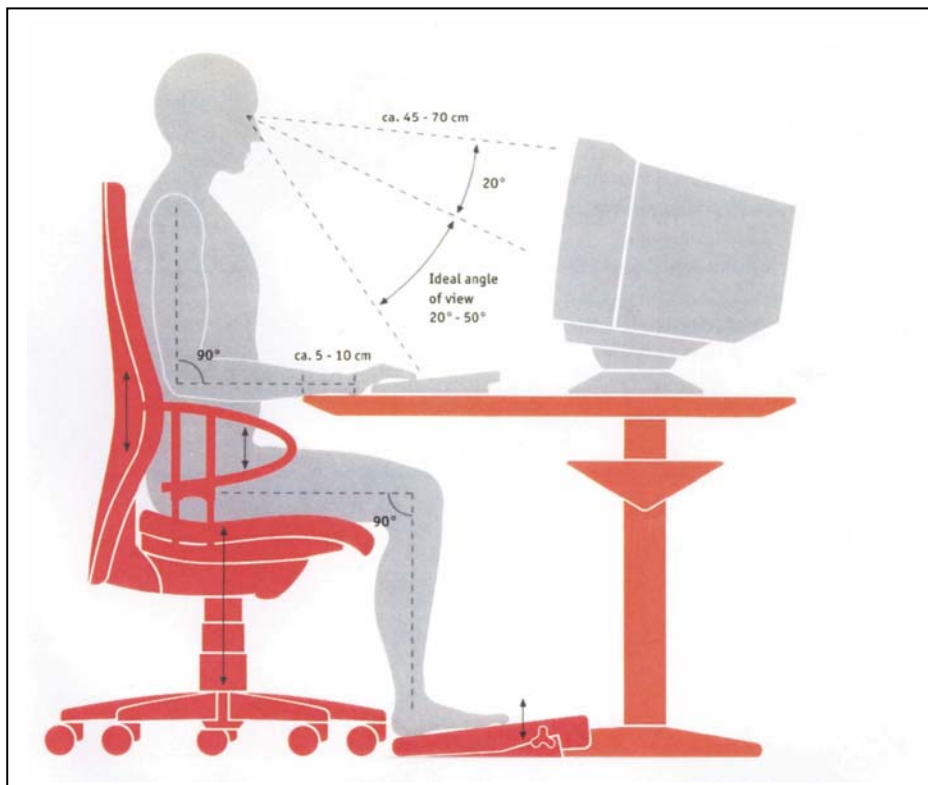
UNIVERSITY OF KENT
Health & Safety at Work Safety Note 10.4
DISPLAY SCREEN EQUIPMENT
Safety Notes for Students and Occasional Users

It is known that long hours of intense work using Display Screen Equipment can sometimes cause musculo-skeletal problems, visual fatigue or mental stress to a minority of users. Problems such as eye-strain are short-term in nature and are unlikely to have continuing consequences for long after the work has ceased. However, musculo-skeletal problems caused by rapidly repeated keying or bad posture, for example, can have long-term effects and may be difficult to rectify even if working methods are changed or the work ceases.

The University makes every effort to provide well-designed equipment but there are also some simple actions you can take to reduce to a negligible level any risk of ill-health effects associated with this type of work. Attention to posture and the set-up of the equipment is of particular importance.

- Sit with your back supported, head up and upper arms held in to the body to reduce the risk of a sore back, neck or shoulders.
- Keep your wrists straight when using the keyboard, to reduce the risk of tendon injury.
- Position your pointing device (mouse, trackball, etc), so that you do not have to work with your arm stretched to help prevent arm and shoulder ache; move the keyboard out of the way, if possible.
- Set your screen at a comfortable viewing angle and height – look down slightly at the screen to prevent neck and shoulder ache.
- Re-position your screen if glare or reflection are a problem.
- Adjust the contrast and brightness controls if necessary.
- Change your position regularly to keep your muscles relaxed.

Don't work at the screen for too long before taking a break. Do this before you feel tired. The maximum length of time spent at your computer screen before taking a break should be 50 minutes.



Dignity at Work and Study Policy

The University of Kent is committed to developing a working and learning environment in which all have the right to be treated – and the responsibility to treat others – with dignity, courtesy, respect and consideration.

We aim to develop a culture that

- Values diversity
- Fosters respect for everyone
- Does not tolerate prejudice
- Is free from harassment and bullying

Personal harassment and bullying in all its forms, is unacceptable, therefore staff and students should ensure that they are familiar with the University Policy Document:

Dignity at Work and Study: Policy and Procedures

The full policy and procedure document is available to all staff on request from the Equality and Diversity Office, Human Resources, the Registry, who can supply alternative formats in large print if required.

It is also available on the web at

www.kent.ac.uk/hr-equalityanddiversity/pol-pro-guides/dignity.html

SECTION 7

THE PERSONAL ACADEMIC SUPPORT SYSTEM **School of Arts**

History & Philosophy of Art (HPA)

The aim of the Personal Academic Support System is to ensure students know who they may approach on campus with any query or anxiety they may have regarding their academic work or progress.

There are five Schools within the Faculty of Humanities plus the Centre for American Studies. It is important students are clear as to which School (or Centre) they belong to, to know who to approach.

Students are registered with one School:

Joint-honours students may be registered with School of Arts, or with the School of their other subject. In either case, School of Arts will offer support for Arts modules (Film, Drama, HPA, CEDP).

