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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.

BA (Hons) Art History

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
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons)
7. b) Alternative Exit Awards	BA (non hon) Art History; Diploma in Art History; Certificate in Art History
8. Programme	Art History
9. UCAS Code (or other code)	V352
10. Credits/ECTS Value	360 credits (180 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	History of Art, Architecture and Design (2017)
13. Date of creation/revision	October 2012/revised July 2014/revised March 2016/revised FSO Jan 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

Aims which place the study of the discipline in context:

- Provide students with an informed knowledge of the principles of art history, visual traditions, and traditions of art historical writing.
- Enhance students' awareness of sensitivity to the context of the production and reception of the arts over a range of historical periods.

Aims in relation to the mission statement:

- Produce graduates with a broad understanding of the history of art, as well as a critical and analytical approach to interpreting art.
- Provide opportunities for the development of personal, communication, research and other key skills appropriate for graduate employment.

Aims in relation to the learning and teaching strategy:

- 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.
- To offer a range of module options that enable students to study some selected areas of art history in depth.
- Foster students' ability to be independent-minded and to be able to work in an independent manner.
- Enhance students' skills of interpersonal interaction and the development of critical reflexivity in individual and group work.
- Encourage a distinctive approach to the teaching and learning of art history, including a focus upon interdisciplinary and practice-based learning.

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 subject benchmarking statement for History of Art, Architecture and Design (2017).

A. Knowledge and Understanding of:

1. Particular forms of the visual arts and the way they can be interpreted. **(SB 4.2i and 2ii)**
2. The historical evolution of visual traditions, artistic movements, media and genres of art. **(SB 4.2i and 2ii)**
3. The works of a range of significant artists, with particular emphasis on the period from the Renaissance to the present day. **(SB 4.2ii)**
4. The cultural, social and historical contexts in which works of art are produced and the uses to which they are put. **(SB 4.2i and 2ii)**
5. The technique and processes through which artefacts are made and constructed in the cultures studied. **(SB 4.2iii)**
6. Modes, formal conventions and styles of representation in the fine arts, photography and related visual media. **(SB 4.2v)**
7. Critical tools, theories and concepts that have evolved for interpreting works of art. **(SB 4.2v and 2vi)**
8. Methodologies and approaches to the study of visual arts, including the terminology used in art history. **(SB 4.2v)**
9. Substantive areas of current research in history of art. **(SB 4.2vi)**

Skills and Other Attributes

B. Intellectual Skills:

1. Engage critically with major thinkers, intellectual paradigms, scholarly literature and issues and debates within art history. **(SB 4.5iv)**
2. Understand the historical emergence of forms of visual culture and the discipline of art history. **(SB 4.4.3i and iv)**

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3. Undertake informed examination of the social and historical context in which art is produced. **(SB 4.4.3i)**
4. Blend empirical and historical information with relevant concepts in the articulation of their knowledge and understanding of the discipline of art history. **(SB 4.5i-iv)**
5. Apply knowledge and experience to address problems within the subject. **(SB 4.4.3i-iii)**
6. Analyse and interpret works of art in a manner that demonstrates critical evaluation and contextual understanding. **(SB 4.5iv)**
7. Critically reflect upon their own work, and their understanding of the subject, in a manner that is open-minded and receptive to unfamiliar artefacts, issues and ideas. **(SB 4.4.3i-ii and 4.5i)**
8. Conduct various forms of research for essays, projects and seminar assignments involving independent enquiry. **(SB 4.5iv)**
9. Formulate appropriate research questions and employ appropriate methods and resources for exploring those questions. **(SB 4.5iv)**
10. Draw upon and evaluate a range of sources and the conceptual frameworks appropriate to researching in the chosen subject area. **(SB 4.5ii)**
11. Reflect upon the underlying cultural and epistemological assumptions that structure the understanding of the chosen subject. **(SB 4.2v)**

