

UNIVERSITY OF KENT AT CANTERBURY

Annex 2

UKC Programme Specifications Template

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [*either* by following the links provided *or* in the Humanities part 1 & 2 handbooks]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title

History and Theory of Art: Joint Honours.

Department of History and Theory of Art

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. Teaching Site	University of Kent, Canterbury Campus
4. Programme accredited by:	N/a
5. Final Award	<i>BA (Joint Honours)</i>
6. Programme	History & Theory of Art
7. UCAS code (or other code)	VQ38, VQ32, VQ34, VV93, VW34, VQ33, VQH3, VW36, VR31, VR32, VV31, VR33, VV35, VV36, VR34.
8. Relevant QAA subject benchmarking group/s	History of art, architecture and design
9. Date of production/revision	April 3 2001
10. Applicable cohort/s	2002 entry onwards

11. Educational Aims of the Programme

The programme aims to:

1. Produce graduates who have an informed, critical and analytical approach to understanding the history of art.
2. Attract intellectually able students irrespective of race, background, gender, as well as physical disability, from within the United Kingdom and from overseas.
3. Widen participation in higher education within the local region by offering a wide variety of entry routes.
4. To offer a range of module options that enable students to study some selected areas of art history in depth.

5. Develop existing and new areas of teaching in response to current research and scholarship within the subject as well as to developments within the contemporary arts.
6. Encourage and consolidate a distinctive regional identity for our approach to art history, focusing upon our strengths in the modern period and in art theory.
7. Foster students' ability to be independent minded and to be able to work in an independent manner.
8. Enhance students' awareness of sensitivity to the context of the production and reception of the arts over a range of historical periods.
9. Develop a critical and analytical approach to interpreting art.
10. Provide students with an informed knowledge of the principles of art history, visual traditions, and traditions of art historical writing.
11. Enhance students' skills of interpersonal interaction and the development of critical reflexiveness in individual and group work
12. To provide teaching that is informed by current research and scholarship and which requires students to engage with aspects of art historical scholarship at the frontiers of knowledge.
13. To provide opportunities for the development of personal, communication, research and other key skills appropriate for graduate employment.

12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement (History of Art, Architecture and Design) available at : <http://www.qaa.ac.uk/crntwork/benchmark/phase2consult.htm>

Knowledge and Understanding

Teaching/learning and assessment Methods and strategies used to enable outcomes to be achieved and demonstrated

A. Knowledge and understanding of:

1. Particular forms of the visual arts (especially painting, sculpture, drawing and photography) and the way they can be interpreted.
2. The historical evolution of visual traditions, artistic movements, media and genres of art.
3. The works of a range of significant artists, with particular emphasis on the period from the Renaissance to the present day.

Acquisition of 1-11 is through a combination of lecture and seminars in the core and optional modules. Lectures delineate and communicate core knowledge, outlining key aspects of topics and raising issues about the interpretation of particular components of the module. Seminars are tutor and student-led and usually involve: following up the material in the lecture, discussing core readings, student presentations or coursework assignments and group work. Concepts and theories acquired in the core modules in year 1 are deepened and extended in the core module in year 2 (Reading the Image). The Independent Dissertation provides an opportunity for independent work, under the supervision of academic staff and enables students to design and carry out a research project.

4. The cultural, social and historical contexts in which works of art are produced and the uses to which they are put.
5. The technique and processes through which artefacts are made and constructed in the cultures studied.
6. Nodes, formal conventions and styles of representation in the fine arts, photography and related visual media.
7. Critical and theoretical tools and concepts that have evolved for interpreting works of art.
8. Methodologies and approaches to the study of visual arts (including the terminology used in art history).
9. Substantive areas of current research in the subject.
10. Aesthetic theories and their impact on the production of art.
11. The relationship between different visual media and different artistic traditions.