Please check with the HPA Subject Secretary (Rutherford) or the Humanities Undergraduate Office (Marlowe Building), if you are uncertain as to which School you are registered, or consult the Student Portal on the Course Data System.

In cases of serious academic or personal difficulties, the Student Support Officer should be approached. The Student Support Officer holds student academic records and has particular knowledge of the whole range of support services available at the University and can advise and liaise on your behalf, as necessary,

The Student Support Officer for School of Arts is:

Dr Hans Maes

email: H.Maes@kent.ac.uk

phone: 7321 (internal) and 01227 827321 (from off-campus)

Office: Eliot W3.E1

Office hours : Tuesday 3-4

Wednesday 3-4

Thursday 3-4

Friday 11-12

<http://www.kent.ac.uk/sdfva/studentsupport/index.html>

For subject-specific academic questions you can also contact the Senior Tutor:

The HPA Senior Tutor is :

Dr Jon Kear

email: J.Kear@kent.ac.uk

phone: 3410 (internal) and (01227) 823410 (from off-campus)

Office: Rutherford N2.N1

The Fine Art Senior Tutor is :

Mr Angus Pryor

email: A.C.Pryor@kent.ac.uk

phone : 4680 (internal) and (01227) 824680 (from off-campus)

Office: Rutherford N4.S4

The following are examples of concerns you may have.

A. Academic performance
<p>Essays (and other module-specific problems) <u>Approach your Seminar Leader</u> in the first instance if you are anxious about your work. You may be unsure of how to improve your essay in a module or feel you are struggling intellectually. Seminar Leaders will be willing to discuss work on an essay prior to submission, or after it has been marked and returned. <u>For general advice on how to improve your essay writing skills please contact the Student Support Officer.</u></p>
<p>Seminars: Again, talk to the <u>Seminar Leader</u> if you are unsure of what is expected of you during seminars, or unsure of how to improve on this section of your work. You may also be concerned about your role in the dynamics of your seminar group.</p>
<p>General: If you have academic problems across all your modules – poor performance, difficulties in balancing demands and deadlines, loss of motivation – your first call for advice should be to the <u>Student Support Officer</u> (or refer to the information on <u>The Student Advisory Service</u>, below).</p>
<p>If you are experiencing health or personal problems that are getting in the way of your academic work, contact the <u>Student Support Officer</u> as early as possible, who will treat all matters in confidence and negotiate with your Seminar Leaders.</p>
<p>For information about Coursework and Exam Concessions, please seek advice from the <u>Student Support Officer</u>.</p>
<p><u>For further information about Concessions procedures, see section G</u></p>

THE STUDENT LEARNING ADVISORY SERVICE at the Unit for the Enhancement of Learning and Teaching (UELТ), provides guidance and information for all Kent students, full-time and part-time, undergraduates and postgraduates, from all departments. This is a free service additional to the advice provided within departments, and both students and staff are welcome to get in touch.

In addition to workshops and other organised group sessions, UELТ offers individual, confidential advice appointments for students who want to strengthen their study skills or tackle a specific problem. In addition, if you have any problem affecting your studies, drop in and they will point you in the right direction.

Phone (external) 01227 824016 and (internal) 4016.

E-mail: learning@kent.ac.uk

Web site: <http://www.kent.ac.uk/uelt/>

You will find useful online material at the UELТ website on essay writing, effective reading, taking part in seminars, time management, motivation, etc.

Note also The English Style Book at:

<http://www.litencyc.com/stylebook/stylebook.php>

B. Your programme of study
<p>Choosing modules for Part II study Registration for Part II modules takes place at the end of the second term, prior to which HPA will make special arrangements to advise you.</p>
<p>Changing a module <u>In Part I:</u> If you wish to change your original module selections after the start of term,</p>

you should complete the 'Stage I Module Change Form' online (see This must be done by the deadline of Friday, 16th October (autumn term); Friday, 5th February (spring term). You will receive confirmation of the change by email. If you want advice before changing modules, you should approach the HPA Director of Undergraduate Studies.

In Part II: The deadline for submission with the requisite permissions of Stages 2 and 3 module and degree changes to the Humanities Undergraduate office is Friday, week 3 of the autumn term for autumn and year-long modules; Friday week 14 for spring term modules. You should approach the Director of Undergraduate Studies:

HPA Director of Undergraduate Studies:

Dr Michael Newall

Email: M.B.Newall@kent.ac.uk

phone: 7263 (internal) and 01227 827263 (from off-campus)

Office: Rutherford E4.E1

NB: Permission to change a module is dependent upon the availability of places

Changing your degree programme

In Stage I: in the early part of the year please see your Admissions Officer for written approval.

HPA Admissions Officer

Theresa Mikuriya

Email: j.t.mikuriya@kent.ac.uk

phone: 4844 (internal) and 01227 824844 (from off-campus)

Office: Rutherford N3.S3

In general: If you wish to change your degree programme you will need to seek approval from the relevant department into which you wish to transfer. You should notify the Head of HPA and, if you wish to discuss your reasons for changing, the Student Support Officer.

If you are changing programme within School of Arts, for example from joint honours to single honours HPA, you need to see the Head of HPA.

If in Part II you wish to take more HPA modules than you are registered for (eg transferring from joint to single-honours), you must apply to The HPA Director of Undergraduate Studies (details above)

If you wish to take less HPA Modules (eg, transferring from single to joint-honours), you will need to apply to the Head of Subject to which you intend to move.