C. Subject-specific Skills:

1. Analyse and interpret visual artefacts with an informed knowledge of their conventions of visual traditions. **(SB 4.4i)**
2. Use critical skills of visual observation, description and analysis. **(SB 4.4ii)**
3. The effective deployment of terms and concepts specific to the history of art. **(SB 4.7 and 4.10)**
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. **(SB 4.8 and 4.9)**
5. Draw upon and bring together ideas from different sources of knowledge from not only the subject area but from other academic disciplines. **(SB 4.4iii)**
6. Articulate an understanding of visual media orally and in writing. **(SB 4.10)**
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. **(SB 4.4iii)**
8. Evaluate a range of different methodologies and approaches within the subject. **(SB 4.4iii)**

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. **(SB 4.10)**
2. Information Technology: produce written documents; undertake online research; communicate using e mail; process information using databases. **(SB 4.10)**
3. Improving own learning: including exploring personal strengths and weaknesses; critical and analytical skills; time management; development of specialist learning skills (e.g. foreign languages); development of skills in autonomous learning; enhanced listening and discussion skills; self-discipline and self-direction; independence of thought; the ability to update knowledge and skills, seek and use feedback, critically reflect upon and improve performance. **(SB 4.14)**
4. Working with others: define and review the work of others; work cooperatively on group tasks; understand how groups function. **(SB 4.11)**
5. 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

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deploy ideas in order to formulate arguments formulate arguments cogently and express them effectively orally and in written form. **(SB 4.12)**

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

Teaching 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 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 lectures, discussing core readings, student presentations or coursework assignments, as well as 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 students' problems with particular topics and concepts. All learners receive initial guidance on how to identify, locate and use material in the library and online resources. Comprehensive reading lists are provided for each module at outset, as are guidelines for the production of essays. Discussion of theoretical and conceptual issues is integrated into all modules. Students are required to evaluate a comprehensive sample of art-historical and -philosophical texts and perspectives. Concepts and theories acquired in modules in stage 1 are deepened and extended in optional modules in stages 2 and 3. Practice-based modules and assessments enable students to deepen their understanding of contexts in which art is produced and exhibited through practical activities that complement lectures and seminars. 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. 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.

Assessment is through a combination of assessed coursework and/or project work. Progress is monitored through small group work and coursework assignments.

Essay work involves student-directed learning and research. Essays offer the opportunity for students to synthesise their understanding across their reading and seminar participation, and to produce structured and persuasive discussions of topics in a way that demonstrates a command of the technical language of the history and philosophy of art and the effective use of visual and written materials in support of their arguments. Cognitive skills are tested and assessed by coursework, seminar presentations and group discussions. 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 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 situations of group working. 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.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards 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 three years full-time or six years part-time.

This programme can also be taken full-time over four years with an optional year abroad/placement year. Students studying the programme on a part time basis do not have the option of doing a year abroad/placement year. Please refer to the Humanities Year Abroad/Placement Year specification for further details. Students must obtain an average mark of 60 or above at Stage 1, in order to be eligible to undertake a Faculty Placement Year or a year or term abroad.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. 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 120 credits in an academic year requires 1,200 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 an honours degree students must obtain 360 credits (480 including Year Abroad/Placement Year), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Art History. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Art History. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html#exit-awards>.

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 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.

Note 1: all modules where the asterisk is placed beside the module code in the modules table below cannot be compensated, condoned or trailed

*Note 2: Students may not take both 15 and 30 credit variants of the same stage 1 module. If a module is available at **both** level 5 and 6 then **Stage 2** students should take the level 5 version and **Stage 3** the level 6 version. Students **cannot** take the level 5 and 6 version of the same module.*

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KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules - 30 credits					
<i>Note: all modules where the asterisk is placed beside the module code in the modules table below cannot be compensated, condoned or trailed</i>					
HART3550*	HA355*	Introduction to the History of Art	4	30	1
Optional Modules – 90 credits					
Students must select at least 60 credits from Level 4 Art History modules. The remaining 30 credits can be taken from the Level 4 Art History modules or from Stage 1 Wild modules					
Stage 2					
Optional Modules					
Students must select at least 90 credits of Level 5 Art History modules. The remaining 30 credits may be taken from the Art History optional modules list or from the list of Wild modules. Students are required to take 60 credits in each term.					
Stage 3					
Optional Modules					
Students must select at least 90 credits of Level 6 Art History modules. The remaining 30 credits may be taken from the Art History optional modules list or from the list of Wild modules. Students are required to take 60 credits in each term.					

