

**BA Art and English Literature**  
**For students entering Part 1 in 2011/2**

**UCAS code: QW31**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Art and Design
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	14/May/2013
Programme Director:	Susanne Clausen
Programme Advisor:	Dr John Holmes Mr Alun Rowlands
Board of Studies:	Art
Accreditation:	The University of Reading

**Summary of programme aims**

The programme aims to give subject-specific knowledge and a thorough broad based training in Art and English Literature and provide students with the opportunity to explore areas of overlap between the disciplines. In Art, the programme is arranged to provide a basis for practice as an artist. Students are encouraged to develop a habit of study embracing all the technical resources of the Department which will lead them to take an increasing level of responsibility for their individual programme. In English Literature, the programme provides knowledge of a variety of different kinds of literary texts, from a range of periods, as well as perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the discipline.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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 (word-processing and use of web-based materials) 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 Art there is an emphasis on self-initiated practice encompassing the acquisition and development of specific skills, methods and approaches attuned to professional practice. The importance placed on independent study demands that students become confident and self motivated in establishing working methods that expand through the technical resources of the department and wider university. Students will develop research skills including the ability to locate and assemble visual and written material, they will engage in evaluative analysis of visual and critical sources. In addition, students have the opportunity to work collaboratively through practice, staging internal and external exhibitions, events and projects.

In English Literature students are also expected to have gained experience and show competence in the following transferable skills: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and to work co-operatively with others.

**Programme content**

The profile which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of modules credit for and the level of each module is shown in brackets after its title.

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.

In Art, Part 1 introduces the range of contemporary art practice and art theory, also a guided introduction to the development of an independent practice across specific methods, approaches and media. Part 2 provides students with the opportunity to identify and investigate particular interests and concerns through practical engagement in their own studio spaces and to relate their studio work to relevant contemporary contexts through the study visits, seminars and lecture programmes. Part 2I provides the opportunity to build on the intellectual and technical skills of the second year through increasingly independent development of work in the studio and through an exploration of the discourse surrounding contemporary art and art theory. Part 3H encourages the

focused development of an independent practice and its documentation in relation to contemporary art and art theory.

In English Literature, Part 1 introduces students to debate about approaches to the study of literature, through close study of selected texts from a number of different periods. Part 2 provides greater breadth of coverage, and studies texts within historical periods and generic traditions. At Part 2I students have the opportunity of more specialized and independent literary study, choosing their modules from a wide range of options. At Part 3H they complete a dissertation on an independent research topic of their own choice, with supervision.

### **Part 1 (three terms)**

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA1MP	Part 1 Compulsory Module Multimedia and Painting	40	4
EN1REE	Researching the English Essay	20	4
EN1WKT	What Kind of Text is This?	20	4
EN1LL	Languages of Literature	20	4

### **In the Art Department:**

#### *Optional modules- 20 credits from:*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA1AT	Contemporary Art Theory	20	4
FA1SP	Skills & Processes	20	4

Any other 20-credit module available in the Faculty.

### **Part 2 (three terms)**

#### *Compulsory modules*

FA2AT	Contemporary Art and Theory	20	5
FA2S2	Part 2 Studio including Career Management Skills	40	5

### **In the English Department:**

Students choose three 20-credit modules from a list of options. At least one of these must be drawn from a list of pre-1800 options. A full list of options is available from the Programme Director and in the Part 2 Module Supplement.

### **Year abroad/Year away/Additional year (three terms)**

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA2IS2	Part 2I Studio	40	5
FA2IAT	Contemporary Art and Theory	20	5
FA2ITEX	Image Action Text	20	5

### **In the English Department**

#### *Optional modules:*

Students choose two optional 20-credit modules, one in each term, to make a total of 40 credits. A complete list of options is available from the Programme Director and in the Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.

All students have the opportunity to pursue a placement option as part of any Part 3 module.

### **Part 3 (three terms)**

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA3HS2	Studio (joint honours)	80	6
EN3DIS	Dissertation	40	6

### **Progression requirements**

To proceed from Part 1 to Part 2 students must:

obtain a mark of at least 40% in FA1MP and achieve a threshold performance

AND

obtain a mark of at least 40% in all English Literature modules.

To proceed from Part 2 to 2I and from Part 2I to Part 3 students must:

1. achieve an overall average of 40% over 120 credits taken in Part 2 and Part 2I

2. achieve a mark of at least 30% in individual modules representing a total of at least 100 credits.