C. *Intermission or Withdrawal?*

If at any time you consider withdrawing temporarily ('intermitting') with a view to restarting the year, or withdrawing permanently from the University, please contact the Student Support Officer as early as possible. The timing may be important in terms of your academic situation and your liability for tuition fees. Only the Student Support Officer can authorise intermission or withdrawal, and only on receipt of a written request from the student.

D. *Monitoring your Academic Progress*

The School's Role

If you feel you are seriously under-performing, for whatever reason, you should make an appointment to meet:

The Student Support Officer

or

Your Director of Undergraduate Studies

who will ascertain your perspective and discuss how to improve key areas of performance. The HPA Concessions Committee meets regularly to consider problem cases of all kinds.

Your Role

Don't wait to be asked. If at any time during your studies (in Stage I or Stage II) you are concerned about your progress, or disappointed by your examination marks, please don't assume that the Student Support Officer will necessarily identify you and your worries from the available data. You should make an appointment to see the Student Support Officer directly by email, as soon as possible. Some feedback can usually be obtained on specific module marks if this is an issue. The implications of your current performance for final degree results can often be usefully clarified.

E. Personal Problems

The Student Support Officer is able to listen confidentially and sympathetically to problems you may have and guide you to University support. It is important that you talk to either your Seminar Teacher or the Student Support Officer if something interferes with your progress.

If you have a medical problem, you should contact the University Medical Centre, Giles Lane, who are able to inform us that you have a medical problem. (Phone x 3583; external line: 01227 823583)

Medical Centre advice: <http://www.kent.ac.uk/medical/index.htm>

Hot topics: <http://www.kent.ac.uk/medical/hot.htm>

Speciality Counselling at the Medical Centre:

<http://www.kent.ac.uk/medical/practice/services/clinics/addict.htm>

Professional counselling is available from the University Counselling Service, Keynes College.

x 3206 (external line 01227 823206).

E-mail: counselling@kent.ac.uk

Web site: <http://www.kent.ac.uk/counselling/>

Financial, legal and housing advice is available from the Students Union (Kent Union):
Student Advice Centre extn. 4216 (external line 01227 824216)

F. Disability

Support for students with disabilities is available from:

The Disability and Dyslexia Support Unit (DDSS)

Keynes College - Co-ordinator Tom Sharpe

E-mail: accessibility@kent.ac.uk

General Enquiries: x3199 (external 01227 823199)

University provision is framed by SENDA legislation (Special Education Needs Disabilities Act). A key element is that the University and its staff will actively invite students with disabilities, in confidence, to register with the DDSS to enable the University to provide for and assist students in the best way possible.

If a member of staff becomes aware that a student may have a disability, there is an obligation for the member of staff to share information, in confidence, with other appropriate members of teaching staff to ensure that the student's best interests are served.

In the case of dyslexia, there are standard procedures in place at School and University

level. These procedures aim to support students' progress and studies.

Other disabilities may require more individualised arrangements. For example, adapted examination arrangements may be agreed with the Disability Support Unit who should be contacted as soon as possible.

G. Concessions Procedure

The following procedure applies in all cases EXCEPT where the student has an Inclusive Learning Plan which allows flexibility of coursework deadlines.

Work handed in after the deadline can only be processed through the Concessions procedure.

You should collect a Concessions form from the HPA Office, for completion and return with the appropriate supporting documentation (eg, medical certificate, statement from Counselling, etc). *There is no 'week's grace' for the submission of work.*

All petitions for extensions must go through the Concessions Committee - the Student Support Officer or your Seminar Leader are unable to grant any extension whatsoever – please do not ask.

How late do I hand in my work?

You should finish your work as quickly as possible. Please discuss this with your Seminar Leader. Please do not let lateness interfere with your work for other modules. (Again – seek advice on this.)

When handing in your work with a concessions form

Your late work will be marked by your Seminar Leader and you will receive feedback.

When do I hear the result of my concessions case?

You will receive a letter from the Concessions Committee. If your case is approved a mark will be entered on the module mark-sheet.

If the Concessions Committee does not approve my case?

The work will be marked, and you will receive feedback - but a mark of zero will be recorded.

What do I put on my concessions form?

Appropriate documentation and evidence is needed. A clear statement is needed detailing which course(s) are involved, with dates. Please be clear about how your work has been affected and to what extent. Ensure that the dates, information and what courses are involved are clearly entered. Again – ask for advice.

When do I hear about my concessions case – the result?

You will receive a letter from the Chief Examiner. The Committee meets regularly, so please wait for this.

How does the Concessions procedure relate to my degree?

Concessions will be noted and examined again at the end of your degree programme. So all information is put together and considered at the end of your degree.

Where there is a danger of failure and being denied permission to proceed, the Board of Examiners will consider the case at an appropriate meeting.

Please consult your Subject Student Handbook for further information.

H. Complaints Procedure

The module evaluation form which you will be asked to complete at the end of each module enables your teachers to pick up suggestions for improvement, though in many cases you will be able to resolve a problem by talking it through with your Seminar Leader.

