

BA: History of Art and Architecture
For students entering Part 1 in 2007

UCAS code: V440

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):

The University of Reading
The University of Reading
History of Art, Architecture and
Design

Faculty of Arts and Humanities
Date of specification: September 2007
Programme Director: Dr. Sue Malvern
Board of Studies: History of Art
Accreditation: Not appropriate

Programme length: 3 years

Summary of programme aims

The programme aims to provide a framework for examining changing categories of art, architecture and visual artefacts in different places and times. It will develop advanced skills in analysing visual culture and embed the examination of its production and reception within distinct cultural and social contexts. It will foster a critical understanding of the relationship between contemporary conceptions of art, architecture, visual artefacts and culture, and those held elsewhere in other periods, promoting a conception of history of art as a dynamic discipline encompassing divergent, sometimes conflicting, approaches and views.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their 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.

In the History of Art and Architecture programme, students will develop advanced skills in visual analysis, learning how to recognize visual sources and communicate their qualities in oral and written forms. They will be able to articulate and substantiate independent points of view, based on evaluating evidence and using reasoned arguments. They will learn how to organize their own work schedule, to become self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning and performance, by identifying personal strengths and weaknesses, be skilled at time management, and have developed strategies for working within a team and alongside their peers. The programme will include opportunities to develop skills at making oral presentations, to use visual sources in support of an argument and to deploy IT, with a particular emphasis on visual images.

Programme content

Part 1 provides three different introductions to aspects of the study of history of art and architecture. A compulsory core module will introduce students to art historical skills, categories and methods. This will be paired with one or two other modules to provide a foundation for single or joint honours. Distinctive perspectives allow students to orientate themselves in different ways in relationship to the subject - through the study and critique of a canon of western art or the discussion of key art historical skills, categories and approaches, or in terms of art as part of the history of visual artefacts and their makers. In Part 2, through a compulsory core module, students engage with material on the historiography of history of art and its objects of study, directly extending the work of Part 1. A compulsory module held at a study centre abroad allows works of art and architecture to be studied at first hand and as part of a specific cultural and social formation. An independent study module allows the development of specific study skills relevant to how visual analysis is organised. Optional modules in selected periods, approaches and

distinctive media each provide a focus on broad aspects of visual culture. In Part 3, students write a short dissertation on a chosen aspect of visual culture in consultation with a supervisor and select four optional modules. These modules involve more intensive and specialised study, and introduce areas of innovation and scholarship both within the discipline and in its interdisciplinary aspects.

Each Part comprises 120 credits. In Part 1 the remaining credits can be made up from any optional modules and/or from modules elsewhere in the University.

Part 1 (three terms) *Credits Level*

Compulsory modules

20 credits

HA1AB	<i>History of Art and Architecture Workshop</i>	20	C
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Optional modules:

At least 20 credits to be made up from the following:

HA1AA	<i>Art's Histories: a survey</i>	20	C
HA1AC	<i>Makers and making: artist, architects and their practices</i>	20	C

Part 2 (three terms)

Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules

Credits Level

60 credits

HA2ST	<i>Study Trip abroad</i>	20	I
HA2IS	<i>Independent Study Module</i>	20	I
HA2DD	<i>Distance and difference: perspectives on art, architecture and visual culture</i>	20	I

Optional modules:

60 credits

A complete list of optional modules is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

Careers Management Skills (delivered in module HA2CMS) contributes 5 credits worth of marks to the average for Part 2

Part 3 (three terms)

Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules

Credits Level

40 credits

HA3DI	<i>Dissertation</i>	40	H
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Optional modules:

80 credits

A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook.

Progression requirements

For progression from Part 1, students must:

- (a) Obtain at least 40% in each compulsory module.
- (b) Achieve an overall average of 40% in 120 credits taken in the examination.
- (c) Achieve not less than 30% in any module except that marks of less than 30% in a total of 20 credits may be condoned.

For progression from Part 2, students must:

- (a) Obtain at least 40% in HA2ST.
- (b) Achieve an overall average of 40% in 120 credits taken in the examination.
- (c) Achieve not less than 30% in any module except that marks below 30% in a total of 20 credits may be condoned.

Summary of teaching and assessment

At Part 1, teaching is by lectures and seminars. Assessment is by a mixture of coursework and timed examination. At Part 2 teaching is by lecture, seminar and tutorial and for Part 3 by seminar. Assessment is by a mixture of coursework and timed examination. The dissertation is supervised in a series of tutorials with an individual supervisor and is assessed only as coursework. The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

Entrants to this programme are normally required to have obtained:

UCAS Tariff: 3 A levels 260pts. 3 A levels and 1 AS level 280pts, including at least one grade B at Advanced level.

International Baccalaureat: 31pts

Irish Leaving Certificate: BBBB

Scottish Highers 280pts

GNVQ 280pts

GCSE/O level Modern foreign language recommended

All applicants are considered on their individual merits and the Department may vary these requirements if it sees fit.

Mature applicants. Applications from mature candidates are welcome. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course (70% or more usually required), but each case is assessed on its individual merits.