### **Assessment and classification**

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

### **Four-year programmes in Art and in the Institute of Education**

See Programme Handbook

In Art, at Part 1 teaching is by workshops, tutorials and lectures. At Parts 2, 2I and 3H teaching is by individual tutorials, workshops, seminars and lectures. Technical assistance and instruction occurs throughout the year and at the student's request. Directed visits to museums and galleries take place throughout the programme. In Part 1 Compulsory module FA1MP, formative assessment with written feedback takes place at the end of each project with summative assessment at the end of Part 1. The Part 1 final assessment is an aggregate of all the projects. Part 1 optional modules are assessed by coursework. In Parts 2 and 2I studio modules there are two types of assessment, an Interim and a Part assessment. Interim Assessments are formative and take place mid-module where a diagnostic mark is achieved alongside self assessment. The Part Assessment occurs at the end of the module, the results contributing to the Final Degree classification. At Part 3H assessment is by examination in the form of an exhibition and documentation. In all studio modules assessment is by coursework selected and presented by the student. Seminars, Contemporary Art Theory and Art Dissertation are assessed by coursework. Full details are given in module descriptions.

The conventions for classification are included in the Programme Handbook but note that weighting for Part 2, Part 2I and Part 3H for classification purposes in Art is: Part 2 10% (Studio), Part 2I 20% (10% Studio, 10% Seminar), Part 3H 70%).

In English Literature, teaching is by lectures, seminars and essay tutorials. Assessment is by a mixture of coursework and timed examination.

### **Admission requirements**

Applications from mature and international students are welcome. We recommend you contact our Admissions Tutor or departmental secretary to discuss your individual circumstances and/or arrange a visit to the department. All home students are interviewed with their portfolio of practical work.

Standard offer:

UCAS tariff: minimum 300 points from 3 A-Levels or 320 points from 3 A-Levels plus 1 AS level including:

- B grade in A-Level English Literature or English Language & Literature and
- B grade in A-Level Art or History of Art.

International Baccalaureate: Pass Diploma and achieve 6,5,5 in 3 Higher Level subjects including English.

**Admissions Tutor:** Tina O'Connell (Art)

### **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 Careers, Placement and Experience Centre (CPEC), In-session 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, academic issues (eg problems with module selection) and exam related queries. 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](http://www.reading.ac.uk/student)

In Art there is an extensive provision of studio space alongside resources for exhibition and presentations. Part 1 has a dedicated studio environment that is collectively negotiated to the demands of each project. In Part 2 and 3 each student is allocated a studio space with twenty-four access the privilege of Part 3H students through access card entry. There is access to studio workshop for construction; two darkrooms for photography and two digital workshops including facilities for film and video editing, imaging, sound and website building. The department runs inductions and workshops covering core skills, embedded with health and safety as good practice. There are several 'bookable spaces' available for installation, time based work, testing modes of display and curation. Students can avail themselves of the opportunity to curate or collaborate on projects within the department gallery through proposal submission. From Part 2 onwards students elect studio tutors within the compulsory modules and support for students in their studies is provided through the Personal Tutorial system. New students are provided with a copy of their *Programme Handbook* (available online via blackboard) that covers resources available, programme specific matters and examinations. Academic feedback and guidance is given through oral and written feedback, and supported through individual tutorials, workshops and group seminars. In addition there are directed study visits to museums and galleries. The Library houses key journals and publications alongside electronic databases. Specialist subject librarians are available to advise and guide students to library resources. Throughout the programme there are opportunities for work-based learning, placements and internships. The department promotes prospective external exhibitions and projects that enable experience of working with outside arts organisations. In addition, there are opportunities to gain experience working with staff on practice-based research projects and exhibitions.

The Department of English Language and Literature also offers students specific help to improve and develop their essay writing skills through the Royal Literary Fund Fellowship scheme, which provides a resident professional writer whose role is to advise students individually, from first-year to postgraduate level, on raising the level of their academic writing. Students receive a Handbook which gives details of the Programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Advice Team and the Counselling Service. Academic feedback and guidance is given through one-to-one essay tutorials and written feedback on coursework essays. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the Department, provides books, photocopied materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty. The Library is well stocked for students of English Literature with printed materials as well as essential electronic databases on-line and on CD ROM, such as the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance to library resources.