If, however, you (as an individual or as representing a group of students) feel that the basic requirements of good teaching are not being met, or that there are other issues to do with a module or its teacher(s) that you feel give reason for complaint, you should raise the matter immediately. You may wish to talk in the first instance to the Student Support Officer, the Director of Subject, or to your Student Representative, asking that the complaint be conveyed to the Convenor of the course, or you may wish to take your complaint to the Head of Department or to the Dean. Alternatively, you may wish to make a case to the Concessions Committee at the end of a module, should you consider that the quality of teaching you have experienced has been inadequate and adversely affected your performance.

Whatever you decide, it is important that you raise your complaint immediately it becomes a matter of concern to you.

University Support Services

In addition to departmental support, the University has a wide range of support services. These include:

- Admissions and Partnership Services
www.kent.ac.uk/aps/
- Alumni Relations (Communications and Development Office)
www.kent.ac.uk/alumni/
- Careers Advisory Service
www.kent.ac.uk/careers/
- Chaplaincy
www.kent.ac.uk/chaplaincy/
- College Masters' Offices
www.kent.ac.uk/guidance/masters_offices.htm#Masters
- Counselling Service
www.kent.ac.uk/counselling/
- Disability and Dyslexia Support Service
www.kent.ac.uk/guidance/disabilityanddyslexiasupport.htm
- English Language Unit
www.kent.ac.uk/secl/elu/
- Equality and Diversity Manager
www.kent.ac.uk/guidance/equalopp.htm
- European Office
www.kent.ac.uk/european-office/
- Information Services (Computing and Library)
www.kent.ac.uk/is/
- International Office
www.kent.ac.uk/international/immigration_support/
- Kent Law Clinic
www.kent.ac.uk/law/clinic/

Student Mentor Scheme

The School of Arts now operates a Student Mentor Scheme.

The Mentors are students in the second or third year who have volunteered to be part of the mentoring scheme. They undergo training and are dedicated to ensuring that the transition from school or college to University is as smooth as possible. The student mentors are initially put into contact with their group of mentees during Freshers' week and act as the first port of call for the new students – a friendly face they can approach with questions they may be reluctant to ask of staff.

All new School of Arts students, whether on joint honours or single honours programmes, will be allocated a Student Mentor under this scheme.

For further information contact Sue Sherwood, Secretary to the Student Support Officer on :-

S.C.Sherwood@kent.ac.uk

Student Representation

Providing outstanding student representation is integral to Kent Union's existence. There is student representation at all levels of University life. Every student will have a course representative who is elected to listen to the views of course mates and discuss them with staff at Department consultative meetings. There are elected student representatives who sit on Faculty and University wide committees as well as full time Sabbatical Officers who represent students' needs on issues such as academic, welfare and social matters at University, local and national level. All representatives are elected in elections which take place either in October or March so YOU can decide who represents your needs! For more information on student representation and how to get involved visit www.kentunion.co.uk/representation or email Rachel Evans (Representation and Democracy Manager) at R.Evans@kent.ac.uk

Student Activities Centre

The Activities Centre aims to provide opportunities for students to develop skills outside of their academic programme, and to try new activities. For example, they offer the Kent Student Certificate in Volunteering which is a scheme that recognises the hours you put in as a volunteer for which you receive a certificate that can be added to your CV. There is also the STAND OUT scheme which offers professional training sessions on different skills such as public speaking or event planning. There are over 100 different societies on offer at Kent and over 40 sports teams so you are sure to find something that matches your interest. You can look them up on the web at <http://www.kentunion.co.uk/> or contact Ben Alonso (Vice President Student Activities) on B.Alonso@kent.ac.uk or James Budge (Vice President Sports) on J.D.Budge@kent.ac.uk.

The Disability and Dyslexia Support Service

The service offers support to students with disabilities, specific learning difficulties and medical conditions during their time at the University and can assist with the following:

- applying for funding to pay for specialist equipment (e.g. software programs) and helpers (e.g. note takers);
- arranging support from specialist staff, according to individual needs;
- helping you find out if you have dyslexia;
- talking to your lecturers about particular help you may need in lectures and seminars
- discussing any special arrangements you need for exams
- contacting other departments about specific assistance you may require.

Students who require additional support must make contact with the DDSS and complete the registration form.

Contact Details:

CANTERBURY CAMPUS:

Disability & Dyslexia Support Service, Keynes College, University of Kent, Canterbury, Kent CT2 7NP (Via Keynes main entrance, Rooms Hg 7-9)

Open Monday to Friday: 9.00am – 5.00pm

Phone: 01227 823158

Email: accessibility@kent.ac.uk

Fax: 01227 824450

DDSS WEBSITE: www.kent.ac.uk/ddss

MEDWAY/TONBRIDGE CAMPUS & PARTNER COLLEGES:

Disability & Dyslexia Support Service, Gillingham Building, University of Kent, Chatham Maritime, Kent ME4 4AG

Open Monday-Friday 9.00am – 5.00pm

Phone: 01634 888969

Email: medwaystudentservices@kent.ac.uk

DDSS WEBSITE: www.kent.ac.uk/ddss

THE STUDENT LEARNING ADVISORY SERVICE GUIDING STUDENT ACHIEVEMENT

<http://www.kent.ac.uk/uelt/learning>

The Student Learning Advisory Service (SLAS) is a free, friendly advice service providing guidance and information on all aspects of effective learning and study skills to ALL students (from all subject disciplines and subject levels) from the minute they arrive at the university until they finish their studies. The Service provides academic advice and guidance for students interested in strengthening their study skills, or wishing to discuss a specific study skills area. The Service also works in close partnership with academic departments in many of its initiatives and collaborates with other constituencies of the university e.g. associate or partner colleges. The Student Learning Advisory Service is a popular resource for undergraduates, postgraduates, full-time, part-time, mature and/or international students. It is part of the Unit for the Enhancement of Learning and Teaching (Uelt).

