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**Programme Specification**

**Title of Course: MA Art & Design History**

**Date Specification Produced: 13 April 2013**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | **MA Art & Design History** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Critical & Historical Studies,**  **School of Critical Studies & Creative Industries, Kingston School of Art** |
| **Programme Accredited by:** | **N/A** |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction and History**

MA Art & Design History is one of four Masters of Arts courses in the School of Critical Studies & Creative Industries, Kingston School of Art, Kingston University. It is the only Masters level course in the UK combining art and design history. This structure enables the course to interrogate the interrelationships and convergences between the disciplines of art history and design history, and allows students to develop a sophisticated awareness and understanding of the key critical debates and themes within historical and contemporary contexts. The course content emphases a critical engagement with social and political histories and wider cultural issues. Through advanced study of works of art, objects of design, graphic images, and architectural spaces, students develop the means to generate and sustain methods of research and outcomes in response to the specificities of the material they investigate.

The course is situated in a School that emphasises the histories of modernity and modernism and their legacy as the driving dynamic of art and design, and reflects on the relationship of students’ cultural backgrounds to the globalised context of art and design. The School is well placed to link these concerns with the ‘art school’ environment of the Faculty, and with the creative and practical approaches to generating knowledge and cultures therein.

MA Art & Design History offers an ambitious and innovative curriculum, and is designed to provide a coherent experience that enables students to engage with periods, themes and ideas and develop and deliver research that is both original and challenging.

The course structure is designed to provide complementary approaches to its content in terms of tailored lengths of module. Two long modules involving team teaching across the disciplines of art and design will enable students to have a sustained and multivalent engagement with different approaches to methods, concepts and ideas, in order to encourage them to interrogate the interrelationship between art and design. Two shorter modules are designed to be led by a singular voice with a focus on specific case studies, research specialisms and relevant contextual material.

In this respect the course is unique in providing students with the opportunity to pursue modes of research involving creative practice. This element enables students to conduct research through different modes of delivery; for example by submitting work involving moving image, mobile media apps, blogs, websites or other appropriate forms subject to consultation with tutors. Modules therefore comprise research outcomes using essay and portfolio submissions, the latter inviting research using media other than writing, including moving image or social media approaches. The course culminates in the capstone Major Project, which enables students to research either by dissertation or by submitting a portfolio of practical and creative work with an accompanying critical commentary.

Research-informed teaching lies at the heart of what we do, and the course emphasises its contribution to developing students’ own research skills, and a sense of themselves as reflective practitioners. The MA is taught by nationally and internationally recognised active research staff from the disciplines of art and design history. Their expertise feeds directly into course content at module level, relating to students as co-workers in research, and enabling the latter to develop and refine their own research interest. The course therefore involves a rich combination of provision through lectures, workshops, presentations, tutorials, visits delivered by specialists in the disciplines of art history and design history, and through guidance with essay-led or self-generated creative projects of increasing length and sophistication. The course attracts international students, domestic students returning to education, and students from undergraduate courses in KU and UK. Students are given the flexibility to study either part- or full-time. The course provides a setting in which students from a wide variety of cultures are able to connect with the teaching of discourses on art and design, bring to them their own experiences and knowledge of art and design and quickly and effectively generate new, original and critical approaches that will lead to future careers in research and work in the UK and abroad.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end of the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

**B. Aims of the Programme**

The MA Art & Design History offers a progressive written and practice-based approach to the history and theory of art and design. Within this context the course’s purpose is to provide a supportive and creative learning environment for full and part-time students from a variety of backgrounds in order to provide them with the means to realize the necessary and additional skills and knowledge they require or might encounter after completion of the course.

The aims of the course are:

* To offer students a comparative inter-disciplinary exploration of the critical, methodological, and historiographical practices of academic research in Art and Design History;
* To consider critically how and why the disciplines of Art History and Design History and their points of convergence convey meaning and value, to learn how to analyse and interpret them as meaningful and valuable, and to create appropriate research responses to key issues and themes.
* To enable students to demonstrate skills of analysis and synthesis both orally and in writing, and in special project work.
* To utilise staff research expertise across the School of Critical Studies & Creative Industries and the Kingston School of Art;
* To use case studies – of subjects, objects, media, and environments - as instances of research practice to examine a specific historical and theoretical instance or convergence of Design History;
* To empower students to develop and deliver creative, practice-based research projects.
* The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning.