### **Career prospects**

In addition to working as artists, graduates with an Art component to their degree are equipped to sustain their practice as artists, curators and writers. In addition recent graduates have found employment in museum and gallery education, art therapy, journalism and publishing, post-production, theatre and television. The programme is excellent preparation for further study at postgraduate level. Graduates have found that the specific and transferable skills developed by the programme enable them to enter professions across the cultural field.

In recent years students who have gained a combined English Literature degree from Reading have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. An English Literature degree component provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace. A number of graduates each year go on to further academic study and research. In addition to the help provided by the University Careers Advisory

Service, the Department of English Language and Literature has a Careers Tutor available to advise students in English Literature on researching and planning their career choices.

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

There are opportunities to study abroad including international exchange scheme at Rutgers University, USA; Ottawa University, Canada and Monash University, Australia. In Europe there are exchanges with F+F School of Art, Zurich and there is an Erasmus exchange with L'Ecole des Beaux Arts, Dijon, France. Individual student interest in work experience and public exhibition of work is supported by staff.

### **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:**

###### **In Art:**

1. independent and self directed work through the management of a creative practice
2. contemporary art theory and recent art history's relationship to the development of critical art practice
3. collaborative and individual production of exhibitions, their modes of display and curation
4. reflexive skills to research, analyse and evaluate material, both written and visual
5. professional practice and transferable skills.

###### **In English:**

1. literary texts in English from selected periods between the Middle Ages and the present day
2. a range of kinds of texts including fiction, poetry and drama
3. methods of critical textual analysis
4. ways in which social, cultural and historical issues relate to texts
5. a range of approaches in English studies
6. selected special fields of English Literature.

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

###### **In Art:**

All students are inducted and introduced to approaches and methods of independent practice. Teaching is directed through project based workshops, tutorials and studio seminars addressing the principles of practice developing understanding across media (1). Students are encouraged to work in a range of studio disciplines focusing their intentions as the programme develops. The compulsory studio modules develop the emphasis towards a self-initiated programme of work that is tested, staged and documented throughout the year. Students work closely with their elected studio tutor, in individual and group tutorials. These taught sessions develop critical evaluation of practice and foster reflective skills towards exhibition and documentation (4). Modes of collaboration, both in practice and through exhibition, are introduced in Part 1 and fostered through the optional module 'Critical Collaborative Methods' delivered through lectures and seminars that introduce curating and exhibition practice (3). The compulsory module 'Image Action Text' develops through lectures, seminars and workshops, critical contexts for the dissemination of practice (4 + 5). Contemporary Art Theory lectures introduce key terminology, theory and historical precedents (2). Through the taught component students are exposed to the language, vocabulary and debates in contemporary art. Museum and gallery study visits are integral part of the programme, placing study within a wider cultural field. Visiting lectures provide a context within which student knowledge and understanding of professional practice is extended (5).

###### **In English:**

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 modules offer a broad introduction to items 1-5. In Part 2, the understanding and skills acquired at Part 1 are developed with particular emphasis on 1, 2 and 4

through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 3, 5 and 6, through a choice of seminar-based modules together with supervised, independent study leading to a Joint Dissertation.

#### *Assessment*

##### **In Art:**

Knowledge and understanding are assessed by studio presentations, essays, coursework and dissertation. In studio modules there is formative and self assessment with written feedback at an interim point in the year. Summative assessment at the end of the Part is through presentation and documentation.

##### **In English:**

At Parts 1 and 2, knowledge and understanding of 1-5 are tested through a combination of essays and unseen written examinations. At Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.

### **Skills and other attributes**

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

##### **In Art:**

1. critical judgement in the selection of work for exhibition, and its relationship to the broader field of cultural production
2. engage in creative and speculative propositions, with the ability to find creative solutions
3. the ability to apply appropriate critical knowledge and understanding of professional practice and its contexts
4. identify key theories of contemporary practice, and to test and critically evaluate through written, oral and material resources
5. planning, organising and presenting an independent enquiry both individually and within a collaborative environment.

##### **In English**

1. capacity for independent analysis and research
2. identification of problems and issues
3. the ability to read closely and critically
4. an ability to reflect on one's own positions.

