

Template C4



Programme Specification

Title of Course: *BA (Hons) Art History*

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| Date first produced | 30/09/2012 |
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| Version number | 12 |
| Faculty | Kingston School of Art |
| Cross-disciplinary | |
| School | School of Creative and Cultural Industries |
| Department | Department of Creative Industries |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

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|---|--------------------------------------|
| Award(s) and Title(s): | BA (Hons) Art History |
| Exit Award(s) and Title(s): | Cert HE Ordinary degree Dip HE |
| Course Code <i>For each pathway and mode of delivery</i> | UFART2AHT01 |
| UCAS code <i>For each pathway</i> | WV1H |

| | |
|---------------------------------|---|
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Department of Critical & Historical Studies, School of Critical Studies & Creative Industries, Kingston School of Art |
| Language of Delivery: | English |
| Delivery mode: | Primarily campus based (up to 20% of scheduled L&T hours delivered online) |
| Learning mode(s): | Full-time |
| Minimum period of registration: | Full-time - 3 years |
| Maximum period of registration: | Full-time - 6 years |
| Entry requirements | <p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p> |

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| | Please see our course pages on the Kingston University website for the most up to date entry requirements |
| Regulated by | The University and its courses are regulated by the Office for Students. |
| Programme Accredited by: | N/A |
| Approved Variants: | None |
| Is this Higher or Degree Apprenticeship course? | No |

SECTION 2: THE COURSE

A. Aims of the Course

The BA (Hons) Art History at Kingston is offered in combination with BA (Hons) Fine Art, leading to the final award of BA (Hons) Fine Art and Art History. In this combination, the course is provided to create graduate artists who express their research in written, visual and material form in a critically reflective manner. This combination allows the full integration of both fine art practice and the study of art history within the context of contemporary visual and material culture.

This combination takes full advantage of the course's situation with the exciting and energetic practice-based environment of the Kingston School of Art. The combination is taught between the School of Creative and Cultural Industries and the School of Art and Architecture. Each School embeds research, practice and inquiry in teaching and learning in a way which is mutually reinforcing, yet recognises the distinct attributes, methods and contexts of Art History on the one hand, and Fine Art on the other. As a School of active practitioners, the School of Art and Architecture encourages the establishment and development of individual, student-led, research-generated practice and understanding through experimentation with traditional and new materials, methods, modes and technologies within the context of a growing understanding of contemporary art. All staff in the School of Creative and Cultural Industries are research active. This enables teaching and learning to be positioned at leading edge of developments in the field. In this context, teaching and learning is focused on understanding how and why visual objects have been created, used, understood and interpreted. This involves the study of works of art, buildings, designed objects and moving images, and an exploration of the diverse historical, cultural, social and political factors that have helped shape them. The distinctive emphasis in the School is on the last 100 years, and the contemporary relevance of the culture of the modern period. This emphasis emerges from an understanding of the situation of the course within the 'art school' context and ethos, and the dynamic relationship between current art practice and the histories and theories which both underpin and continually reform and question its traditions and genealogies. In particular, Art History takes full advantage of the Critical and Historical strand of modules the School teaches to all courses in the Departments of Fine Art and Film & Photography within the School of Art and Architecture. These constitute the core of the Art History half field, and are complemented by choices of modules from BA (Hons) Art & Design History and Practice, allowing students to tailor their interests in Art History.

All modules make use of the resources of London and the surrounding area. They exploit the different learning environments of galleries, museums, and public places. Further, an understanding of the professional contexts in which the disciplines are practiced is fostered through engagements with institutions. School staff maintain professional links with, among other institutions, the Victoria & Albert Museum, the Museum of London, the Design Museum, Tate Britain, Tate Modern, the Science Museum, the Natural History Museum, Historic Royal Palaces and the National Maritime Museum. The School is a University Associate of the Institute of Contemporary Arts (ICA), and organises a programme of events in conjunction with the ICA. Teaching and assessment also take place in relation to the Stanley Picker Gallery, Dorich House and the cultural sites of historic Kingston.

