

BA Art and English Literature
For students entering Part 1 in 2014/5

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:	16/Feb/2017
Programme Director:	Dr Ciara Healy-Musson
Programme Advisor:	Dr Stephen Thomson Prof Alun Rowlands
Board of Studies:	Art
Accreditation:	The University of Reading

Summary of programme aims

The programme aims to develop students' individual creative enquiry informed by an understanding of art history, theory and contemporary practice. The programme is structured to enable students to develop critical practice in a supportive environment that enables the intellectual and technical production of art. It aims to provide the space to explore creative enquiry, written modes of research, reflection and professional practice skills that form the basis for students' future careers. The combined programme aims to provide students with understanding and significance of the discourses of art, as well as understanding how to locate their own work within the wider cultural field.

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 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 BA Art there is an emphasis on independent 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 and reflective analysis of visual and critical sources. The combined programme allows students to develop advanced skills in visual analysis, learning how to recognize 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 by identifying personal strengths and weaknesses, be skilled at time management, and have developed strategies for working with 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.

A key focus of the studio modules is the development of digital skills in the production and documentation of image, object, text, and environments. Students' digital literacy and knowledge of applications adds to their practical and academic skills, necessary to work in a professional environment or to undertake further study. In addition, students have the opportunity to work collaboratively, staging internal and external exhibitions, events and projects where they acquire curatorial, promotional, and entrepreneurial event management skills.

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 following profile states which modules must be taken including the compulsory modules together with optional modules for Part 1. Part 1 students must choose which additional modules they wish to take from within the department and the faculty to make 120 credits in Part 1. The number of credits for each module is shown after its title.

Part 1 Art introduces students to a range of current art practices and discourses through a series of practice-based projects across a range of approaches, methods and media. Part 2 Art provides students with the opportunity to identify and investigate particular concerns through developing independent studio practice informed by relevant historical and contemporary precedents explored in seminars, lectures and study visits. Part 2I Art provides the opportunity to build on the intellectual and technical skills of the Part 2 through increasingly independent studio practice and its relation to art history and theory. Part 2I offers opportunities for study abroad and work-based learning. Part 3 Art studio module facilitates sustained and focused studio practice with an emphasis on independent research and enquiry.

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>
FA1ART	Art Studio	40	4
FA1RW	Reading Objects, Writing Images	20	4
EN1GC	Genre and Context	20	4
EN1PE	Poetry in English	20	4
EN1RC	Research and Criticism	20	4

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA2S2	Part 2 Studio including Career Management Skills	40	5

Art

Optional Modules

A complete list of 20 credit optional modules is available from the BA Programme Director.

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

Art

Optional modules

A complete list of optional modules is available from the BA Programme Director.

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 FA1ART and FA1RW and achieve a threshold performance
AND

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

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.

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>

and see Programme Handbook

In Art at Part 1 teaching is by project, workshop, tutorials and lectures. At Parts 2 and 2I teaching is by individual tutorials, workshops, seminars and lectures; and at Part 3 by individual supervision. Technical assistance and learning is embedded within the studio modules and occurs throughout the year through specific workshops and by request. Directed study visits to museums and galleries take place throughout the programme. In Part 1 compulsory module FA1ART and FA1RW formative assessment with feedback takes place at the end of each project with summative assessment at the end of Part 1. Part 1, 2 and 2I optional modules are assessed by coursework and/or examination. In Parts 2 and 2I studio modules there are two points of assessment, an Interim and a Part assessment. Interim assessments are formative and take place mid-module where a diagnostic mark is achieved alongside written feedback and self-assessment. The Part assessment occurs at the end of the module, the results contributing to the final degree classification. At Part 3 assessment is by examination in the form of a presentation of practice-based work and reflective documentation. In all studio modules assessment is by coursework selected and presented by the student. Full details are given in module descriptions.