Skills and Other Attributes

B. Intellectual skills:

1. Engage critically and in an independently minded way with the major thinkers, intellectual paradigms, scholarly literature and issues and debates within the subject.
2. Understand the historical emergence of forms of visual culture and the nature of the discipline.
3. Examine the historical, social and historical context in which art is produced.
4. The ability to blend empirical and historical information with concepts.
5. Apply knowledge and experience to address problems within the subject.
6. Analyse and interpret works of art in a manner that demonstrates critical evaluation.
7. Critically reflect upon their own work and their understanding of the subject in a way that is open minded and receptive to unfamiliar artefacts, issues and ideas.

Intellectual skills are developed through the teaching and learning programme outlined below. Each module, whatever the format of teaching, involves critical reflection of key themes, verbal discussion and the written analysis and interpretation of the relevant material. Lectures and tutor led seminars promote 1-11. Students are introduced to ways in which art historical perspectives can be employed to understand a range of issues about the interpretation of visual artefacts and their wider cultural significance.

Lectures delineate and communicate core knowledge, raise an awareness of issues about the interpretation of particular components of the module and emphasise the role and significance of cognitive skills. They also encourage a critical awareness about art and an appreciation of the diverse traditions of art historical writing and ways of interpreting visual artefacts. Seminars are tutor and student-led and usually involve: following up the material in the lecture, discussing core readings, student presentations of coursework assignments and group work. Seminars provide an opportunity for further reflection on key aspects of a course, to develop skills of analysis and discrimination through discussion and debate of issues and to explore

8. Conduct various forms of research for essays, projects, seminar assignments and dissertations involving independent enquiry.
9. Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions
10. Draw upon and evaluate a range of sources and the conceptual frameworks appropriate to researching in the chosen subject area.
11. Reflect upon the underlying cultural and epistemological assumptions that structure the understanding of the chosen subject.

C. Subject-specific skills:

1. Analyse and interpret visual artefacts with an informed knowledge of the conventions of visual traditions.
2. Use critical skills of visual observation, description and analysis.
3. The effective deployment of terms and concepts specific to the history and theory of Art.
4. Locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.
5. Draw upon and bring together ideas from different sources of knowledge from not only the subject area but from other academic disciplines
6. Articulate an understanding of visual media orally and in writing.
7. Demonstrate the ability to marshal an argument, summarise and defend or critique a particular interpretation or analysis supported by relevant visual, textual or other evidence as appropriate.

All learners receive initial guidance on how to identify locate and use material in the library and online resources. Comprehensive reading lists are provided each module at outset, as are guidelines for production of essays. Discussion of theoretical and conceptual issues are integrated into all modules. Students are required to evaluate a comprehensive sample of art historical texts and perspectives. In addition to the methods used in A and B (above), subject specific skills are given special emphasis in the core modules in year 1 and further developed in the core modules in years 2 and 3 (Reading the Image and Independent Dissertation). These include specific assignments designed to enhance knowledge of the conceptual base of the subject and the acquisition of appropriate research techniques. Subject specific skills are acquired and assessed through guided assessment, discussion of issues in seminars, presentations in class, the completion of essays, projects and dissertation work.

8. Evaluate a range of different methodologies and approaches within the subject.

D. Transferable skills:

1. Communication: organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use of images as a communication tool. Present arguments cogently and effectively in written, spoken or other form, with the appropriate use of visual aids.
2. Numeracy: make sense of statistical materials; integrate numerical and non-numerical information; understand the limits and potentialities of arguments based on quantitative information.
3. Information Technology: produce written documents; undertake online research; communicate using e-mail; process information using databases
4. Working with others: define and review the work of others; work co-operatively on group tasks; understand how groups function.
5. Improving own learning: explore personal strengths and weaknesses; time management; review working environment (especially student-staff relationship); develop specialist learning skills (e.g. foreign languages); develop autonomy in learning. The ability to listen effectively and so to learn from and participate constructively in discussion. Organise and manage supervised, self-directed work. Work in flexible and independently minded ways, showing self-discipline and self-direction. The ability to update knowledge and skills, seek and use feedback, critically reflect on and improve performance.
6. Problem solving: identify and define problems; explore alternative solutions and discriminate between them. Focus and apply attention to detail. The ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work. Gather, organize and deploy ideas in order to formulate arguments formulate arguments cogently and express them effectively orally and in written form. Make subtle and discriminating comparisons of texts and visual artefacts. Research and evaluate sources in the process of carrying out independent study. Show an ability to draw on their knowledge and understanding of cultural issues in their engagement and