1. Aims of the Programme

The overall aim of Art History (half field) is to develop in students an intellectual confidence by furnishing them with a high level of subject knowledge as well as highly developed research and communication skills. In a supportive learning environment students are encouraged to achieve their potential through the study of Art History. In particular, the enquiry-based research, with an emphasis on students' reflection on

their practice as artists, frames the academic and professional nature of fine art and art history, and develops students' understanding of this combination as a critical and creative practice.

The following aims are specific to the programme:

- To develop a critical approach to the study of fine art and its histories, and its intersection with broader currents in visual and material culture through the analysis of visual and textual material, environments, objects, artefacts, and the cultural, historical, and political contexts out of which they emerge
- To develop students' ability to reflect critically and creatively on their practice as fine artists, through an engagement with art history, its methods and contexts
- To emphasise the importance of the cultural, historical, and political contexts out of which a wide spectrum of visual and material culture is produced, mediated, and consumed
- To explore contemporary concerns and debates within the subject and to encourage students to differentiate between competing theories and methods, and to utilise them in both written work and oral presentation
- To develop students' research skills – in identifying, locating, and critically appraising primary and secondary material – and techniques for learning independently, that will prepare them for a major undergraduate research project, and future projects beyond their undergraduate studies

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

| | Knowledge and Understanding On completion of the course students will be able to: | | Intellectual Skills On completion of the course students will be able to | | Subject Practical Skills On completion of the course students will be able to |
|----|--|----|---|----|---|
| A1 | Demonstrate a knowledge and understanding of specific examples of Art History | B1 | Show self-confidence and skill in presenting the ideas of authorities in the area of Art History as well as their own, and at synthesizing them in written form and in oral presentations | C1 | Research and identify the range of professional opportunities available to them |
| A2 | Communicate a sophisticated visual and critical awareness, and an ability to place images, artefacts, and environments in their cultural, historical, and political contexts | B2 | Show skills in assembling data from a variety of relevant primary and secondary sources in Art History, and in discerning and making connections between them | C2 | Employ visual, textual, and web-based technologies as a necessary part of their learning |
| A3 | Articulate how and why images and objects are produced, mediated, and consumed | B3 | Show the potential to become independent, autonomous, creative learners | | |
| A4 | Differentiate between and employ a variety of historical and contemporary interdisciplinary theories and methods, and have applied them to the critical analysis of images and objects | | | | |

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

Full details of each module will be provided in module descriptors and in the module canvas pages.

BA (Hons) Art History

| Level 4 | | | | | | | |
|--|-------------|--------------|-------|----------------|----------------|-----------|-----------|
| BA (Hons) Art History | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Contextualising Contemporary Practice: Fine Art | HA4106 | 30 | 4 | Year Long | None | 1 | |
| Key Concepts: Research, Interpretation & Communication | HA4201 | 30 | 4 | Year long | | 1 | |

Exit Awards at Level 4

Students exiting at this point who have successfully completed 120 credits on the BA (Hons) Fine Art and Art History are eligible for the award of Certificate of Higher Education in Fine Art and Art History.

| Level 5 | | | | | | | |
|--|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BA (Hons) Art History | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Critical Issues in Fine Art: Research & Practice | HA5101 | 30 | 5 | TY13 | None | 2 | |
| Researching the Contemporary | HA5201 | 30 | 5 | Year Long | | 2 | |

Exit Awards at Level 5

Students exiting at this point who have successfully completed 240 credits on the BA (Hons) Fine Art and Art History are eligible for the award of Diploma of Higher Education in Fine Art and Art History.

| Level 6 | | | | | | | |
|---|--------------------|---------------------|--------------|-----------------------|-----------------------|------------------|------------------|
| BA (Hons) Art History | | | | | | | |
| Core modules | Module code | Credit Value | Level | Teaching Block | Pre-requisites | Full Time | Part Time |
| Independent Research Project in Critical and Historical studies | HA6103 | 30 | 6 | 1&2 | | | |
| Independent Research Project in Critical and Historical studies | HA6104 | 15 | 6 | TY13 | | 3 | |
| Special Topics in Art and Design II | HA6005 | 30 | 6 | Year Long | | 3 | |

Exit Awards at Level 6

Level 6 requires successful completion of 60 credits from Art History and 60 credits from Fine Art modules.