**C. Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and the QAA Master’s Degree Characteristics 2015, an awareness of the undergraduate subject benchmarks for Art & Design and History of Art, Architecture and Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

| **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 high level of knowledge and understanding of art and design as historically linked. | B1 | Develop skills in assembling research materials from a variety of relevant primary and secondary sources, and in discerning and making connections between them. | C1 | Pursue written and creative, practice-based research projects in relation to the imbricated histories and theories (discourses), practices and economies of art and design |
| A2 | Demonstrate in-depth and original knowledge and understanding of art and design history and theory. | B2 | Become critical, independent, autonomous and creative learners | C2 | Demonstrate self-confidence and skill in presenting their work and ideas alongside those of others. |
| A3 | Demonstrate a sophisticated visual, material, spatial and critical awareness, and an ability to place ideas, images, objects and constellations of these in their cultural, historical, and political contexts. | B3 | Demonstrate a detailed understanding and appreciation of different viewpoints. | C3 | Research and identify the range of professional opportunities available to them and develop their work for professional development. |
| A4 | Critically engage with concepts across a spectrum of visual and material cultures, in relation to the history and historiography of art and design history. | B4 | Familiarise themselves with the relation of the discourses with previous and current developments in the field. | C4 | Present such familiarity through writing and presentation skills already acquired. |
| A5 | Complete a substantial independent research project in the form of a Major Project. | B5 | Develop extensive research skills of a high level. | C5 | Demonstrate a high level of skill in delivering a substantial research project. |
|  |  | B6 | Research and present substantial self-initiated work of a high level in response to the curriculum. | C6 | Present and represent research in more than one medium or format, according to context. |

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| --- | --- | --- | --- | --- | --- |
|  |  |  |  | C7 | Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

**D. Entry Requirements**

Applicants should have a good BA (Hons) degree or equivalent qualification in:

* art history; or
* design history; or
* a humanities subject, such as English literature, film and media studies or sociology; or
* a practice-based degree in an area such as fine art with some art history.

Applications from international and mature students with relevant qualifications, interest and commitment are welcomed. We do not expect students to have previous work or volunteer experience in museums and galleries. Each application is considered on its own merits and the balance of each candidate’s academic attainment and other relevant knowledge and experience.

A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. Candidates need to achieve at least 6.0 IELTS in Reading, Listening and Speaking, and 6.5 in Writing.

**E. Programme Structure**

This programme is offered as a full field in full-time, part-time and ‘with professional placement’ modes of study and leads to the award of MA Art & Design History. Full-time is one year; part-time is two years and ‘with professional placement’ is two years full-time. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

None.

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. Outline Programme Structure**

The programme is made up of four modules each worth 30 credits and the Major Project module worth 60 credits. This totals 180 credits. All students will be provided with the University’s Postgraduate Regulations (PR) and relevant Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules except the final ‘capstone project’ module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

**FULL TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Interrogating Art and Design: Critical Perspectives and Creative Practices | HA7300 | 30 | 7 | 1 & 2 |
| Special Topics in Art and Design | HA7306 | 30 | 7 | 1 & 2 |
| Cultural Heritage: Ethics, Trade and Globalisation | HA7404 | 30 | 7 | 1 |
| The Politics of Design: Artefacts, Identity and Protest | HA7303 | 30 | 7 | 2 |
| Major Project | HA7201 | 60 | 7 | 1, 2 & 3 |
| Professional Placement | WP7000 | 120 | 7 | 3 (Yr 1) and  1 & 2 (Yr 2) |

**PART TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| **YEAR 1** | | | | |
| Interrogating Art and Design: Critical Perspectives and Creative Practices | HA7300 | 30 | 7 | 1 & 2 |
| Cultural Heritage: Ethics, Trade and Globalisation | HA7404 | 30 | 7 | 1 |
| **YEAR 2** | | | | |
| Special Topics in Art and Design | HA7306 | 30 | 7 | 1 & 2 |
| The Politics of Design: Artefacts, Identity and Protest | HA7303 | 30 | 7 | 2 |
| Major Project | HA7201 | 60 | 7 | 2 & 3 |

Students exiting the programme with 60 credits are eligible for the award of PG Cert. in Art & Design History.

