

BA History of Art and Architecture
For students entering Part 1 in 2009/0

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History of Art, Architecture and Design
Faculty:	Arts and Humanities Faculty
Programme length:	5 years
Date of specification:	14/Apr/2011
Programme Director:	
Programme Advisor:	
Board of Studies:	History of Art and Architecture
Accreditation:	

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

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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team-working, and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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 resources in support of an argument and to deploy IT, with a particular emphasis on visual images.

Programme content

Part-time degree programmes, like full-time programmes, are made up of study elements called modules. The size of a module is measured in terms of credits, a credit entails a notional 10 hours of study. For a full-time programme each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size).

Modules are offered at one of three levels. In ascending order these are:

- Level 4
- Level 5
- Level 6

All part-time degree programmes entail study of modules totalling a minimum of 360 credits. Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

- Level 4 100 credits minimum
- Level 5 100 credits minimum
- Level 6 100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Level 4 credits (120 credits are equivalent to one year of full-time study), then Listing the Part 1 Examination in order to preview to the remainder of the degree. Post-Part 1, where students take the remaining modules needed to complete their degree programme. Students must take at level 4 those modules required for progression to one or more degree subjects, but may take individual modules from any programme to make up the necessary minimum total of 100 credits at level 4.

Of the 100 or more credits taken at level 5, 5 are taken up with Career Management Skills. Students must complete at least 80 credits at level 5 before they can proceed to study any level 6 modules.

Part 1 (three terms)

Compulsory module: 20 credits

HA1AB	History of Art and Architecture Workshop	20	4
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Optional modules:

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

HA1AA	Art's Histories: a survey	20	4
HA1AC	Makers and making: artist, architects and their practices	20	4

Students must make up the remaining credits from modules chosen from the Faculty Part 1 handbook.

Part 2 (three terms)

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules 60 credits

HA2ST	Study Trip abroad	20	5
HA2IS	Independent Study Module	20	5

Students may opt to take MMM270 (Practice of Entrepreneurship) in place of HA2IS

MMM270	Practice of Entrepreneurship	20	5
HA2DD	Distance and difference: perspectives on art, architecture and visual culture	20	5

Optional modules: At least 40 and up to 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)

Compulsory modules

HA3DI	Dissertation	40	6
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Optional modules: (80 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.

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at level 4. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject(s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 Examination in May or June, which students have to pass in order to go on to their degree choice at levels 5 and 6.

To proceed from Part 1 students must have passed modules totalling at least 80 credits at level 4 and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at level 5 before they can proceed to any module at level 6.

Re-examinations for level 4, 5 and 6 modules are held annually in September.

Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

Certificate of Higher Education 100 credits at level 4 and 20 credits at any level.

Diploma of Higher Education 240 credits, with at least 100 credits at level 5 or above.

The specific progression requirements for this programme are as follows:

HA2ST Study Trip abroad 20 credits and HA2IS Independent Study Module 20 credits must be passed at level 5 for progression to level 6 module HA3DI Dissertation 40 credits.

Summary of Teaching and Assessment

At Part 1 (Level 4), teaching is by lectures and seminars. Assessment is by a mixture of coursework and timed examination. Coursework is weighted at 50% as is the timed examination. At Part 2 (Level 5) teaching is by lecture, seminar and tutorial and at Part 3/4 (level 6) by seminar. Assessment is by a mixture of coursework and timed examination. Coursework is normally weighted 40% and examinations 60%; the details are given in module descriptions. 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

There are no specific requirements for entry to this course. Applicants are expected to be able to demonstrate an interest in and aptitude for the subject. Recent formal academic study at GCSE/AS /A or certificate level would be an advantage. Mature students with non-standard qualifications are welcome to apply. Normally all applicants will be interviewed.

Admissions Tutor: Dr Simon Lee

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

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. Additional support is provided by the Faculty Co-ordinator for Part-time Degrees.

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

There is no opportunity to study abroad as part of this programme

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

A. Knowledge and understanding of:

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.

specialist knowledge of certain chosen periods and issues in art history.

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.

advanced abilities to interpret visual artefacts, their function and meaning.

technical language of the subject.

Teaching/learning methods and strategies

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.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations. A dissertation and oral presentation also contribute.

Skills and other attributes

B. Intellectual skills - able to:

analyse and interpret visual artefacts.

use visual resources as evidence.

plan, organise and write a coherent argument.

transfer appropriate skills and methods from one topic within the subject to another.

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:

identify, locate and record visual sources.
memorise and be able to recall key features of different visual resources.
identify, find and organise written sources.
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 at level I 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 at level I and dissertation at level H.

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:

use IT (word processing, and the internet)
evaluate evidence and use reasoned arguments.
describe evidence from visual sources in oral and written forms
give oral presentations
work as part of a team
use library and internet resources
manage their time
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 at level I and play a key role at level H, and 5 is a key skill in the compulsory module Study Trip Abroad. Career planning is emphasised at level I. Library and internet skills are required in the independent study module at level I and the dissertation at level H. 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 at level H and 6 at levels I and H. 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.