Transferable and key skills are developed in all modules, with particular skills fostered through specific forms of learning and teaching. All modules require regular written work and regular feedback is given to the learner to help develop their power of presentation, analysis and communication. Lecture and seminar participation develop listening, attentiveness and ability to focus. Self-directed dissertation and essay writing assignments develop skills of expression, communication, problem solving, time management, organisation and research. The development of subject specific skills requires a correlative development of generic skills of analysis, discrimination and evaluation. Seminars and group work develop interpersonal skills and the ability to interact effectively in group situations. The knowledge base of the subject promotes the understanding of wider cultural issues. Informational technology skills are learnt through coursework assignments and developed through individual learning.

13. Programme structures and requirements, levels, modules, credits and awards

The programme is offered on both a full-time and a part-time basis. Full-time students complete the programme in three years and part-time students normally in six years. Study on the programme is divided into a number of blocks called modules. Single-weighted modules carry 15 credits and double-weighted modules 30 credits. One credit corresponds to approximately 10 hours of "learning time". This includes all taught and supervised classes and all private study and research.

The programme is divided into three stages each comprising of 120 credits and students must achieve specified requirements before being permitted to proceed to the next stage. For full-time students each stage represents an academic year of study. Thus, for a full-time student each year of study involves approximately 1200 hours of learning time. Each module is designated at one of three ascending levels, Certificate (C), Intermediate (I) or Honours (H). To be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be Level I or above, and at least 90 of which must be level H or above.

Students take required modules and the rest of their degree is made up of optional modules that are available either yearly or biennially (students must take a minimum of 3 History of art modules in years two and three to qualify for joint honours in History and Theory of Art). These modules include some art history modules that are run by other subject areas (e.g. CL580 Greek Art and Architecture: CL581 Roman Art and Architecture: PL526 Aesthetics). All students must take 120 credits per year (normally 4 modules, 2 modules per term. Required modules must be passed before they can progress to the next year of the programme. Students undertaking a year of study abroad as part of their degree, take a further 120 credits at a University that has an approved Erasmus exchange programme with the University of Kent (UKC credits map onto ECTS credits on a two-to-one ratio). In this case the third year is spent abroad and the degree normally comprises four years of study or 480 credits. The same requirements as stipulated above apply.

At its discretion the University allows for narrow failure in a small proportion of modules to be compensated by good performance in other modules or, in cases of documented illness or other mitigating circumstances, condoned. Failure in certain modules, however, may not be compensated and/or condoned, as indicated by the symbol * (see below)

A feature of the programme is the multidisciplinary nature of the first year (Part 1) where required and optional modules in History and Theory of Art are the other subject area that constitutes the joint honours programme are combined with optional modules in an array of other subjects in the Humanities and Social Sciences. The structure of the programme and individual modules (including details of credits, level and term in which it is taught) are as follows (further details are available in the Humanities part 1&2 handbooks):

Code	Title	Level	Credits	Term/s
Year 1				

Required Modules				
HA300	Historiography of Art	C	30	2
HA301	Introduction to History & Theory of Art	C	30	1
Recommended Modules				
Optional Modules				
Year 2				
Required Modules				
HA507	Reading the Image*	I	30	1
Recommended Modules				
Optional Modules				
HA500	Abstraction and Constructivism	H	30	2
HA543	The Arts and Crafts Movement	H	30	1
HA512	The Photograph	H	30	1
HA519	The Body in Photography	H	30	2
HA506	The Primitive	H	30	2
HA520	British Landscape	H	30	2
HA505	French Painting in the 19 th Century	H	30	2
HA511	Patronage and Cultural Organization	H	30	2
HA504	The Baroque	H	30	2
HA501	The American Image	H	30	1
HA503	Art Criticism	H	30	1
HA508	Everyday Image	H	30	2
HA523/24	Independent Dissertation	H	30	1&2
HA544	The Print	H	30	2
HA545	The Study of A Single Artist	H	30	1
HA548	Dutch Art	H	30	1
HA550	Russian Art	H	30	2
HA 549	Contemporary Arts	H	30	2
Year 3				
Required Modules				
Recommended Modules				
Optional Modules				
HA500	Abstraction and Constructivism	H	30	2
HA543	The Arts and Crafts Movement	H	30	1
HA512	The Photograph	H	30	1