Students exiting the programme with 120 credits are eligible for the award of PG Dip. in Art & Design History.

**F. Principles of 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.

**Academic Coherence**

The modules are designed as a connected and complementary series of learning opportunities through which students will produce a diverse and coherent portfolio of work. The taught modules of the course feed into the Major Project (‘capstone’ project) as the culmination of the programme. Based on a coherent philosophy of critical and creative practice-based assessment, organising the curriculum as a synoptic, inter-connected series of modules ensures that students have the time and space to acquire and demonstrate the knowledge, skills and behaviours set out in the programme’s learning outcomes.

**Learning and Teaching**

The course uses a range of teaching methods explicitly designed to engage students and ensure that their experience is active and diverse. It draws on the teaching experience and research of tutors within the School of Critical Studies & Creative Industries. In combining art and design history and therefore actively encourages students to explore and extend previous experience in a new context relevant to the needs of the field.

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. Discussion groups are also set up on the VLE specifically focused on assessments. Tutorials are scheduled both in class through sign-up sheets and through email. Students have the opportunity to contribute to the development of their course through Staff Student Consultative Committee and Board of Study.

**Lynda.com**

All courses based in the Kingston School of Art offer students free access to the online video tutorial platform Lynda.com. 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.

**Assessment**

Two modules are assessed through presentation and essay. Two are assessed through essay and portfolio. One is assessed by dissertation or creative project and commentary. Portfolio is defined as a coherent body of work in any medium that delivers on a specific brief. Creative project describes research submitted in any medium appropriate to the thesis. Critical commentary entails a written appraisal of the context, process, development and conclusion of the creative project. This approach to assessment enables students to use knowledge, practices and skills developed within one individual module to inform and support another module. This is particularly the case with the Major Project, which students begin exploring mid-way in teaching block 2, with all of the previous and current taught modules contributing to its development and delivery. Formative assessment, which accommodates both feedback in oral and written form, is used within all modules and between teaching blocks to ensure that students continue to learn from their experience and develop their skills throughout the course towards the delivery of the Major Project.

**Development of Academic Skills**

Academic and practice-based skills are developed throughout the programme, the central feature of which is the Major Project. Beginning midway in teaching block two, the Major Project examines academic, practice-based skills, enabling students to develop their work in other modules, all of which leads to the delivery of the Major Project itself at the end of the third teaching block. All modules enable students to develop and demonstrate independent learning and thought, culminating in the Major Project, the subject of which is chosen by the individual student. The programme supports students developing KU key skills and the ten graduate attributes.

**Research and Practice-Led Teaching**

The curriculum is linked to and informed by research in museum and gallery studies throughout, particularly consideration of more progressive, practice-based research. This includes the research practice of lecturers, but also professionals from the field that students encounter and interact with during the course. Students have the opportunity to develop their own research and practice through each module and the Major Project.

**Work Placement**

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor.  During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

**Accessibility and Inclusiveness**

The course is designed to be open to all by encouraging and empowering all students to identify themselves as critical-creative practitioners from the beginning. The programme provides a series of opportunities for students to explore their personal interests in the context of professional development and assessment. In combining different elements of work, the Portfolio approach to assessment provides students with the opportunity to build on existing skills and develop new ones valued by the field and beyond, with the Major Project being an opportunity to specialise in a particular area of interest and approach.

**G. Support for Students and their Learning**

There will be a personal tutor for all new students. Two formal tutorials are scheduled towards the beginning and at the end of each teaching block, with a further group discussion scheduled between blocks. Further tutorial support is specifically designed into the Major Project. Tutorials are an opportunity to discuss project work, its marking, feedback and feed-forward, and to discuss and mentor on issues of professional development, employability and field-specific careers advice.

Students are encouraged to become a part of the wider postgraduate culture of the School of Critical Studies & Creative Industries, which includes MA Museum & Gallery Studies, MA Curating Contemporary Design, MA Art Market Appraisal (Professional Practice), and doctoral students through participation in research seminars and other events that help to support their broader learning and development.