WHAT WE OFFER

➤ INDIVIDUAL AND CONFIDENTIAL ADVICE AND STUDY GUIDANCE

on topics such as time management, essay and report writing, effective reading and note taking, revision and exam techniques, organisational skills and issues such as motivation and concentration.

On-campus: Any student or small group of students wishing to improve their learning can make an appointment with a learning advisor.

Off-campus: If a student is unable to come to a University campus, we can arrange a telephone appointment or they can email us on learning@kent.ac.uk or learningmedway@kent.ac.uk

Mathematics and Statistics Support

In partnership with IMSAS, we provide mathematics and statistics support. You can get in touch by emailing either:

Maths Helpdesk: maths-desk@kent.ac.uk

Statistics Helpdesk: stat-desk@kent.ac.uk

Additional help with writing

The Royal Literary Fund (RLF) is a national scheme to help students develop their academic writing. SLAS hosts a Royal Literary Fellow on the Medway campus where individual appointments are available. The RLF is there to help students with any aspect of their writing. Email: learningmedway@kent.ac.uk or phone: 01634 888884

➤ PROGRAMMES

Workshops: Each term, in partnership with the Library and Information Services, we offer a series of generic workshops on study skills that students from all levels and departments can attend. Please check our website;

Additional support for mature and part-time students/VALUE MaP: A programme for mature and/or part-time students which is run as a series of workshops on effective study on the Canterbury, Medway and Tonbridge campuses, on Saturdays and at varying times of the week to allow for flexible attendance.

Additional exam support/ VALUE programme: In conjunction with participating departments, we offer a programme for Stage 1 students who are concerned about transferring to Stage 2 of their studies and who might be at risk or underachieving.

Advantage Initiative (AI): The Advantage Initiative offers academic departments the opportunity of embedding study skills within their core modules.

➤ **LEARNING RESOURCES:**

We have a range of free leaflets to take and books to borrow on study skills and techniques. Of the many books on study techniques that are available, you may wish to buy or borrow one or more of the following to help you off to a good start:

- Creame, P. & Lea, M. (1997) *Writing at University, a Guide for Students.* Buckingham: Open University
- Cottrell, S. (2008) *The Study Skills Handbook.* London: Palgrave 3rd Edtn. (Useful for all Students; mature studies and students with dyslexia will find this especially useful).
- Greetham, B. (2008) *How to Write Better Essays. 2nd Edtn.* Basingstoke: Palgrave
- Northedge, A. (2005) *The Good Study Guide.* Milton Keynes: Open University (for all Social Sciences students, but note alternative, above, for Management students)
- Peck, J. & Coyle, M. (1999) *The Student's Guide to Writing, Grammar, Punctuation and Spelling.* London: Macmillan
- Rose, J (2001) *The Mature Student's Guide to Writing.* Basingstoke: Palgrave
- Tracy, E. (2002) *The Student's Guide to Exam Success.* Buckingham: Open University.

➤ **ONLINE RESOURCES**

Online study skills guides and links to other www resources.

Please note that the Student Learning Advisory Service is a wheelchair accessible venue, and this applies to all events we run. If you have any queries about making full use of our resources and services, please contact us; we will be glad to help.

If you have any problems affecting your studies, and do not know who to talk to or where to get help, we will do our best to point you in the right direction.

Further details at:

**Student Learning Advisory Service
Unit for the Enhancement of Learning and Teaching
University of Kent
Canterbury
CT2 7NQ**

➤ **WHERE TO FIND US:**

Canterbury

We are based in the UELT building, between the banks and the Grimond building.
Open Monday to Friday, 0900-17.00

Email: learning@kent.ac.uk

Phone: 01227 824016

Fax: 01227 827169

Medway

We are based in G0-09 in the Gillingham Building and in DB 034 in the Drill Hall Library.

Open Monday to Friday, 0900-17.00

Email: learningmedway@kent.ac.uk

Phone: 01634 888884

Fax: 0208 3319837

Tonbridge:

University Centre

Avebury Avenue

Kent

TN9 1TG

E-mail: tonbridgeadmin@kent.ac.uk

Telephone: 01732 352316

Website: <http://www.kent.ac.uk/uelt/learning>

English Language Unit

The English Language unit offers the English Language Development programme for non-native speakers of English registered as students at this University. Extending over two terms, the programme consists of four components:

Essay writing:

<http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/essay.html>

Grammar:

<http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/index.html>

Listening / note-taking:

<http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/listening.html>

Seminar discussion and presentation skills:

<http://www.kent.ac.uk/secl/elu/courses/eldp/prog-structure/seminar.html>

The course aims to help students improve their English language and gives them the chance to discuss specific difficulties. They can attend a total of 2 hours weekly in the autumn and spring terms and will receive guidance as to which of the components will be most useful to meet their particular need. Students with high attendance rates will be awarded a letter of attendance.