HA519	The Body in Photography	H	30	2
HA506	The Primitive	H	30	2
HA520	British Landscape	H	30	2
HA505	French Painting in the 19 th Century	H	30	2
HA511	Patronage and Cultural Organization	H	30	2
HA504	The Baroque	H	30	2
HA501	The American Image	H	30	1
HA503	Art Criticism	H	30	1
HA508	Everyday Images	H	30	2
HA523/ 24	Independent Dissertation	H	30	1&2
HA544	The Print	H	30	2
HA545	The Study of A Single Artist	H	30	1
HA548	Dutch Art	H	30	1
HA550	Russian Art	H	30	2
HA549	Contemporary Arts	H	30	2

Please note availability of modules is subject to change.

14. Support for Students and Their Learning

- Induction programme
- Library/skills package
- Library Tours
- First Year introduction session for using the Slide Library
- History and Theory of Art Subject Handbook
- Faculty of Humanities Part One Student Handbook
- Faculty of Humanities Part Two Student Handbook
- Student/Staff ratio 28:1.
- Average seminar class size is 15-18 students.

Learning resources:

- All Lecture and Seminar rooms are equipped with double projection, overhead projector and VCR.
- The Templeman Library has an extensive collection of books and periodicals on the visual arts. The research CDroms in the library allow students to do period searches.
- The Slide Library in the Templeman Library houses a large array of slides that

can be borrowed by both staff and students for lectures and seminars. Video equipment, light boxes and other visual and audio equipment is also available for use in the Slide Library.

- Computing facilities in the Templeman Library and colleges allow students research using internet search engines. Information obtained from this can be downloaded
- Personal Academic Support System (PASS) provides advice on module choice and programme structure, academic difficulties, progression routes and individual progress. Senior Tutors for part one and two monitor student progress.
- History and Theory of Art Board of Studies Committee assesses student progress as a regular agenda item.
- Student representation on the Board of Studies and the once termly general meeting for History and Theory of Art staff and students, draws staff attention to any problems arising in the delivery of modules or any other related matters.
- Annual Monitoring report makes recommendations concerning any improvements to the running of modules. This is scrutinised by the relevant Subject, School, Faculty and University Committees.
- University support services include the following:
 - Student's Union (including Advice and Information Service)
 - Career's Advisory Service
 - Counselling and Disability Support Unit
 - Student Educational Support Centre
 - Induction programme
 - University Summer School
 - Library/skills package
 - Library Tours
 - First Year introduction session for using the Slide Library
 - History and Theory of Art Subject Handbook
 - Faculty of Humanities Part One Student Handbook
 - Faculty of Humanities Part Two Student Handbook

15. Entry Profile

Entry Route

For fuller information, please refer to the University prospectus.

You must be at least 17 years of age by 20th September in the year you begin your programme. There is no upper age limit to studying.

Five GCSE passes, including English and at least two subjects at A level (A2).

300 points. If offered History of Art A level should be at B grade or above. (Subjects will be counted at only one level).

Mature and overseas students are considered on individual basis. The University has its own Access programme. Overseas Students must provide evidence of proficiency in English, equivalent of a TOEFL score of at least 580 points (written test) or 237 (computer test).

What does this programme have to offer?

- An excellent foundation in the history and theory of art, achieved through scrutiny of visual artefacts alongside the close analysis of relevant critical historical and theoretical literature on art.
- Commitment to the pursuit of the highest standards in critical writing.
- The acquisition of a body of art historical knowledge and research skills that equip students for postgraduate study.
- The development of a broad range of subject specific and generic skills that are sought by employers and open up a range of careers for graduates, including arts related opportunities as well as other professions.
- The opportunity to study art history in a location that is close to major galleries and museums in London and Europe.
- A friendly campus with high student morale and dedicated teaching staff who have recently achieved a grade of 22 ('excellent') in review by the Quality Assurance Agency
- The opportunity to study a broad range of areas of History of Art and to specialise in the Modern period.