The conventions for classification are included in the Programme Handbook but you should note that the weighting for Part 2, 2I and 3 for classification purposes is:

Art: Part 2 and 2I: 33%; Part 3: 67%

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

Admission requirements

Entrants to this programme are normally required to have obtained:

UCAS Tariff: BBB from 3 A level subjects including English Literature or a related subject and Art or History of Art; and a portfolio

Three Higher Level International Baccalaureate scores of: 30 points overall and a portfolio.

All home students are interviewed with their portfolio. Applications from mature students and international students are welcome. For international students digital portfolio submission is accepted.

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

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 or workshop. In Parts 2 and 2I each student is allocated a studio space, with twenty-four access the privilege of Part 3 students through access card entry. There is access to studio workshops for construction, printing and casting; darkrooms for photography and digital workshops including facilities for film and video editing, imaging, sound and web building tools. In addition there is a dedicated Audio Visual Room, a whitespace and sound recording booth. 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. The department gallery is a prominent resource that is student-run and offers opportunities to curate or collaborate on projects and events. 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.

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 learning

Career learning is delivered as a component embedded within the Part 2 Studio Module. It is delivered in part with Careers and by staff in the department. The dialogue established shapes the day which is animated through presentations by alumni and guests working in a number of fields such as museum education, art therapy and public curatorial roles. The three assignments that follow allow students to profile their skills, interests and career path, develop and articulate these through a CV; and develop a 'real world' proposal for residency, fellowship or relevant opportunity identified. The initial career learning activities are extended into Parts 2I and 3 through Professional Practice in which visiting speakers from across the cultural field address practical considerations for funding, developing exhibition projects, public art commissions and the networks of support to sustain art practice after university. The Visiting Artists Lecturer series is a key resource in helping students map career options. Part 3 students are able to develop portfolios and applications through the Postgraduate Clinic, which assists students with applications.

Career prospects

Graduates of BA Art 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

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

There are opportunities to study abroad including international exchange programmes at Rutgers University, USA; Ottawa University, Canada; Monash University, Australia and National University of the Arts Taiwan. 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.

Placement opportunities

Throughout the programme there are opportunities for work-based learning, placements and internships. The department promotes prospective external exhibitions and public projects that enable experiences of working with outside arts organisations. In addition, there are opportunities to undertake negotiated placements for credit within the Part 2I Studio Module assessed through reflective writing that forms part of the students' practice-based documentation.

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

Teaching/learning methods and strategies

In Art:

All students are inducted and introduced to

- management of a creative practice
- 2. contemporary art theory and 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.

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/or presentations, are introduced in Part 1 and fostered through the optional modules with group seminar presentations, delivered through lectures and seminars that introduce curating and exhibition practice (3). The diet of optional modules develops distinctive strands of practice-based, historical and theoretical modes of enquiry through lectures, seminars and workshops that explore the critical contexts of art and its histories (4 + 5). The lectures and seminars introduce key terminology, theory and historical precedents (2). Through the taught component students are exposed to the language, vocabulary and debates that forge 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. display 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. 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. plan, organise and present 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 the range of optional modules, with individual essay tutorials supporting critical writing (4). The optional modules inform and 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

In Art:

Intellectual skills are assessed in all parts of the programme through coursework and examination. 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.

C. Practical skills - *able to:*

Teaching/learning methods and strategies

In Art:

1. employ the methods and approaches within practice-based enquiry
2. develop conceptual and practice 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.

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). Some of the optional modules with a practice-based research dimension promote diverse skills from exhibition making, collaboration and technical skills (4). FA2CM and FA2ITEX modules wrap theoretical concerns with practical skills with a particular focus on distributed forms that include websites, online publications, digital video, sound and image (5). Visiting Lecturers 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 is carried out throughout the year on 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.

D. Transferable skills - able to:**In Art:**

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

Teaching/learning methods and strategies**In Art:**

The emphasis placed on self-initiated programmes of work centred on the studio enables students to 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). Career learning is introduced formally at the beginning of programme, and assessed as part of the studio module (5+6). Further professional practice is embedded in programme through tutorials, visiting lectures and work-based learning.

In English:

Transferable skills are developed through seminar discussions (1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and

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.

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 that 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.