E. Teaching, Learning and Assessment

The programme delivers fully on the University's Curriculum Design Principles within the teaching learning and assessment regimes for the course.

The course uses a wide range of teaching and learning methods which are designed to allow students to acquire knowledge and skills appropriate to the field. In particular they allow students to understand and interrogate the relationship between art history and theory, and art practice. The focus on the modern and contemporary period is tailored to the research interests of staff in the School of Creative and Cultural Industries, ensuring that the curriculum is research-informed, and can incorporate the latest developments in the field.

The curriculum is enquiry-based, focusing on the development of students' academic skills through a range of teaching and learning scenarios, and a diversity of assessments tailored to appropriate outcomes for each level of the course.

Across the curriculum, teaching and learning takes place through a combination of lectures, seminars, workshops, tutorials and study visits. These enable students to experience different kinds of teaching and learning scenarios across different scales, from larger groups to smaller ones. Outside the University, study visits enable students to engage with real-world contexts for art's production, interrogation and experience. As the course is reliant on the presentation of and interaction with visual materials, a wide range of information technology is used in teaching and learning. The School uses the virtual learning environment (Canvas/VLE), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE. Therefore, the University's VLE is used to support teaching and learning in each module.

All courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

A range of assessments are used, including presentations (individually and as a group), written assessments (in the form of positional statements, short analyses, logbooks, essays and a dissertation). These assessments are designed to relate to each other developmentally, allowing occasions for formative assessment and feed-forward to summative assessment. For example, presentations, short analyses and logbooks support the development of research and ideas which feed into more consolidated, summative assessments. As they progress through the course, the assessments give students the opportunity to take more responsibility for their own learning, developing and consolidating their own research and practice interests, and allowing them critically to position themselves for contexts of employment in the cultural and creative sector. These skills also enable students to go on to further study at postgraduate level. Given this enquiry-based approach, and the breadth of the field itself, the curriculum embraces diversity in content and approach, enabling students actively to engage with the curriculum from the perspective of their own background and interests, at the same time allowing them to learn about and appreciate the perspectives of others. The course attempts to remove barriers to access through the diversity of its learning and teaching scenarios. Personal and academic assistance is provided to students through dedicated personnel within the Faculty of Art, Design & Architecture, and at University Level. The Personal Tutor system allows students to engage with academics in reflecting on their academic and professional needs and experiences.

The curriculum is designed to foster student engagement. Formal mechanisms of Staff Student Consultative Committees, as well as informal meetings with course and module teams allow for student engagement and feedback into the development of the course. In addition to the Personal Tutor scheme, at levels 5 and 6 study groups are integrated into modules. These allow the formation of peer groups, where students can engage with the module and each other outside of formal classes, allowing the development of engagement through peer discussion and support. The modules Critical Issues in Fine Art: Research Practice and Dissertation (Research & Reflection) allow students progressively to define their own research and practice interests, culminating in the dissertation and a student-led capstone project.

The progression through the course works as follows:

At Level 4 students will be introduced to the field of art history and its methods, broad questions of artistic practice, and the historical developments in modernity and postmodernity that underpin our understanding of the contemporary practices of fine art. Learning is supported through lectures, seminars, workshops, discussions and study visits. Assessments include shorter texts (e.g. a manifesto and supporting statement, visual analyses), essays and reflective logs. These allow students to acquire the foundational skills of analysis and interpretation, and form the building blocks for the development of their own position in the field later in the course.

At Level 5, students encounter case-study based content through which they will build the theoretical framework to critically examine the issues current in fine art, at the same time as developing the research skills common to both practice and the study of fine art's histories and theories. Module options allow students to choose from thematic enquiries into art's relation to broader visual and material practices in the twentieth century, in particular the city as an environment of art's production and reception, the transformation of material practice, and the context of the museum as a site of learning and interpretation. Learning is supported through lectures, seminars, discussions and study visits. Assessments include essays, presentations, reflective logs and research portfolios. These allows students to continue to acquire the skills to articulate more complex ideas and positions, and to frame their own developing research interests and approach for their dissertation at Level 6.

