

UNIVERSITY OF KENT AT CANTERBURY

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 programme handbook]. 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
BA Honours in the History & Theory of Art by Part-time Study

1. Awarding Institution/Body	University of Kent at Canterbury
2. Teaching Institution	University of Kent at Canterbury
3. Teaching Site	University Centre, Tonbridge & Canterbury Campus
4. Programme accredited by:	Not applicable
5. Final Award	BA (Hons)
6. Programme	History & Theory of Art by Part-time Study
7. UCAS Code (or other code)	
8. Relevant QAA subject benchmarking group(s)	History of Art & Architecture
9. Date of production/revision	May 2002
10. Applicable cohort(s)	2002 entry onwards

11. Educational Aims of the Programme

The programme aims to:

Introduce students to the study of art history as an academic discipline

Provide students with the critical, evaluative and analytical skills consistent with HE study at Honours Level

Provide students with generic skills of interpretation, evaluation and synthesis relevant to future employment including IT skills appropriate to information access, retrieval and adaption

Address UKC's widening participation agenda by offering a modular and flexible mode of study for the adult learner

Provide stepped progression via interim awards (Certificate/Diploma & Degree) at times and venues (off campus/day and evening) to accommodate the needs of adult learners

Provide modes of assessment and evaluation consistent with the pressures of part-time study and sensitive to the needs of adult learners

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.	
Knowledge and Understanding	Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
A. Knowledge and Understanding of	Teaching and Learning methods used to achieve outcomes A – C:
<ul style="list-style-type: none"> a) wide-ranging modules including areas such as Aesthetics, Russian Art & Design, Contemporary British Art and Modern Architecture, Quattrocento Italian Painting b) differing methodological approaches both to art and art history c) critical exploration of terms and definitions such as ‘genre,’ ‘academy’ ‘art,’ ‘iconography,’ ‘iconology’ etc. d) differing cultural and historical contexts in which art is produced and the motivations for so doing e) the problems and advantages of using primary and secondary texts (f) the value, interpretations and historical changes attributed to the term (and category) ‘art’ (g) the role and mediation of the gallery and museum context, both historically and in the contemporary UK context (h) IT and Internet applications relevant to the area of art history 	<p>Knowledge and understanding are promoted by a flexible range of teaching and delivery methods and styles.</p> <p>These include formal lectures by subject specialists; the lecture format being an economic and efficient method of delivering information</p> <p>Seminars provide opportunity for student and tutor discussion, including task based activities Seminars also encourage students’ skills in focused discussion, debate and verbal exchange of ideas. Individual and group based tutorials are scheduled to encourage students’ reflection on attainment and areas for further work and focus. Module writing weeks are scheduled to encourage guided reflection and some autonomy for students’ learning.</p>
	Assessment methods used to demonstrated achievement of outcomes A-C

	<p>Continuous assessment is through set module assignments and essays. For module CE219, this takes the form of a gallery evaluation and critique chosen by the student. For HA540, usually taken in the penultimate or final year, students undertake a dissertation c8-10,000 words.</p>
<p>Skills and Other Attributes B. Intellectual Skills:</p>	
<ul style="list-style-type: none"> a) listening to and absorbing of the oral transmission of complex history and interpretation b) careful reading of images and relevant theoretical material c) reflecting clearly and critically on oral and written sources, using powers of analysis and imagination; d) marshalling a complex body of information; e) remembering relevant material and bringing it to mind when needed; f) constructing cogent and plausible argument and analysis g) formulating independent ideas and interpretations and presenting them in a plausible manner. h) presenting argument and analysis in written and oral forms 	
<p>C. Subject-specific Skills:</p>	

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| <ul style="list-style-type: none">i) enhanced skills in close visual analysis of images and stylesj) informed understanding of differing critical and theoretical approaches to the study of art historyk) ability to articulate knowledge and understanding of images, concepts and theories relevant to art historyl) sensitivity to generic conventions in the study and presentation of art historym) sensitivity to the problems of transmission and the cultural interpretation of imagesn) well-developed language use and awareness, including a grasp of standard critical terminologyo) articulate responsiveness to art historical meta-languagep) appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practicesq) understanding of how cultural norms, assumptions and practices influence questions of judgement and interpretationr) appreciation of the value of collaborative intellectual work in developing critical judgement and visual readingss) understanding of the value and application of IT in relation to art history as an academic discipline | |
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D. Transferable Skills:

Teaching and Learning Methods for the Acquisition of Transferable Skills
Communication: producing focussed and cogent written presentations summarising information and assessing arguments; giving oral presentations, using visual resources as appropriate

- t) *Problem-solving:* identifying the issues; assessing the strengths and weaknesses of different interpretations; defending the preferred solutions with relevant and supported argument.
- u) *Improving your learning:* identifying your strengths and weaknesses; assessing the quality of your own work; managing study time and meeting deadlines; learning to work independently.
- v) *Working with others:* participating in seminar discussions, responding to the views of others and to criticisms of your own views without giving or taking offence; engaging in independent group work, including the preparation of group presentations.
- w) *Using information technology:* word-processing essays; using on-line information sources; using e-mail for receiving and responding to communications.

Teaching and Learning Methods for the Acquisition of Transferable Skills

All modules involve seminars in which students learn to work with other students, to contribute to discussions, and to produce written work on which they receive comments.

All students joining the programme are offered an induction (usually on a Saturday) which covers both generic and subject specific learning, writing and presentation skills. There is usually a follow-up individual tutorial at the end of the year in order to assess performance and to discuss any issues arising.

Materials from the University's Unit for the Enhancement of Learning & Teaching are also distributed to students for reference and follow through.

Assessment of Transferable Skills

All modules involve the continuous assessment of written work, under five headings: standard of presentation, understanding of the brief, critical ability, use and range of bibliographic sources and relevance of argument. The dissertation module **(HA540)** additionally evaluates students' ability to synthesize and marshal larger and more complex information and discourse. The Aesthetics module includes a self-evaluation sheet on the ideas studied.

13. Programme Structures and Requirements, Levels, Modules, Credits and Awards

The programme is offered on a part-time basis. Students should complete the entire matrix of modules in six years or two years each for the interim award stages of Certificate, Diploma and Degree.

The University's Credit Framework assigns each module to one of three ascending levels: Certificate (C), Intermediate (I), and Honours (H). To be eligible for the award of an Honours degree you have to obtain 360 credits, at least 210 of which must be at Level I or above and at least 90 of which must be at Level H. All HTA modules are either at Level C (studied in the first year of full-time study) or at Level I and H (studied in the second and third years of full-time study).

As a part-time student you will typically take two modules amounting to 60 credits each year. You can choose to obtain 120 credits at Level C and be awarded a Certificate before deciding whether to progress to modules at Level I and H.

	Title	Level	Credit	Term(s)
Year 1				
CE216	Italian Quattrocento Painting	C	30	1 & 2
CE217	Introduction to the History of Art as an Academic Discipline	C	30	2&3
		C	30	
CE218	The Cultural Politics of Modernism	C	30	1&2
CE219	Postmodernism: Art, Design & Advertising c1945-c2000	C	30	2&3

As a part-time student you can obtain a Certificate by taking a combination of modules from the first year programme and modules from the University's Certificate in Combined Studies.

Year 2 and 3

The following History of Art modules are offered at Level I or H:

HA533	Russian Art & Design c1880-1924	H	30	1&2
HA513	Modern Architecture	H	30	2&3
HA514	European Painting	I	30	1&2
HA532	Aesthetic Theories	H	30	2&3
HA515	The High Renaissance & Mannerism	I	30	1&2
HA530	Venetian Art & Architecture	I	30	2&3
HA531	British Art & Modernism	H	30	1&2
HA540	Dissertation	H	30	1 & 2

14. Support for Students and their Learning

- An induction programme in the first week for those new to the programme
- The Student's History of Art Handbook containing information about contacts and modules
- A Personal Academic Support system, including a personal tutor who is available to provide guidance on academic and pastoral matters
- A Senior Tutor in the School of Drama, Film & Visual Arts who can provide additional help in dealing with academic or personal difficulties
- Learning resources including extensive library provision and a high level of student computer provision
- Central support services, including the Unit for the Enhancement of Learning & Teaching, Medical Centre, Students' Union (which has an Advice and Information Service and a Student Development Unit), Careers Advisory Service, Counselling Services, and a Disability Unit.