Personal Profile

- A strong interest in visual culture, particularly fine arts and photography.
- A willingness to engage in informed debate about works of art, art criticism, structural features of the production of art and art historical writings.
- Good oral and written skills and a willingness to develop these.
- An ability to undertake independent study (project and dissertation work) designed to enhance research skills and the knowledge of the subject.

16. Methods for evaluating and enhancing the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluation forms
- Annual monitoring reports (includes review of progression and achievement statistics)
- External examiners' reports
- Periodic programme reviews
- Active staff development programme
- Peer observation
- Annual staff appraisal
- Mentoring of new and part-time lecturers
- Quality Assurance Agency Subject Review
- External accreditation
- Continuous monitoring of student progress and attendance
- Personal Academic Support System
- Vetting process of examination questions by module team, Quality Assurance Committee, and external examiners

Committees with responsibility for monitoring and evaluating quality and standards

- History and Theory of Art Board of Studies with student representatives
- Departmental learning and teaching committee
- Faculty of Humanities Learning and Teaching Committee
- University Learning and Teaching Board
- Board of Examiners
- Module team meetings

- Annual learning and teaching meeting
- External examiners attending Board of Examiners
- External Examiners' reports
- Departmental staff acting as external examiners at other institutions
- Projects/dissertations available to public view
- Double marking and/or moderation of all assessed work
- Evaluation of graduate destination statistics
- Departmental director of learning and teaching
- Monitoring of part-time/sessional teachers
- Staff-Student liaison committee
- University Learning and Teaching Board
- Programme Approval sub-committee of the University Learning and Teaching Board
- Board of examiners
- Peer review

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Staff-Student liaison committee
- Student module evaluations
- Student programme evaluations
- Exit questionnaires
- Discussions with tutors
- Discussions with senior tutor
- Informal meetings and social contact with students (including student role in recruitment activities)
- Student representation on department committees
- Student representation on faculty committees
- Student representation on university committees
- Monitoring of newsgroups
- Staff have office hours when students can discuss their modules/programmes
- Informal feedback meetings with finalists
- Students prepare their own reports on modules/programmes
- Suggestions box

Staff development priorities include:

- Research led teaching
- Links with other European institutions
- Postgraduate Certificate in Higher Education requirement for all probationary lecturers
- Part-time lecturers encouraged to enrol on the Associated Teacher Accreditation Programme
- Regular formal and informal collaboration in programme development
- Staff appraisal scheme
- Staff development courses
- Staff supervision
- Research seminars
- Subject based conferences
- Interdisciplinary conferences
- Attendance at relevant conferences/seminars
- Institute for Learning and Teaching membership
- Minimum expected qualifications for appointments to lecturing posts
- Minimum expected research record for appointments to lecturing posts
- Mentoring of new and part-time lecturers
- Study leave
- Professional body guidelines
- Meetings of module teaching teams
- Membership of relevant professional/academic bodies
- Widening participation
- Health and safety
- Peer Review
- Dissemination of good practice on new learning and teaching methods

17. Indicators of quality and standards

- In the Independent review of quality of educational provision in History and Theory of Art by the Quality Assurance Agency subject review process in 1998 History and Theory of Art achieved a score of 22 out of a possible 24.
- Curriculum Design Content and Organisation 4
- Teaching, Learning and Assessment 3
- Student Support and Guidance 4
- Student progression and Achievement 4
- Learning Resources 4

- Quality Management and Enhancement 3
- In the most recent independent Research Assessment Exercise the department of History and Theory of Art achieved a 3 A.
- External Examiners reports have consistently praised the high standards of the programme

The following reference points were used in creating these specifications:

- Benchmarking statement for History of art, architecture and design
(<http://www.qaa.ac.uk/crntwork/benchmark/phase2consult.htm>)
- The University Plan and Learning and Teaching Strategy.
- The School of Drama, Film and Visual Arts Plan.
- Staff research.

Programme Specification Template
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18 May 2001