

BA History of Art and English Literature
For students entering Part 1 in 2012/3

UCAS code: QV33

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	History of Art & Architecture; English
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	16/May/2014
Programme Director:	Dr Paul Davies
Programme Advisor:	Dr John Holmes
Board of Studies:	History of Art and Architecture
Accreditation:	

Summary of programme aims

The Joint Degree in History of Art & Architecture and English is a multi-disciplinary programme in which students take modules in both departments alongside single subject students. The programme aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of literary texts and visual artefacts, from a range of periods, as well as perspectives on different methods of critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both 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 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.

In this joint programme, students will develop an ability to articulate and substantiate their own points of view, evaluating evidence and using reasoned arguments. They will learn how to organize their own work schedule, to become independent and self-motivating and to take independent initiatives to develop their studies. They will understand ways of improving learning and performance, identification of weaknesses and their resolution, time management, and working with others. Through the History of Art and Architecture element, they will also become skilled at visual analysis, learning how to describe evidence from visual sources in oral and written forms. The programme includes opportunities to develop skills at making oral presentations and to use visual images to support an argument.

Programme content

The programme in History of Art and Architecture provides a basis for understanding the methods of analysis particular to the discipline, including its changing priorities and approaches, and promotes a critical understanding of the relationship between contemporary conceptions of art and architecture and those of the past. In English, 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 in preparation for more specialized options and independent work in Part 3.

Each Part of the degree programme comprises 120 credits. In Part 1, students must take 60 credits in the School of English and at least 40 credits in History of Art and Architecture. In Parts 2 and 3 they also normally take 60 credits each year in both disciplines, but, in consultation with their programme adviser, they may choose to take up to 20 credits from modules available elsewhere in the University.

Part 1 (three terms)

Compulsory modules

HA1AB	History of Art and Architecture Workshop	20	4
EN1REE	Researching the English Essay	20	4
EN1WKT	What Kind of Text is This?	20	4
EN1LL	Languages of Literature	20	4

Optional modules in History of Art

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

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
HA2ST	Study Trip Abroad	20	5
HA2DD	Distance and difference: perspectives on art, architecture and visual	20	5

Optional module in History of Art

Students choose a 20-credit module from a list available in the Department.

Students may choose to replace one 20-credit English module or the 20-credit History of Art optional module with a module or modules totalling 20 credits from outside the programme.

In English (60 credits).

Students take three 20-credit optional modules chosen from an approved list. 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 Adviser in English Literature and in the English Literature Part 2 Module Supplement.

Part 3 (three terms)

Compulsory modules

HA3EDI	History of Art/English Joint Dissertation	40	6
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In History of Art and Architecture Students choose optional modules totalling 40 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. Students may choose to replace one of their third year options in either Department with a module or modules from elsewhere in the university.

In English (40 credits) Students choose optional modules totalling 40 credits. A complete list of options is available from the Programme Director and in the English Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.

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

Progression requirements

To proceed from Part 1 to Part 2, a Joint Honours student must obtain

- (i) an overall average of 40% over 120 credits taken in Part 1, where all the credits are at C level or above;
- (ii) a mark of at least 40% in each English module;
- (iii) an average of at least 40% over the two History of Art modules with no module mark below 30%;
- (iv) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

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>.

The weighting of the Parts/Years in the calculation of the degree classification is

Three-year programmes

Part 2 one-third

Part 3 two-thirds

Teaching is through a combination of seminars, lectures and essay tutorials. Over the programme as a whole assessment is conducted through a mixture of Assessed Essays and formal examinations: some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two. Details are given in the module descriptions. The Dissertation module is additionally supported by preparatory dissertation workshops in the School of English, and by a series of tutorials with joint supervisors in each department. Conventions for degree classification are included in the Programme Handbook, but you should note that the weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

Entrants to the Joint Degree programme are normally required to have obtained:

BBB from three A Level subjects, including grade B in English Literature or English Language and Literature;

Scottish Highers: ABBBB (A in English Literature)

Irish Highers: ABBBB (A in English Literature)

International Baccalaureate: 31 points with 6 or 7 for Higher level English Literature

GCSE/O: English Language preferred (grade C or above), and a modern foreign language recommended.

All applications are considered on their individual merits. Mature candidates will be usually be expected to have a B (100 points) at A level English, or equivalent qualifications, but consideration is also given to applicants with other qualifications and experience.

Admissions Tutor: Dr Simon Lee, History of Art and Architecture s.lee@reading.ac.uk 0118 378 8891

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-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, 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

The Department of English and American 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.