Booking is essential. Students interested in joining these groups should complete the online application form at:

<http://www.kent.ac.uk/secl/elu/courses/eldp/registration.html> further enquiries to j.short@kent.ac.uk English Language Unit office hours: Monday - Friday 09.00 - 17.00 telephone: ext 4401 or 7648, or direct line 01227 824020 or 01227 827648

Personal Development Planning

At University you should become an independent learner.

Personal Development Planning helps students to take charge of their learning, recognise their strengths and weaknesses and plan for their short term and long term future. Each discipline has its own approach to PDP which fits with its curriculum and the typical career paths for its graduates, so you should ask your department for advice.

Personal Development Planning is available to every University student in the UK. At Kent it is a student-led activity supported by academic departments.

For more information, see the PDP website at:

<http://www.kent.ac.uk/uelt/ced/themes/personal-development/index.html>

University Medical Centre

Attached to the University is a modern, well equipped Medical Centre that you are encouraged to register with as soon as possible. The Medical Centre is part of the National Health Service providing a full range of specialist medical services to students, staff and their families. Medical centre staff include doctors, nurses and therapists and there is access to a variety of specialist services including mental health, contraception and sexual health clinics. The Medical Centre provides an entirely confidential service. It is situated on the campus in Giles Lane past Keynes College and behind the Woodlands building. The University Nursing Services, open to all students, is available in term time in Keynes college and has inpatient facilities if required.

To register with the Medical Centre visit www.kent.ac.uk/medical/ Where you can also find further information on the University Medical Centre and the services it provides plus health advice on a variety of topics relevant to students.

University Counselling Service

The Counselling Service is an integral part of the Welfare Services offered on campus free of charge to part-time and full-time students. Counselling is valuable if you are feeling that your life, at work or at home, has become out of balance in some particular way. For example it may be that you are experiencing the aftermath of a bereavement, difficulty in managing change, conflicts in relationships at work or at home, stress or burn out, difficulty with concentration, low self esteem or low self confidence, depression or anxiety, the after effects of childhood trauma or a recent crisis of some kind. It can really help to talk things over with a counsellor.

Contact in confidence:

UNIVERSITY COUNSELLING SERVICE, Keynes College

Tel. 01227 823206 or 01227 764000 ext. 3206

Email: Counselling@kent.ac.uk

<http://www.kent.ac.uk/counselling>

The Registry

There are some matters that are not dealt with in the Department and for these students need to visit the relevant Registry department. These include:

- Name changes (Registry Student Reception)
- Fee payments and queries (Income Office, Registry)
- Immigration Office Application for Extension of Stay (Registry Student Reception)
- US Exchange students need to register their module choices with the International office (International Office, Registry)

Some matters are dealt with by Registry departments, but administered online. Examples of such activities are:

- Council Tax Exemption Certificates
- Returning registration

SECTION 8

Study Abroad Opportunities

Co-ordinator: Dr. Jon Kear

ERASMUS was a scheme of the European Union to facilitate the exchange of students, in our case those studying HPA or VPA, between universities participating in the scheme throughout Europe. The scheme has recently been re-defined in order to develop even closer exchange relationships between universities and their departments that enter into what are known as 'institutional contracts'. In so doing, the scheme has been renamed SOCRATES. It is possible for you to participate in this programme as a part of your degree programme at Kent. Such an exchange would take place during your third year and be for a period of 3 terms. It must, of course, form a coherent and academically appropriate part of your programme of study. Hence careful discussion and planning is needed to ensure that the work undertaken in the host university properly fits into your programme. This is a great opportunity to experience at first hand another culture and the approaches to studying History of Art current in other European countries.

The scheme is funded by the European Union and you will receive a top-up grant from the European Union and in addition your Local Education Authority may contribute to travel and maintenance costs. There are, however, other 'costs' that you must think very carefully about before committing yourself to an exchange. Clearly, being away from Kent means that you will miss Part II course choices which are available during the third year of your degree programme, although it is possible that some of the areas will be covered in the host University. This is something that you must consider carefully when making your course choices as most HPA courses run biannually.

In order to set up the exchange efficiently, you would be expected to discuss your ideas with Jon Kear by week 5 of the Autumn (1st) term during your second year since we are required to agree our SOCRATES exchanges with partner institutions by the end of the first term for exchanges taking place in the forthcoming autumn term.

Written by Mark Windsor, Final Year HPA student recently returned from a year abroad in Amsterdam:

'The best part of spending a year abroad on the Erasmus programme is meeting students from all across the world and sharing all kinds of new experiences. Being thrown into a first year scenario once again, only in a foreign country is both exciting and daunting; because everyone is a stranger to each other it's really easy to meet new people and with such diverse backgrounds there's always something to talk about and learn from one another. Sharing lectures with students from all kinds of cultural and academic backgrounds means that each person in the class has something different to contribute to the discussion and give a wide perspective on themes and topics covered.

Adapting to a new country is both fun and challenging; it's amazing how quickly you look at tourists with eyes glued to a map and think back to the moment you stepped out of central station in bewilderment and how that moment seems aeons ago, it soon becomes hard to imagine ever having had that alien feeling. Cycling along the picture postcard canals is something that visitors do to see the city but doing it everyday to go to the shops and lectures really makes you feel part of the daily mechanics of the city. Amsterdam is a city of duality. High and low culture collide to produce a unique dynamism in which internationally renowned galleries, museums, concert halls and architecture coexist with the prostitutes, drugs and general low life that have become synonymous with the city. For me, having this sharp contrast made living there so exciting and engaging.