International applicants. Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either the EU or the international admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr Simon Lee

Telephone: 0118 3788890

Email: s.sullivan-tailyour@reading.ac.uk

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 holds 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. There are language laboratory

facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Within the providing department, additional support is provided through a subject-specific reading room containing essential course texts, reference works, some current periodicals and photocopying facilities. There is also a slide library containing slides from all periods of art and architecture history which students will consult as part of their studies. It includes resources in video tapes and computers and in digital imaging and elearning such as BlackBoard. First hand study of works of art is provided through particular classes taught in museums, art galleries or on architectural visits and by a period of study at a centre abroad as well as through the department's own collections, mainly of drawings. Each student is assigned a Course Adviser, normally their personal tutor, to advise on their choice of modules within the programme, supported by a comprehensive Programme Handbook issued to each student individually which includes extensive advice on study skills. Support for students in their studies is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

Career prospects

A number of specialised careers are open to History of Art graduates, such as jobs in museums, auction houses, and increasingly the heritage and leisure industries. History of Art graduates acquire not only visual skills but others such as analytical abilities, problem solving, research skills, independence and adaptability, which mean that opportunities in a wide range of fields are open to them including publishing, advertising, marketing, teaching, social work, accountancy, personnel, banking and commerce, retailing, IT, civil service and local government. A number of students go on to post-graduate study in History of Art, at MA and also at PhD level, both at Reading and elsewhere.

Opportunities for study abroad or for placements

Students in the Department of History of Art have the opportunity to spend a period of study abroad during Part 2 as part of the Socrates scheme.

Educational aims of the programme

The programme aims to provide a framework for examining changing categories of art, architecture and visual artefacts in relationship to different places and times. It will stimulate student's academic and personal development, extending and broadening their range of intellectual skills and abilities. It will develop advanced skills in analysing visual culture and embed the examination of the production and reception of art and architecture within different cultural and social contexts, including issues such as class, race and gender. It will promote a critical understanding of visual aesthetics, artistic and architectural practices and aesthetic traditions. It will foster a critical understanding of the relationship between contemporary conceptions of art, architecture and visual artefacts, and those held elsewhere in other periods, promoting a conception of history of art as a dynamic discipline encompassing divergent, sometimes conflicting, approaches and views. It will aim to promote students' independence and initiative in the organisation and completion of their work and in the formation of judgements.

Programme Outcomes

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

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none">(a) a broad range of art, architecture and visual culture from the Middle Ages to the present day both in the West and in comparison to selected cultures in other times and places.(b) specialist knowledge of certain chosen periods and issues in art history.(c) key issues and current priorities in art and architectural history including conflicting interpretations and specific methods of analysis germane to the historiography of the subject.(d) advanced abilities to interpret visual artefacts, their function and meaning.(e) technical language of the subject.	<p>Teaching/learning methods and strategies</p> <p>Basic knowledge is provided through formal lectures in Part 1, supported by set tasks for practising the elementary analysis of visual artefacts. Feedback is initially through tutorials, seminars and through formative assessed work where assessment is for guidance only and does not contribute to the final mark. Specialist knowledge and deeper understanding is fostered in the guided selection of period options at Part 2, where the teaching is seminar and discussion based. Feedback is provided through written responses to seminar participation and in formative assessed work. In later parts of the programme, and beginning at Part 2, students will take increasing responsibility for their own learning, fostered through the guided selection of increasingly specialised options and independent study, including a dissertation. Feedback is provided through tutorials and written reports on seminar presentations.</p> <p><i>Assessment</i></p> <p>Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.</p>
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Skills and other attributes

B. Intellectual skills – able to:

- (a) analyse and interpret visual artefacts.
- (b) use visual resources as evidence.
- (c) plan, organise and write a coherent argument.
- (d) transfer appropriate skills and methods from one topic within the subject to another.
- (e) plan, organise and conduct an independent enquiry.

Teaching/learning methods and strategies

How to analyse and interpret visual artefacts is constantly exemplified in formal lectures and in seminars from the start of Part 1. Lectures and seminars will also demonstrate how to use visual evidence in the construction of arguments and students will develop advanced skills in this through seminar presentations and coursework tasks. Such skills are additionally fostered through opportunities to study visual artefacts at first hand including in the compulsory module involving study abroad. The ability to transfer knowledge from one area of the programme to another is evidence of high level performance. The ability to organise and structure arguments is emphasised throughout but particularly in compulsory modules and through modules in independent study and the dissertation.

Assessment

1-3 are constantly assessed in all parts of the programme including coursework and unseen examinations which also include compulsory questions analysing visual artefacts. 4 and 5 are particularly assessed in compulsory modules in independent study and the dissertation.

C. Practical skills – able to:

1. identify, locate and record visual sources.
2. memorise and be able to recall key features of different visual resources.
3. identify, find and organise written sources.
4. identify appropriate resources including the internet for the study of works of art and visual culture.

Teaching/learning methods and strategies

Identifying visual artefacts and sources is taught from Part 1, including assessed tasks which test the student's ability to find and select appropriate visual evidence for analysis and comparison. Such skills are additionally fostered in Part 2 where greater emphasis is placed on increasingly complex and sophisticated analyses, including the ability to recall and use visual and other data from often disparate and widely separated sources and locations. 3 and 4 are taught throughout the course but particularly emphasised in the independent study tasks in Part 2 and dissertation in Part 3.

Assessment

1-3 are assessed in all coursework, including oral presentations, and written examinations and 4 is assessed in independent study tasks independent study tasks

D. Transferable skills – able to:

1. use IT (word processing, and the internet)
2. evaluate evidence and use reasoned arguments.
3. describe evidence from visual sources in oral and written forms
4. give oral presentations
5. work as part of a team
6. use library and internet resources
7. manage their time
8. plan their career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme. 2 and 3 are essential to success in all parts of the programme. 4 and 5 are increasingly emphasised in Part 2 and play a key role in Part 3, and 5 is a key skill in the compulsory module *Study Trip Abroad*. Career planning is emphasised in Part 2. Library and internet skills are required in the independent study module in Part 2 and the dissertation in level 3. Time management is essential for the effective completion of the programme.

Assessment

2 and 3 are assessed throughout in coursework and examinations. 4 is assessed in Part 3 and 6 in Part 2 and 3. The other skills are not assessed directly but their effective use will enhance performance in later modules.

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.