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Programme Specification

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 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 MA History and Philosophy of Art

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Canterbury and Paris
5. Mode of Delivery	Full-time
6. Programme accredited by	N/A
7. a) Final Award	e.g. MA
7. b) Alternative Exit Awards	List alternative exit awards as per Credit Framework Annex 5 https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex5.html , e.g. PG Diploma in History and Philosophy of Art with a term in Paris PG Certificate in History and Philosophy of Art
8. Programme	History and Philosophy of Art
9. UCAS Code (or other code)	N/A
10. Credits/ECTS value	180 credits (90 ECTS)
11. Study Level	Postgraduate – level 7
12. Relevant QAA subject benchmarking group(s)	History of Art, Architecture and Design (2016), and Philosophy (2015) This Subject Benchmark Statements are for undergraduate degrees only, and have been used here for guidance purposes with adjustments appropriate to postgraduate level study
13. Date of creation/revision	e.g. Feb 2010/revised FSO Feb 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

1. Provide students with a focused programme of taught postgraduate study in history and philosophy of art; enhanced through the opportunity to study for one term in Paris.
2. Provide students with a taught foundation for subsequent postgraduate research.
3. Enable students to acquire or deepen their knowledge and understanding of the historical and contemporary topics within the history of art and philosophy of art.
4. Enable students to develop their art historical and philosophical skills beyond that expected of an undergraduate; especially through study abroad and site visits.
5. Enable students to develop, articulate and defend art historical and philosophical ideas as they relate to art.
6. Provide access to enhanced intercultural awareness and understanding through the opportunity to study for one term in Paris.
7. Provide opportunities for the development of personal, communication and research skills and other key skills appropriate for graduate employment both in industry and in the public sector.

16 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 undergraduate subject benchmarking statements for History of Art, Architecture and Design (2016) and Philosophy (2015).

A. Knowledge and Understanding of:

1. Aspects of the historical development of art, movements, styles and genres, especially from the Renaissance to the present day. (HAAD 6.4)
2. The works of a range of significant artists of different periods and cultures. (HAAD 6.4)
3. A range of different visual art forms and techniques, such as painting, sculpture, printmaking, photography, installation and video. (HAAD 6.4)
4. The cultural, social and historical contexts in which artworks are produced, used and understood. (HAAD 6.4)
5. Art historical methods and theories used to study art. (HAAD 6.4)
6. Substantive areas of current research in art history. (HAAD 6.4)
7. The impact of philosophies of art and aesthetics on the visual arts.
8. Aspects of the history of aesthetics and the philosophy of art in the western tradition. (Phil. 6.10)
9. Aspects of contemporary aesthetic theory and issues in the philosophy of art. (Phil. 6.10.)
10. Various positions taken on key issues in contemporary aesthetics and philosophy of art. (Phil. 6.10)
11. The range of philosophical issues arising in relation to a particular medium of fine art. (Phil. 6.10)
12. Primary and secondary philosophical writings on art and aesthetics relevant to contemporary philosophy of art. (Phil. 6.10)

Skills and Other Attributes

B. Intellectual Skills:

1. A high degree of independent thinking, particularly in relation to the ideas, issues and debates within art history and the philosophy of art (HAAD 6.6; 7.24)

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2. Advanced research skills relevant to the preparation of essays, dissertations and seminar assignments.
3. An advanced ability to evaluate a range of both primary and secondary sources and conceptual frameworks appropriate to research in the history and philosophy of art (HAAD 6.6).
4. A highly developed ability to synthesise diverse materials and ideas to further a specific art historical or art philosophical position. (HAAD 6.6; Phil 6.11)
5. An ability to analyse and interpret texts and arguments in a manner that demonstrates advanced skills of critical evaluation. (HAAD 6.6; Phil 6.11)
6. An ability to critically reflect at an advanced level upon both one's own ideas and positions. (Phil 6.11)

C. Subject-specific Skills:

1. Advanced skills of observation, analysis and interpretation of visual artworks, drawing on knowledge of visual traditions and conventions. (HAAD 6.6)
2. The use of concepts and methods specific to the history and theory of art. (HAAD 6.6)
3. The capacity to locate and evaluate evidence from relevant visual and textual sources, and interpret it in relation to art historical enquiries. (HAAD 6.6)
4. The ability to construct highly effective arguments to defend or challenge a position held by oneself or others. (HAAD 6.6; Phil 6.12)
5. The ability to critically engage at an advanced level with some major thinkers and intellectual traditions within art history and the philosophy of art. (HAAD 6.6; Phil 6.11)
6. Advanced skills of constructive debate and defence of ideas. (Phil 6.12)
7. A high degree of critical reflectiveness upon assumptions and beliefs. (Phil 6.11)
8. Advanced skills of oral presentation and defence of ideas and positions. (Phil 6.11)