The diverse range of art galleries in Amsterdam and around Holland is certainly one of the most prominent reasons why studying there for a year is so valuable for learning about art history. It's quite a luxury to have major galleries quite literally on your doorstep, to find yourself unexpectedly calling in on an exhibition with a few hours to kill on the way home or to the supermarket and constantly discovering new places tucked away in the alleys and side streets. Gallery visits are an integral part of the art history courses and are a great way to really connect with the material learned in class, as well a good opportunity to see cities outside of Amsterdam. Apart from art, there's an array of other culture to get involved in, dance, drama and all sorts of music, from free concerts in the parks, to grandiose classical performances, to the more underground scene in the squats and clubs'.

European Credit Transfer System

The University has adopted the European Credit Transfer System (ECTS) in the context of our participation in the Erasmus programme and other European connections and activities.

What is ECTS?

ECTS, the European Credit Transfer System, was developed by the Commission of the European Communities in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing learning achievements, and transferring them from one institution to another.

ECTS credits

ECTS credits are a value allocated to module units to describe the **student workload** required to complete them. They reflect the **quantity** of work each module requires **in relation to** the total quantity of work required to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, private work - in the library or at home - and examinations or other assessment activities. ECTS credits express a **relative value**.

In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester and 20 credits for a term. It is important that no special courses are set up for ECTS purposes, but that all ECTS courses are mainstream courses of the participating institutions, as followed by home students under normal regulations.

It is up to the participating institutions to subdivide the credits for the different courses. Practical placements and optional courses which form an integral part of the course of study also receive academic credit. Practical placements and optional courses which do not form an integral part of the course of study do not receive academic credit. Non-credit courses may, however, be mentioned in the transcript of records.

Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

ECTS students

The students participating in ECTS will receive full credit for all academic work successfully carried out at ECTS partner institutions and they will be able to transfer these academic credits from one participating institution to another on the basis of **prior agreement** on the content of study programmes abroad between students and the institutions involved.

The ECTS Grading Scale

Examination and assessment results are usually expressed in grades. However, many different grading systems co-exist in Europe. Interpretation of grades varies considerably from one country to another, if not from one institution to another. The ECTS grading scale has thus been developed in order to help institutions translate

the grades awarded by host institutions to ECTS students. It provides information on the student's performance additional to that provided by the institution's grade; it **does not replace the local grade**. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

1. Each institution awards marks/grades on the basis of its normal procedures and system and these marks form part of the student transcript.
2. The ECTS scale is designed as a "facilitating scale" to improve transparency but not to interfere with the normal process of awarding marks within each institution or attempt to impose uniformity. The ECTS grading scale ranks the students on a statistical basis.
3. Within the broad parameters set out below each institution makes its own decision on the precise application of the scale.

ECTS GRADING SYSTEM	
ECTS Grade	% of successful students normally achieving the grade
A	10
B	25
C	30
D	25
E	10
FX	A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: "fail – some more work required to pass" and F means: "fail – considerable further work required".
F	

SECTION 9

Diploma Supplement

The Diploma Supplement is awarded, free of charge, to every student graduating from the University of Kent. This is in addition to the Degree Certificate.

What is the Diploma Supplement?

The Diploma Supplement was developed to provide students with a document that will be attached to a higher education qualification and improve international recognition of academic and professional qualifications (diplomas, degrees, certificates etc).

The supplement provides a description of the nature, level, context, content and status of the studies a student pursued and successfully completed. All graduating students of the University of Kent can apply for a Diploma Supplement. In order to provide greater security of graduation documents - especially for verification by third parties - the University has implemented a secure on line service (Digitary) for issuing and validating the European Diploma Supplement.

From the Digitary application students can:

- access and print a web page version of their European Diploma Supplement;
- manage the release of their graduation documents to a third party electronically, allowing the third party to verify the information on the University's web site. This removes the need to entrust original documents to the post or to request duplicate copies from the University.

The electronic verification (under access permission granted by the student) removes the need for a third party having to resort to telephone or written confirmation with the University

Why is the Diploma Supplement required?

Countries are constantly updating their qualification systems to encompass new qualifications that arise as a result of technological, political and economic changes. With people now taking greater advantage of work and study opportunities abroad, the need for a means of providing recognition of qualifications has become essential. As a result, further information about the level and function of a qualification is required to provide transparency.

The Diploma supplement aims to meet these demands by:

- Promoting transparency within Higher Education
- Taking into account changes in qualifications
- Aiding mobility and access to further study and employment abroad
- Providing fair and informed information relating to qualifications

What information does the Diploma Supplement contain?

The Diploma supplement comprises eight sections.

1. Identification of the qualification holder: Name, date of birth, student institution identification number/code.
2. Identification of the qualification and its originating institution: Name of qualification, name and type of awarding institution, language(s) of instruction and examination.
3. The level of qualifications: Level of qualification, access requirements, main fields of study for the qualification.
4. Information on the contents and results obtained: Mode of study, normal length of programme, programme requirements, courses/modules/units studied, individual grades obtained, ECTS grade, grading scheme and grade distribution, award classification.
5. Function of the qualification: Qualification title, further study opportunities (e.g. postgraduate), any professional status conferred.
6. Additional Information: Any additional information and further sources as relevant.
7. Certification of the Supplement: Date and signature, official stamp or seal.
8. Information on the National Higher Education system of the country issuing the diploma: Overview of the educational system and awards structure of the awarding country.