18 Work-Based Learning
Disability Statement: 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.
Students will have the opportunity to take the Faculty Placement Year. For further details regarding the Faculty Placement Year please see the programme specification.

19 Support for Students and their Learning
<ul style="list-style-type: none"> • School and University induction programme • Programme/module handbooks • Library services http://www.kent.ac.uk/library/ • Student Support http://www.kent.ac.uk/studentsupport/ • Student Wellbeing www.kent.ac.uk/studentwellbeing/ • Centre for English and World Languages http://www.kent.ac.uk/cewl/index.html • Student Learning Advisory Service http://www.kent.ac.uk/uelt/about/slas.html • PASS system https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html • Academic Adviser system https://www.kent.ac.uk/teaching/advisers/index.html • Kent Union www.kentunion.co.uk/ • Careers and Employability Services www.kent.ac.uk/ces/ • Counselling Service https://www.kent.ac.uk/studentwellbeing/counselling/

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- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- 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>
- The School of Arts' Student Support Office/Senior Tutor's Office

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

A level	<p>BBB.</p> <p>The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis.</p>
Access to HE Diploma	<p>If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.</p>
BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)	<p>The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances.</p>
International Baccalaureate	<p>34 points overall or 15 points at HL. Interview required.</p>

International students

The University welcomes applications from international students. Our [international recruitment team](#) can guide you on entry requirements. See our [International Student](#) website for further information about entry requirements for your country.

20.2 What does this programme have to offer?

- The opportunity to undertake a broad study of art history, including the scrutiny of visual artefacts alongside the close analysis of relevant critical, historical and theoretical writing on art.
- The opportunity to specialise, to a degree, in some areas of art history.
- A distinctive portfolio of modules reflecting the diverse research expertise of teaching staff.
- Teaching that is consistently informed by research.
- Opportunities for practice-based learning in areas relevant to the development of art historical understanding and skills, including curating, drawing and photography, or arts criticism.
- Opportunities for interdisciplinary study, study abroad, internship and placement year studies.
- The opportunity to acquire a body of art historical knowledge and research skills that equip students for working within the creative industries or for postgraduate study.
- The development of a broad range of generic skills which are valuable to employers.
- The opportunity to study original art works in major galleries and museums in London and Europe an integral part of the course.
- A friendly and safe learning environment with excellent results in the NSS.

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- Excellent learning resources including a gallery that stages museum standard exhibitions, a substantial print collection, an extensive slide library and other library holdings.

20.3 Personal Profile

- A strong interest in visual culture, particularly fine arts and photography.
- An interest in the ideas that shape and emerge from art.
- 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.

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

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

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

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

- Student module evaluations
- Staff-Student Liaison Committee
- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme

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- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review (2014)
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

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/s for History of Art, Architecture and Design (2017)
- 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/lta.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 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.

Optional Modules cover all programme learning outcomes irrespective of the combination taken, including A9.

Programme Title: BA Art History

		Stage 1							Stage 2							Stage 3									
	HART3550 /HA355																								
Programme Learning outcomes																									
Knowledge and Understanding:																									
A1	X																								
A2	X																								
A3	X																								
A4	X																								
A5	X																								
A6	X																								
A7	X																								
A8	X																								
A9																									
Intellectual Skills:																									
B1	X																								
B2	X																								
B3	X																								
B4	X																								
B5	X																								
B6	X																								
B7	X																								
B8	X																								
B9	X																								
B10	X																								
B11	X																								
Subject-specific Skills:																									
C1	X																								