15. Entry Profile

Entry Route

For fuller information, please refer to the University prospectus

Minimum Requirements :

You must be at least 18 years old by 20th September in the year in which you begin your programme but there is no upper age limit. In keeping with the commitment to widening participation, and the programme's inclusive ethos, there are no formal entry qualifications as such, but the aptitude for level one study (for certificate level entry) in addition to evidence of motivation will be expected at interview by the Programme Director, Grant Pooke. Evidence of overall writing ability may be requested in the form of a 300 word picture evaluation/critique.

Applications and transfers are welcome from students under the CAT arrangements. Additionally, students who have taken A/A/S level or Access level courses are very welcome to apply for entry.

Personal Profile

You should

- Be intellectually curious and self-motivating
- Be interested in the interpretation and meaning of images
- Enjoy comparing and analysing similar visual material from different cultures and backgrounds
- Enjoy thinking for yourself and arguing for your own ideas
- Welcome debating with others
- Be open-minded and flexible, willing to criticise your own ideas and to accept criticism from others

What does this programme have to offer?

- A challenging and up-to-date approach to the study of art history
- One of the few HE programmes available that seeks to offer progression to BA Hons Degree with one provider
- An introduction to a wide range of artists and movements cultures, from C15th Italy to the present day
- Encouragement to develop skills in discussion and independent thinking
- Flexibility in terms of method and pace of progression
- Dedicated and friendly teaching staff
- Flexible delivery times to accommodate adult student needs
- An impressive record of student success after course completion (several MA/MPhil students; & PhDs Graduates have gained employment at the Tate Modern, Millennium Dome and Courtauld
- A location convenient both for London and for the continent.

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

- Monitoring of student work and marks by an External Examiner
- Annual Monitoring Report in which History of Art Board reviews the running of the programme for the previous year
- Periodic Programme Review normally every six years (last one 1997)
- Annual staff appraisal

- Mentoring of new and part-time teachers
- QAA Subject Review (1997 : 22 points)
- Personal academic support system (2002/3)

Committees with responsibility for monitoring and evaluating quality and standards

- History of Art Board of Studies
- Student representation on the History of Art Board of Studies
- School of Drama Film & Visual Arts Learning and Teaching Committee
- Faculty of Humanities Learning and Teaching Committee
- Faculty of Humanities Part Time Studies Committee

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

- Regular student evaluations of modules
- Final-year evaluations of the History of Art programme (to be implemented)
- Staff-Student Liaison Committee
- Student representation on HTA Meetings
- Discussions with Senior Tutor & Programme Director
- Discussion with individual teachers
- Staff office hours when students can discuss their progress and their problems
- Email correspondence
- Social contact including parties, module gallery visits and end of term meetings

Staff Development priorities include:

- Annual appraisal of all teaching staff
- Peer observation by staff of one another's teaching (2002/3)
- A programme of staff development workshops provided by the Unit for the Enhancement of Teaching and Learning
- A programme leading to a Postgraduate Certificate in Higher Education which is a requirement for all new probationary staff
- Research seminars
- Conferences mounted by members of History of Art
- Study leave to pursue research interests

17. Indicators of Quality and Standards

- Research Assessment Exercise 2001 in History of Art (3A)
- Teaching Quality Assessment 1997: 22 points out of 24
- Consistently positive reports from External Examiners
- Student evaluations reflect a high level of satisfaction with the programme
- Consistently high level of 2is and 1sts
- Transfer rate from other providers (OU/Birkbeck) noticeable

The following reference points were used in creating these specifications:

- Benchmark Statement for HTA produced by the Quality Assurance Agency for Higher Education
- Report of QAA Subject Review of HTA at the University of Kent in 1997
- University of Kent Undergraduate Prospectus

- Faculty of Humanities Part I and Part II Handbooks
- The University Plan and Learning and Teaching Strategy
- Learning & Teaching Plan (School of Drama, Film & Visual Arts)

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