Certificate of Higher Education in History of Art and Architecture, part-time (evening)

For students entering Part 1 2007

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmark group:	
Faculty of Arts and Humanities	Programme length: 2 years or more
Date of specification: September 2007	
Programme Director: Vivienne Loren	
Programme Director for all CertHE in Humanities Programmes: Dr Sarah Smith	
Board of Studies: Continuing Education	
Accreditation: not applicable	

Summary of programme aims and learning outcomes

The primary aim of the Certificate of Higher Education in History of Art and Architecture is to provide a part-time University 'C' level programme for members of the local community who might not otherwise receive a University-level education. The Certificate of Higher Education in History of Art and Architecture also aims to enable part-time students to become independent and confident learners with a range of appropriate subject-based and transferable skills which may facilitate lifelong learning and progression to 'I' and 'H' level programmes. The Certificate of Higher Education in History of Art and Architecture aims to enable students to understand methods and approaches used in the study of History of Art and Architecture. Students will become aware of the principal generic and period divisions, be able to recognise a range and variety of interpretations and be aware of some of the current debates and issues within these disciplines.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which students can expect to have developed by the end of a degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology. The Certificate of Higher Education in History of Art and Architecture provides a starting-point for the development of these skills. Effective communication in speech and writing, including the ability to create a well-organised and coherent argument based on evidence, is gained through group discussion, oral presentations and written assignments. Integral to this development is the gathering, synthesising and interpretation of information, as well as problem-solving and the critical judgement needed to challenge assumptions and previously unexamined opinions. Team-working is practised in discussion and group exercises, while IT skills are developed through locating and retrieving information and the presentation of coursework. Awareness of numeracy is gained through chronology and periodisation. In addition, time-management skills are developed through attendance, participation in course activities and in meeting deadlines. Self-awareness is gained through examination of oneself as an adult learner in individual feedback and personal tutorials.

Programme content

Number of credits: 120
Level: C

Students take four 20-credit modules, normally two in Year 1 and two in Year 2, plus 40 credits from the School of Continuing Education's Open Studies programme (or a Part 1 module in another subject from the part-time degree provision) including a compulsory 5-credit Study Skills module, 'Getting Started'. (Students with recent HE experience may, at the discretion of the

programme director, be exempt from elements of the Getting Started module, however, no one is normally exempt from the Plagiarism session). Students are advised to take the 'Getting Started' study skills module before they embark on their first core Certificate module. Open Studies credits may be taken before, during or after the four modules and may, but do not have to, be in one or more other subjects. Details of courses offered for the Open Studies credits may be found in the School of Continuing Education's 'Public Courses' prospectus. The Certificate of Higher Education in Archaeology carries 120 credits at Level C (80 Certificate of Higher Education subject-specific credits, plus 40 from the Open Studies provision or from Part 1 modules in the evening or daytime part-time degree programme) and is equivalent to Part 1 of a degree programme.

Year 1	Credits	Level
CD1HA1 The Art of Looking	20	C
CD1HA2 Ways of Seeing Buildings	20	C
Year 2		
CD1HA6 The Art of the Renaissance	20	C
CD1HA7 Modern Art	20	C
K01 'Getting Started' from Open Studies programme (compulsory)	5	C
Open Studies or degree programme	35	C

Progression requirements

To qualify for the Certificate of Higher Education, all four History of Art and Architecture modules must be passed at 40%, and in addition 40 Open Studies or Part 1 degree credits must be gained according to the regulations governing the Open Studies or degree programmes with a pass mark of 40%.

Summary of teaching and assessment

In all modules teaching will be provided in lectures and/or participatory groups. Group work will normally contain some formal input (short lectures or introductory talks) followed by structured guided discussion.

Assessment of all the 20 credit modules will be by coursework. Students will undertake three assignments (one formative and two summative), consisting of an essay and two others, which may take the form of a presentation, team exercise or other written assignment (e.g. a case study, critical interpretation/analysis, short answers, simulation exercise, etc.)

All core History of Art and Architecture modules are equally weighted.

Classifications of award are based on core module results only and are 40-59% Pass; 60-69% Merit; 70-100% Distinction.

Admission requirements

There are no formal admission requirements, but students are asked to attend an informal interview with the programme director, to be sure the course is appropriate. Acceptance is based on a general interest in the history of art and architecture and evidence of open-mindedness and motivation.

Admissions tutor: the Programme Convenor or designate

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which

across its three sites hold over a million volumes, subscribes to around 4,000 current periodicals , has a range of electronic sources of information and houses the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University Special Needs Adviser and the Students' Union.

In addition to the compulsory 'Getting Started' module, the School of Continuing Education provides a programme of credit-bearing Study Skills and IT programmes designed especially for adults returning or new to higher education; Certificate of Higher Education students are strongly advised to attend these courses. As part of the Certificate of Higher Education students are provided with induction sessions at either the University Library or the Newbury College Library, as appropriate, and an introduction to email (which is used to communicate with students). They are encouraged to attend study skills courses in the Open Studies programme on using the University Library. In addition, the School provides handbooks and brochures; the Certificate course includes written feedback on coursework and one-to-one supervisions to discuss academic progress, and the PAR (Personal Academic Record) scheme provides students with a personal tutor who can also help students assess their development.