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

##### **In Art:**

Intellectual skills are developed through the teaching and learning programme outlined above, particularly through lectures, seminars, tutorials and feedback on the development of individual programmes of work (2). Intellectual attributes are extended in dialogue and discussion demanded by individual and group tutorials, and seminars which are features of all module teaching. These skills are particularly addressed in Contemporary Art & Theory modules, with individual essay tutorials supporting critical writing (4). The lecture modules culminate in one-to-one supervision of individual research interests for the Art Dissertation (2 & 4). Command of methods and processes appropriate to practice are assisted through specific workshops available to support studio skills. Group tutorials in Part 1 are project specific, while Part 2 tutorials establish the specificity of individual practice. Planned and organised staging through exhibition, collaborative ventures and events (internal and external) test iterations of practice (5). In Part 3 in tandem with focused dissertation research, students manifest their critical practice through exhibition and documentation (1)

##### **In English:**

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3) and essay feedback through tutorials (2, 3 and 4).

#### *Assessment*

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

#### **In Art:**

1. employ the methods and approaches within practice-based enquiry
2. develop conceptual and practical skills appropriate to specific practice
3. research and develop reflective documentation skills
4. identify creative applications for sustaining practice and developing professional practice
5. understand the issues surrounding display and presentation of practice through the ability to stage exhibitions and events.

#### **In English:**

1. the ability to criticize and formulate interpretations of texts
2. an ability to engage in critical argument using relevant theoretical approaches
3. an awareness of the rhetorical resources of the English language
4. bibliographical and research skills
5. a knowledge of appropriate conventions in the presentation of written work
6. an ability to relate the study of English Literature to cultural and social issues.

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

#### **In Art:**

1. sustain independent work and study with initiative and to deadlines

#### **In Art:**

Intellectual skills are assessed in all parts of the programme through coursework. Coursework in modules is both formatively and summatively assessed with written feedback at the appropriate stages. Critical judgement and selection form part of the studio assessment, in particular the final exhibition.

#### **In English**

1-3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the dissertation. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.

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

#### **In Art:**

The teaching of practical skills is embedded into the structure, content and delivery of the programme. In Part 1 and 2 there is a focus on specific studio disciplines through inductions, workshops, technical demonstrations and tutorials (1). Further optional instruction is available with one-to-one support for skills diversification (2). The seminar module Critical Collaborative Methods promotes diverse skills from exhibition making, collaboration and technical skills (4). Image Action Text module wraps theoretical concerns with practical skills with a particular focus on distributed forms that include websites, online publications, digital video, sound and image (5). Visiting Lectures support teaching and learning through professional practice (4 + 5). The reflective documentation which forms part of all studio modules is taught through tutorials and workshops (3).

#### **In English:**

1-3 and 6 are developed in English Literature seminars, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision.

#### *Assessment*

#### **In Art:**

Subject specific and practical skills and the ability to assimilate knowledge appropriately are demonstrated in work submitted for assessment. Formative assessment throughout the year of presentations of studio work and contextual essays.

#### **In English:**

In English Literature, all the subject-specific practical skills are assessed through formative and summative essays. 1-3 and 6 are also tested in unseen examinations.

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

#### **In Art:**

The emphasis placed on self-initiated programmes of work centred on the studio enables students to

2. discuss work and ideas in a well-informed and reasoned presentation
3. initiate and work responsibly both individually and in collaboration with others
4. utilise a range of digital and technological processes for the production of work and ideas
5. write and plan proposals and applications in support of professional practice
6. identify and develop careers in the visual arts and other related cultural fields.

**In English:**

1. communicate fluently and effectively with a wide range of individuals using a wide range of means, including written and oral communication
2. formulate and present arguments
3. assess the merits of competing approaches
4. translate subject-specific knowledge and skills into other environments
5. find and use relevant information resources
6. demonstrate time-management skills and prioritise workloads
7. work independently, demonstrating initiative and self-organisation
8. develop a creative approach to problem-solving in a variety of theoretical and more practical situations
9. self-evaluate and self-reflect, with recognition of the steps required for improvement
10. use information technology, especially word-processing, e-mail and the internet for the retrieval and presentation of information, including statistical or numerical data
11. analyse data
12. exercise group and interpersonal skills
13. develop vocational awareness with a view to planning a career.

develop specific techniques, skills, processes and working methods as required by their individual programme of work (1). The ethos of collaboration within the department, is explicitly taught within seminar modules, and fostered through external exhibition opportunities (3 + 4). Careers is introduced formally at the beginning of beginning of programme, and assessed as part of the studio module (5+6). Further professional practice is embedded in programme through tutorials and visiting lectures.

**In English:**

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1-9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

*Assessment*

**In Art:**

Transferable skills are integrated features which contribute to the quality of all coursework. The formal assessment of studio work, essays, seminar presentations, dissertation and reflective documentation covers 1-6.

**In English:**

1-7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.

**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.**