In the School of English 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 Skills Advisor and the Counselling Service. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal Development Planning (PDP) Scheme. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the the Department of English and American Literature, provides books, photocopied material, cassettes, and an expanding collection of videos for loan to students. A video-viewing suite is available within the Faculty. The library is well stocked with printed materials as well as essential electronic databases on-line and on CD ROM, such as the OED, the MLA Bibliography, and JSTOR.

Within History of Art and Architecture 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 Visual Resources Centre containing digital images from all periods of art and architecture history which students will consult as part of their studies. It includes resources in DVDs 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 academic 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.

Career prospects

In recent years students who have gained a Joint Degree in History of Art and English have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, museums, auction houses, public relations, and increasingly into the heritage and leisure industries. A number of graduates each year also go on to further academic study and research. More broadly, the degree programme provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace. In addition to the help provided by the University Careers Advisory Service, the Department of English and American Literature has a Careers Tutor available to advise students in English on researching and planning their career choices.

Opportunities for study abroad or for placements

HA2ST Study Trip Abroad module lasts between 7-10 days and normally takes place at either the end of the autumn or spring terms of Year 2. A major artistic centre abroad is chosen and students visit museums, galleries, churches, and architectural sites according to a programme devised and organised by staff. Works of art and architecture are studied at first-hand in staff-led tours and prescribed independent visits. This module aims to give students the opportunity to study art and architecture in situ, because first-hand experience of works of art is an essential part of history of art as a discipline. The course aims to promote awareness of the qualities of art and architecture that slides and illustrations cannot convey - size, space, texture, interrelationship of parts, lighting and environment etc.

Programme Outcomes

Knowledge and Understanding

Knowledge and Understanding

A. Knowledge and understanding of:

1. A broad range of literary texts in English, and 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
2. Key issues, conflicting interpretations and

Teaching/learning methods and strategies

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 offers a broad introduction to 1

current priorities in the academic study of both subjects 3. Appropriate methods of critical analysis, including the technical language and theoretical approaches germane to each discipline 4. Ways in which social, cultural and historical issues relate to the selected literary and visual artefacts 5. Selected special fields of English and chosen periods and issues in art history

- 5. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1 and 4 through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 2, 3 and 5, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

Assessment

In Parts 1 and 2, knowledge and understanding are tested through a combination of essays and unseen written examinations. In 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:*

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 5. the analysis and interpretation of visual artefacts. 6. the ability to use visual resources as evidence. 7. plan, organise and write a coherent argument. 8. transfer appropriate skills and methods from one topic within the subject to another.

Teaching/learning methods and strategies

In English, intellectual skills are acquired through independent reading, seminar preparation and discussion, essay writing and feedback in tutorials, and the Dissertation. In History of Art and Architecture 5, 6 and 8 are constantly exemplified in formal lectures and seminars, and students will be encouraged to develop their own skills 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

In Parts 1 and 2, knowledge and understanding of 1 - 4, 7 and 8 are tested through a combination of essays and unseen written examinations. In Part 3 assessment is through a similar mixture of methods, and through the Dissertation. 5 and 6 are constantly assessed in all parts of the Art History programme including coursework and examinations which include compulsory questions analysing visual artefacts.

C. Practical skills - *able to:*

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 to cultural

Teaching/learning methods and strategies

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

and social issues In History of Art and Architecture
7. identify, locate and record visual sources 8. memorize and be able to recall key features of different visual resources 9. identify, find and organise written sources 10. identify appropriate resources including the internet for the study of works of art

are additional 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

In 1-6 all the subject specific practical skills are assessed through formative and summative essays. 1 - 3 and 6 are also tested in unseen examinations 7-9 are assessed in all coursework, including oral presentations, and written examinations and 10 is assessed in independent study tasks.

D. Transferable skills - able to:

1. Fluency in written and oral communication 2. The ability to formulate and present reasoned arguments 3. Assessing the merits of competing approaches 4. The ability to translate subject-specific knowledge and skills into other environments 5. The ability to find and use relevant information resources 6. Time-management skills 7. A creative approach to problem-solving 8. Group and interpersonal skills 9. An ability to self-evaluate and self-reflect 10. Use of information technology, especially word-processing and the internet 11. Describe evidence from visual sources in oral presentations and in written forms

Teaching/learning methods and strategies

In English, transferable skills are developed through seminar discussions (1-4, 7-9), 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). In History of Art and Architecture, 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

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 7 and 8 are assessed throughout in coursework and examinations. 9 is assessed in Part 3 and 10 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.