

**Higher Education Certificate in History of Art and Architecture UCAS code:  
For students entering Part 1 in 2008/9**

|   |                                |
|---|--------------------------------|
| Awarding Institution:                       | University of Reading          |
| Teaching Institution:                       | University of Reading          |
| Relevant QAA subject Benchmarking group(s): |                                |
| Faculty:                                    | Faculty of Arts and Humanities |
| Programme length:                           | 2 years                        |
| Date of specification:                      | 11/Sep/2008                    |
| Programme Director:                         |                                |
| Programme Advisor:                          |                                |
| Board of Studies:                           |                                |
| Accreditation:                              |                                |

**Summary of programme aims**

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 'T' 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**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving, and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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

|        |                          | <i>Credits</i> | <i>Level</i> |
|--------|--------------------------|----------------|--------------|
| 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 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 Disability Advisors, Study Advisors, Hall Wardens 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 'T' and 'H' level, where they may continue to gain knowledge and skills.

### **Opportunities for study abroad or for placements**

There are no opportunities for study abroad.

### **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 Understanding**

##### **A. Knowledge and understanding of:**

The basic nature of the discipline of art and architectural history, its methods and approaches

The principle divisions of the discipline of the subject into periods and genres

A range of paintings, sculpture and buildings drawn from a variety of periods and genres

The importance of recognising a range and variety of interpretations

some current debates and issues in the history of art and architecture

Teaching/learning methods and strategies

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 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.

##### **Teaching/learning methods and strategies**

###### *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.

## Skills and other attributes

### B. Intellectual skills - *able to:*

synthesise information from books, discussion and lectures accurately and reliably and to sift and integrate this information into coursework assignments

- challenge assumptions and previously unexamined opinions
- create a well-organised and coherent argument based on evidence, in writing and in presentations
- evaluate the appropriateness of different approaches to solving problems
- participate effectively in group discussion
- reflect on their development as adult learners

### C. Practical skills - *able to:*

locate and synthesise relevant information from a variety of sources

- use the University's library and IT to access sources and information relating to the subjects
- present an academic essay which includes bibliographies and references in an appropriate format
- listen and communicate effectively in group discussion and communicate effectively in individual oral presentations
- communicate the results of study/investigation accurately and reliably in writing
- develop structured and coherent arguments in writing

### 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.

### Teaching/learning methods and strategies

All of the practical skills are developed in each 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

#### **D. Transferable skills - able to:**

present findings and arguments cogently and coherently, both orally and in writing  
listen and contribute effectively to group discussions and other team activities  
locate, select and handle information using library and other written sources  
locate, select, handle and present information using IT resources  
show a competence in numeracy within the parameters of the subject  
work to deadlines and manage their time effectively  
demonstrate a responsible attitude to attendance and participation in scheduled course activities  
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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**