What does the Diploma Supplement offer to students?

The Diploma Supplement aims to provide students with information relating to their programme of study that is both easily understood and comparable abroad. It provides an accurate description of a student's academic curriculum and competencies acquired during the period of study that may be relevant for further study and employment opportunities abroad.

Who should I contact if I have any queries?

For all information go to:

<http://www.kent.ac.uk/registry/student-records/digiweb/index.htm>

Postgraduate Study and Funding

The following postgraduate courses are offered by History and Philosophy of Art:

MA (Research), MPhil and PhD

These are research degrees involving high-level independent research in a topic in History and Philosophy of Art, culminating in the production of a written thesis. To discuss them, contact Michael Newall. Since these degrees are taken under the supervision of an HPA staff member, interested students may also like to directly approach an HPA staff member who specialises in the topic they are interested in researching.

MA in Fine Art

This is a studio-based year-long coursework programme. It also involves a 15,000 word written thesis, which students complete over the Summer term. See the entry on the Fine Arts MA earlier in this Handbook for more details. A Bachelor's degree in Fine Art or a closely related discipline is usually a prerequisite for entry on to this programme, although occasionally students with BAs in other disciplines will be admitted. See Angus Pryor for more information.

PhD in Fine Art (practice as research)

This is a studio-based research degree. The PhD in Fine Art is typically three years full-time and like HPA's other research degrees, is conducted under the supervision of an HPA staff member. See Angus Pryor for more information. Interested students may also like to directly approach an HPA staff member who specialises in the topic they are interested in researching.

MA in Philosophy of Art and Aesthetics

The MA in Aesthetics is a coursework programme run by SDFVA that draws on the expertise of staff members across HPA, Film and Philosophy who specialize in analytical philosophy of art, and the vigorous research culture of Kent's aesthetics Research Group. This is a programme that may interest HPA students who have taken aesthetics modules at undergraduate level, and can form a bridge to research degrees in the philosophy of art and aesthetics at Kent or elsewhere. For more information, contact Michael Newall.

For research degrees and postgraduate enquiries in general see Michael Newall. Of course, your research interests or vocational aspirations may be best met by obtaining a postgraduate qualification from another university. We are happy to advise you concerning your options.

The School of Arts has a number of fees-only bursaries available for its research students (in return for which a certain amount of teaching is expected). British candidates can also apply for funding from the Arts and Humanities Research Council for research programmes. The details and application forms for this grant scheme can be found at: <http://www.ahrc.ac.uk/FundingOpportunities/Pages/default.aspx>

Please note that the deadline for the AHRC research grant scheme is the beginning of May and that the application form is complicated and takes a long time to fill in. For this reason

the internal Kent deadline for applications is usually at least a month before the official deadline. If you intend to apply for the AHRC scheme you should inform us well in advance. Overseas candidates may apply to the University for an Overseas Research Students award. Small grants for research activities are also available from the School for students in place.

The Careers Service

Nearly half of all the vacancies advertised through the Careers Service are open to graduates in any discipline, while even more careers may open up following a postgraduate vocational course. But, to discover what is available to you and what would suit your skills and interests, you must begin your career planning early. Some Departments have Careers Education Programmes about which you will be informed.

Some of the Careers Advisory Service resources which you may find useful at this stage include:

Online:

- Main University of Kent Careers site www.kent.ac.uk/careers
- Career Planning Timeline www.kent.ac.uk/careers/timeline.htm
- “What Can I Do With My Degree In?” www.kent.ac.uk/careers/degreein.htm
- Work Experience www.kent.ac.uk/careers/vacwork.htm
- Choosing a Career www.kent.ac.uk/careers/Choosing/ChoosingCareer.htm
- “I Want To Work In ...” www.kent.ac.uk/careers/workin.htm
- Employability Skills www.kent.ac.uk/careers/sk/skillsmenu.htm

In the Careers Advisory Service (see www.kent.ac.uk/careers/opening.htm for locations and opening times)

- Career Planning Guide
- Career Management Skills and Choosing a Career workbooks
- Computer-assisted guidance systems, to help you assess yourself and your aptitude for different careers
- Reference information on careers, graduate employers, work experience, applications and interviews and much more

You can drop in to the Careers Advisory Service at any time during office hours to use our information resources to research career options and employers or to see a careers adviser for any help that you need with career-related information or advice. As well as in-depth vocational guidance interviews we provide a “drop-in” service to help students with preliminary enquiries and quick queries and run a variety of talks and seminars. See www.kent.ac.uk/careers/dutyca.htm for more information.

In common with the other Humanities subjects, HPA students should be equipped with a range of critical and analytical skills of interest and value to prospective employers. As a consequence HPA graduates go onto a number of HPA and non-HPA related jobs and higher degrees. The modules Patronage and Cultural Organisation (HA511), Print Collecting and Curating (HA573), Visual Arts Internship (HA579) and Visual Arts Writing (HA595), besides being courses of academic study, aim to acquaint students with possible career paths. We also urge individual students to seek advice from faculty members and tutors as appropriate. Where possible, we also invite HPA graduates back to talk to current students, and to provide them with the benefit of their experience.

In addition, the Association of Art Historians provides advice on careers in Art History. A copy of their guidebook on careers is available in the HPA office.

NOTES