Career prospects
Although many students on the programme will already have a career, the Certificate of Higher Education in History of Art and Architecture may enable a change of direction or advancement. The skills developed in the programme may be transferred to any career that requires effective communication, especially in written form, information gathering and handling, conceptual and creative thinking. Obvious careers include education, arts administration, museums, the media, the civil service, librarianship, administration and management. For any employer the Certificate demonstrates that students can successfully apply themselves to an academic course and that they can manage their personal time effectively and take personal responsibility for their intellectual development. The Certificate of Higher Education in History of Art and Architecture also trains students for progression to Higher Education study at 'I' and 'H' level, where they may continue to gain knowledge and skills.

Opportunities for study abroad
There are no opportunities for study abroad.

Educational aims for the programme
The Certificate of Higher Education in History of Art and Architecture aims to enable students to study a range of works of art and architecture at a deeper level, in a more up-to-date and sophisticated way. In History of Art and Architecture students will interpret a range of works of art and architecture at a deeper level, through the identification of what kind of work of art they are viewing, through an emphasis on genre and period, and through an awareness of a range and variety of critical interpretations. Finally, the programme aims to provide support for the improvement of the skills needed for the communication of structured and coherent arguments in essay writing and oral presentations, and in the critical analysis of individual works of art and architecture.

Programme outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and understand of	Teaching/learning methods and strategies
1. the basic nature of the discipline of art and architectural history, its methods and approaches 2. the principle divisions of the discipline of	The first module provides an introduction to the discipline, approaches and methods in the study of art while also introducing the students to the principle periods and genres.

the subject into periods and genres 3. a range of paintings, sculpture and buildings drawn from a variety of periods and genres 4. the importance of recognising a range and variety of interpretations 5. some current debates and issues in the history of art and architecture	The second module concentrates on architecture and the methods which are employed in the study architecture of different periods. The third and fourth modules reinforce these techniques and the knowledge learned by examining two periods in depth while also introducing the students to a range of interpretations and some of the debates and issues connected with the subject. The lectures impart crucial information and perspective while the complementary discussion develops an understanding of the range of opinions and theories which exist. *Assessment* Assignments test the students' understanding of the methods and approaches used in art and architectural history. They also test the students' knowledge of art and architecture which was produced in the main historic periods and the understanding of the principle genre. The seminars and presentations test the students' appreciation of the range of interpretations which are possible and the existence of differing views and debates.
Intellectual skills (able to) 1. synthesise information from books, discussion and lectures accurately and reliably and to sift and integrate this information into coursework assignments 2. challenge assumptions and previously unexamined opinions 3. create a well-organised and coherent argument based on evidence, in writing and in presentations 4. evaluate the appropriateness of different approaches to solving problems 5. participate effectively in group discussion 6. reflect on their development as adult learners	**Teaching/learning methods and strategies** Through specific focus on topics, issues and texts in group discussion and personal study, students are able to develop critical modes of enquiry about the selection and treatment of material. The research and analytical skills needed for problem-solving and for the accurate and reliable communication of the results of their work, are practised in essays and presentations, as is the ability to synthesise and sift information in order to create a structured and coherent argument. Feedback on an individual basis encourages reflection on strengths and areas for improvement in coursework, and the PAR scheme of personal tutorials enables students to reflect on their development and future progression as adult learners. *Assessment* Essays and other coursework test all aspects of intellectual skills, as well as test the students' ability to marshal information and arguments under time constraints.
Practical skills (able to) 1. locate and synthesise relevant information	**Teaching/learning methods and strategies** All of the practical skills are developed in each

from a variety of sources
2.   use the University's library and IT to access
    sources and information relating to the
    subjects
3.   present an academic essay which includes
    bibliographies and references in an
    appropriate format
4.   listen and communicate effectively in group
    discussion and communicate effectively in
    individual oral presentations
5.   communicate the results of
    study/investigation accurately and reliably in
    writing
6.   develop structured and coherent arguments
    in writing
	module through the production of essays and preparing for group discussions and seminar presentations. Most importantly they are developed through the information gathering, reading and problem-solving which is needed to support these activities.
	
	Assessment
	Assignments test the students' assimilation and ability to use these skills

Transferable skills (able to)
1.   present finding and arguments cogently and
    coherently, both orally and in writing
2.   listen and contribute effectively to group
    discussions and other team activities
3.   locate, select and handle information using
    library and other written sources
4.   locate, select, handle and present
    information using IT resources
5.   show a competence in numeracy within the
    parameters of the subject
6.   work to deadlines and manage their time
    effectively
7.   demonstrate a responsible attitude to
    attendance and participation in schedules
    course activities
8.   assess aptitudes in preparation for the
    development of their present career or a
    career change and/or for further academic
    study
	Teaching/learning methods and strategies
	In all the modules students will be introduced to the IT and library resources of the University, and then taught how to present their findings in a coherent, numerate and timely manner, whether verbally or in writing. Throughout the emphasis will be on participation, responsible attendance and support for their fellow students. As part of the PAR process students will be asked to reconsider the career and further academic options available to them and they will be encouraged to supplement this by using the Careers Service and the School's appropriate Study Skills or IT modules
	
	Assessment
	The essays and other coursework will test the students' ability to communicate, to meet deadlines and to use the academic resources effectively. The seminar presentations and group discussions will test these abilities through the use of verbal communication.

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.