D. Transferable Skills:

1. Communication. The ability, at an advanced level, to organise information clearly; respond to written sources; present information orally; adapt style for different audiences; use images as a communication tool; present arguments cogently and effectively in written or spoken form. (HAAD 6.10; Phil 6.11)
2. Research. The ability, at an advanced level, to identify and access relevant materials; synthesise these into a broader piece of work.
3. Information Technology: produce written documents; undertake online research; communicate using e mail; process information using databases. (HAAD 6.10)
4. The ability to listen effectively and so to learn from and participate constructively in discussion. (HAAD 6.10; Phil 6.11, 12)
5. Organise and manage supervised, self-directed work. Work in flexible and independently minded ways, showing self-discipline and self-direction. (HAAD 6.10; Phil 6.11)
6. Problem solving: identify and define problems; explore alternative solutions and discriminate between them. (Phil 6.11)
7. Focus and attentiveness 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 cogently and express them effectively orally and in written form. (HAAD 6.10; 6.11)

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Knowledge and understanding are developed through seminar-supervisions and assessed through written work. Seminar-supervisions are student and tutor-led, focussing on the articulation and critical exploration of issues, as well as exploring students' engagement with

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and understanding of these issues. They enable students to develop their skills of analysis and critical reflection through structured group discussion. Essay and dissertation writing involve student-directed learning and research. Essays engage students in synthesising their understanding across their reading and seminar participation to produce structured and persuasive discussion showing clear command of the materials of aesthetics and philosophy of art in both its historical and contemporary forms.

Intellectual skills and subject specific 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. Each module also requires a degree of independent and collaborative student learning fostering a range of intellectual skills.

The development of transferable skills is integrated within all modules, with particular skills fostered through specific forms of learning and teaching. All modules require written work and independent research, some involve presentations, and others involve the planning and completion of a major written project developing all of the transferable skills. Regular feedback is given to students to help develop their skills of presentation, analysis and communication. Student participation in seminars develops skills of listening, attentiveness, communication, and working with others. Self-directed written assignments and studio project work develop skills of expression, communication, problem solving, time management, organisation and research. Seminars and group work develop interpersonal skills and the ability to interact effectively in a group. Informational technology skills are learnt through written and presentational assignments, as well as in the induction programmes.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over one year full-time.

The programme is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit dissertation module. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires 1,800 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html>. To be eligible for the award of a Master's degree students must obtain 180 credits, at least 150 of which must be Level 7. Students who obtain 120 credits, but excluding the dissertation, will be eligible for the award of postgraduate diploma in History and Philosophy of Art with a term in Paris

Students successfully completing 60 credits at Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 1 will be eligible for the award of postgraduate certificate in History and Philosophy of Art

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the

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student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

At postgraduate level the 'Summer Term' includes the standard summer vacation period. For specific details of term dates please refer to <https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html>.

KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules					
HART8380	HA838	Key Concepts and Classic Texts in History and Philosophy of Art	7	30	1
HART8410	HA841	Modern Art in Paris	7	30	2
Optional Modules Students must select a further 60 credits from the suite of History and Philosophy of Art option modules or from the list of Paris options approved by the school.					
Stage 2 – 60 credits					
Compulsory Modules – 60 credits					
HART8980	HA898	History & Philosophy of Art Dissertation	7	60	3
Optional Modules – N/A					

18 Work-Based Learning

Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements

N/A

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Kent Union www.kentunion.co.uk/

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- Kent Graduate Student Association (KGSA)
<https://www.kent.ac.uk/graduateschool/community/kgsa.html>
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) www.kent.ac.uk/graduateschool/index.html
- Information Services (computing and library services) www.kent.ac.uk/is/
- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages www.kent.ac.uk/cewl/index.html
- Careers and Employability Services www.kent.ac.uk/ces/
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
- Library services <http://www.kent.ac.uk/library/>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>
- In Canterbury the programme director will have responsibility for the students' progression through the programme; they will be available throughout the first and third term in Canterbury. The overall Academic Director for Kent at Paris and the Centre's Administrative Assistant will be available throughout the second term in Paris. Students will have access to all resources and facilities available at Reid Hall, (Paris campus). Student representatives will sit on school, faculty and university wide committees. Students will be able to access the School of Arts Student Support Officer when required and meet with tutors during advertised office hours. Further the Director of Graduate Studies (or their nominee) will also provide necessary tutorial and support.