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

* Academic Study Skills Centre which provides academic skills support for both Undergraduate and Postgraduate students
* Faculty Student Achievement Officer who provides additional pastoral and practical support, especially to students new to higher education studies
* The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Careers and Employability Services Team will provide support for students prior to undertaking work placement(s)
* Lynda.com – an online platform offering self-paced software tutorials
* Information Services and Learning Resources Centre
* Language Support for international students
* Union of Kingston Students
* Student Office with dedicated course administration
* School Office
* Staff Student Consultative Committee and Board of Study
* Support for students with disabilities

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

**H. 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 MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

**I. Employability Statement**

As all assessment on the course is practice-based, each module provides an opportunity for students to develop a unique and engaging portfolio of work that will compete well with early-career professionals beyond the course. Students are successfully finding work nationally and internationally. Examples include employment in the education sector (further and higher education, the museums sector (public and private), graphic design and fine art practice.

There are opportunities within modules and in the Major Project particularly for students to interpret briefs openly depending on their interests which can accommodate current issues of global concern, such as sustainability, human rights, diversity, place and belonging, and globalisation, all of which are directly relevant to the challenge of change facing the cultural industries. The students have also created their own film as a showcase for their work to aid both academic and professional development.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

**J. Approved Variants from the Postgraduate Regulations**

None

**K. Other sources of information that you may wish to consult**

URL for the QAA Master’s Degree Characteristics 2015:

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

Course page on University website:

<http://www.kingston.ac.uk/postgraduate-course/art-design-history-ma/>

**Development of Programme Learning Outcomes in Modules**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Level 7** | | | | | |
|  | **Module Code** | | HA7300 | HA7306 | HA7404 | HA7303 | HA7201 | WP7000 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  |
| A2 | S | S | S | S | S |  |
| A3 | S | S | S | S | S |  |
| A4 | S | S | S | S | S |  |
| A5 |  |  |  |  | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S |  |
| B2 | S | S | S | S | S |  |
| B3 | S | S | S | S | S |  |
| B4 |  |  |  |  | S |  |
| B5 |  |  |  |  | S |  |
| B6 | S | S | S | S | S |  |
| **Practical Skills** | C1 | S | S | S | S | S |  |
| C2 | S |  |  |  | S |  |
| C3 | S | S | S | S | S |  |
| C4 |  |  |  |  | S |  |
| C5 | S | S | S | S | S |  |
| C6 | S | S | S | S | S |  |
| C7 |  |  |  |  |  | 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.**

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**MA Art & Design History** (180 Credits)

**Course Structure Diagram**

**FULL TIME**

**Teaching Block 3**

**Teaching Block 2**

**Teaching Block 1**

Interrogating Art and Design History: critical perspectives and creative practices

HA7300

30 Credits

**MA Art & Design History** (180 Credits)

Major Project

HA7201

60 credits

Cultural Heritage: Ethics, Trade and Globalisation

HA7404

30 Credits

The Politics of Design:

Artefacts, Identity and Protest

HA7303

30 Credits

Special Topics in Art and Design History

HA7306

30 Credits

**Course Structure Diagram**

**PART TIME – YEAR ONE**

**Teaching Block 3**

**Teaching Block 2**

**Teaching Block 1**

Major Project

HA7201

60 credits

**Teaching Block 3**

**Teaching Block 1**

The Politics of Design: Artefacts, Identity and Protest HA7303

30 Credits

**YEAR TWO**

Special Topics in Art and Design History

HA7306

30 Credits

Cultural Heritage: Ethics, Trade and Globalisation

HA7404

30 Credits

Interrogating Art and Design History:

critical perspectives and creative practices

HA7300

30 Credits

**Teaching Block 2**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MA Art & Design History |
| **Intermediate Award(s):** | Postgraduate Certificate  Postgraduate Diploma |
| **Minimum period of registration:** | FT – 1 year  FT – 2 years (with Professional Placement)  PT – 2 years |
| **Maximum period of registration:** | FT – 2 years  PT – 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | None at PG level but aware of U/G Benchmarks in History of Art, Architecture and Design |
| **Modes of Delivery:** | Full-time, Part-time and ‘with Professional Placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Critical Studies & Creative Industries |
| **Department:** | Critical & Historical Studies |
| **Course/Route Code:** | PFADH1ADH01 (Full-time)  PPADH1ADH01 (Part-time)  PFADH1ADH99 (with Professional Placement) |
|  |  |