The core module at Level 6, the Independent Research project is a self-directed and sustained piece of work. It enables students to develop a particular topic in relation to the pressing themes in their own practice, consolidate critical and analytical skills, and enable reflection on their relationship to the wider contexts in which they will continue to work. Option modules at Level 6 extend thematic choice around art's relation to contemporary concerns in visual and material culture, in particular those to do with bodies, networks, community and identity, and the future of museums and galleries as sites of art's experience and display. Assessments include essays, presentations and research portfolios, as well as visual essays and documentations.

F. Support for Students and their Learning

Students are supported by:

- Module Leaders
- Course Leader (for the combination BA (Hons) Fine Art and Art History)
- Personal Tutor System

Personal Tutor Scheme

Students are allocated a Personal Tutor on their arrival at Kingston. The tutor's role is to support the student throughout their three years at University. At Level 4, students have a series of one-to-one meetings throughout the year (a minimum of 5). The aim of these meetings is to ensure a good transition to University and also allow the student to have an identified tutor whom students know are there to encourage and support them as individuals. At Levels 5 and 6 Personal Tutors welcome their students back and ensure they are aware of the requirements and expectations of the year. Tutors are then available via appointment and in Office Hours.

Wider Faculty- and University-level support for students and their learning comes from:

- Academic Success Centre, which provides support and advice for UG and PG students
- Student Achievement Officer who provides additional pastoral and practical support
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site;
- LinkedIn Learning – an online platform offering self-paced software tutorials
- Information Services and LRC
- Language Support
- The Union of Kingston Students
- Student Office, with a dedicated Course Administrator
- Staff Student Consultative Committee and Board of Study
- University Careers and Employability Services
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

Orientation to the course, School and Faculty-level support is provided in the Course Handbook.

G. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs), Level Surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

All the staff in the School of Creative and Cultural Industries are research active.

The School and the Faculty have a thriving postgraduate research community, with MA degrees in Art & Design History, Museum & Gallery Studies, Curating Contemporary Design, Art Market Appraisal (Professional Practice), and MA Research, MPhil and PhD degrees.

Students graduating from this half field therefore have the opportunity to further their studies in a range of related areas within the School.

The School is a University Associate of the Institute of Contemporary Arts (ICA), and organises a programme of events in conjunction with the ICA. Staff maintain professional links with, among other institutions, the Victoria & Albert Museum, the Design Museum, Tate Britain, Tate Modern, the Science Museum, the Natural History Museum, Historic Royal Palaces and the National Maritime Museum.

H. External Reference Points

QAA Benchmark Statement in History of Art, Architecture and Design:
http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-history-of-art-architecture-and-design-17.pdf?sfvrsn=dc98f781_14

QAA Benchmark Statement in Art and Design:
http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

BA (Hons) Fine Art and Art History web page:
<http://www.kingston.ac.uk/undergraduate-course/fine-art-history/>

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

| Module Code | | Level 4 | | Level 5 | | Level 6 | | |
|---------------------------|----|---------|--------|---------|--------|---------|--------|--------|
| | | HA4201 | HA4106 | HA5201 | HA5101 | HA6103 | HA6005 | HA6104 |
| Knowledge & Understanding | A1 | S | S | S | S | S | S | |
| | A2 | S | S | S | S | S | S | |
| | A3 | | S | S | S | S | S | |
| | A4 | | S | | S | S | S | |
| | B1 | S | S | S | S | S | S | |

| | | | | | | | | |
|----------------------------|----|---|---|---|---|---|---|--|
| Intellectual Skills | B2 | S | S | S | S | S | S | |
| | B3 | S | S | | S | S | S | |
| Practical Skills | C1 | | | | | | S | |
| | C2 | | S | | S | S | S | |

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information