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

All applicants will be required to submit at least one sample of academic critical writing.

University degree- Awarded an upper second honours degree (or international equivalent) including all the required examinations at a university in the United Kingdom or at another approved university in a relevant discipline.

Relevant experience - special consideration is given to applicants who have employment or practical experience which may compensate for a lack of traditional academic qualifications or academic qualifications in a relevant discipline.

IELTs requirements for international applicants

Average 7.0 in IELTS test, minimum 6.5 in all four sub-tests.

Full current information is available at <https://www.kent.ac.uk/ems/eng-lang-reqs/>

20.2 What does this programme have to offer?

- A structured introduction to postgraduate study through a focused programme of study of aesthetics and history of art. Studying in Paris offers an excellent opportunity to explore the history of art from both a historical and contemporary perspective. It uniquely enhances learning by enabling students to study in a centre of excellence, and to work on a syllabus that has been designed to allow students

to integrate into their studies the cultural facilities and opportunities afforded by both locations.

- Our staff produce internationally recognised research. We are able to offer teaching and supervision informed by active scholarship in contemporary and historical approaches to the history and philosophy of art.
- The core module covers key areas of art history and the philosophy of art, and is supplemented by a range of options

20.3 Personal Profile

- An interest in acquiring or broadening knowledge of the history and philosophy of art.
- A desire to debate and critically discuss art historical and aesthetic issues.
- An interest in the arts.
- Good oral, written and creative skills, as well as a willingness and desire to develop these.
- An interest in undertaking a higher research degree and the desire for a good intellectual and skills basis for such work.
- An ability to undertake independent study in the library, the studio and the wider world.
- A commitment to the challenges of a degree programme delivered in Canterbury and or Paris
- A readiness to rise to the challenge of living and studying in two countries, the UK and France.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

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

- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- Periodic Programme Review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Annual programme and module monitoring reports <http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>
- Student module evaluations
- Annual staff appraisal
- Peer observation

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- School Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- Graduate School Board
- Staff/Student Liaison Committee

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

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- Staff-Student Liaison Committee
- Postgraduate Taught Experience Survey (PTES)
- Student module evaluations
- Postgraduate Student Representation System (School, Faculty and Institutional level)

21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Study Leave
- Academic Practice Provision (PGCHE, other development opportunities)
- PGCHE requirements
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of periodic programme review (last PPR December 2014)
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- Postgraduate Taught Experience Survey (PTES) results
- QAA Higher Education Review 2015

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement for History of Art, Architecture and Design (2016)
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/hta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative

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arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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Module mapping table to be amended as appropriate to the programme specification. Where the programme includes many optional modules, it is acceptable to include only the compulsory modules in the table.

Programme Title: History and Philosophy of Art with a term in Paris – compulsory modules

	Stage 1							Stage 2						
	HART8380	HART8410						HART8980						
Programme Learning outcomes														
Knowledge and Understanding:														
A1	X	X						X						
A2	X	X						X						
A3	X	X												
A4	X	X						X						
A5	X	X						X						
A6	X	X												
A7	X	X						X						
A8	X	X						X						
A9	X	X						X						
A10	X	X						X						
A11	X	X						X						
A12	X	X						X						
Intellectual Skills:														
B1	X	X						X						
B2	X	X						X						
B3	X	X						X						
B4	X	X						X						
B5	X	X						X						
B6	X	X						X						
Subject-specific Skills:														
C1	X	X												
C2	X	X						X						
C3	X	X						X						
C4	X	X						X						

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C5	X	X							X							
C6	X	X							X							
C7	X	X							X							
C8	X	X							X							
Transferable Skills:																
D1	X	X							X							
D2	X	X							X							
D3	X	X							X							
D4	X	X														
D5	X	X							X							
D6	X	X							X							
D7	X	X							X							

Optional Modules cover all programme learning outcomes irrespective of the combination taken.