



## BA (Hons) Art History with Creative Writing Programme Specification

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Programme Title & Award	Bachelor of Arts (Honours) degree in Art History with Creative Writing	UCAS Code	V3W8
Programme Level	Level 6	HECoS Code	100306 100046
Relevant QAA Benchmark Statement	Art History Creative Writing	Programme Code	BNCHACWF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	May 2017
Mode of Study	Full Time	Duration of Study	3 years

### PROGRAMME STRUCTURE

The programme is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary terms are twelve weeks long and the Trinity term is eight weeks long.

The Michaelmas and Hilary terms each consists of twelve weeks of intensive study for the degree programme. They incorporate a Reading Week, generally taken in the seventh week of each term, where there are no formal teaching sessions. In the twelfth week of each term Collections are held, these being individual meetings between the student and their tutors to review the student's performance over the term.

The Trinity term consists of revision, informally and through formal sessions, followed by examinations. For continuing students preparation for courses to be studied in the year ahead will be undertaken.

The courses in the Creative Writing, the minor subject, will be taught over the whole of the academic year. Courses in Art History, the major subject, maybe taught in more concentrated periods through the year.

## STRUCTURE OF THE ART HISTORY MAJOR (270 credits)

The **Art History** major consists of 9 courses:

### FIRST YEAR (LEVEL 4):

#### Core Courses:

NCH421 The Art of the Byzantine World (30 credits)

NCH420 The Art of the Islamic World (30 credits)

NCH419 Introduction to Art History (30 credits)

### SECOND YEAR (LEVEL 5):

#### Core Courses:

NCH521 European Painting: Chardin to Matisse (30 credits)

NCH522 The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects and Consumers (30 Credits)

#### Optional courses:

Select **ONE** of the following:

NCH523 The Elegiac Landscape (30 credits) **OR**

NCH524 The City in Contemporary History (30 credits)

### THIRD YEAR (LEVEL 6)

#### Core courses:

NCH623 Dissertation (30 credits)

NCH624 Modern Architecture from 1851 to the present (30 credits)

#### Optional courses:

Select **ONE** of the following:

NCH625 Ceramics from Asia (30 credits) **OR**

NCH626 Masters of America (30 credits)

## STRUCTURE OF THE CREATIVE WRITING MINOR (90 credits)

The **Creative Writing** minor consists of three courses:

First Year: NCH422 The Writer's Craft: Lexicon and Style (30 credits)

Second Year: NCH525 The Writer's Voice: Influence and Innovation (30 credits)

Third Year: NCH627 Final Year Project and Publishing Horizons (30 credits)

## ENTRANCE REQUIREMENTS

### AGE

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's [policy](#), normally turn 18 before December 31<sup>st</sup> of that academic year.

## **GENERAL ENTRANCE REQUIREMENTS**

The College reviews application forms, grades, personal statements, references, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

## **SPECIFIC ENTRANCE REQUIREMENTS**

Art History Major: None

Creative Writing Minor: None

## **RECOGNITION OF PRIOR LEARNING**

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Southampton Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

## **AIMS OF THE PROGRAMME**

The study of Art History enables students to acquire and develop knowledge and an understanding of the cultural and historical role of works of art, architecture and design. The discipline educates students to look closely at art objects, to consider in terms of their physical and aesthetic values, to decipher the visual or symbolic codes embedded within them and to seek out and understand the historical and cultural contexts that produced them.

The Creative Writing programme is about learning how to be a practising writer who writes in a context of reading and thinking about literature.

To do this, it is necessary for students to develop the following knowledge, understanding and skills:

## **KNOWLEDGE AND UNDERSTANDING**

The programme aims to:

- demonstrate with confidence, a broad appreciation and enjoyment of the visual arts;
- enable students to acquire and develop a knowledge base and understanding of art in both historical and contemporary periods;
- provide students with the opportunity to study the art of more than one society or culture;
- foster a systemic understanding of the cultural and historical circumstances which shape the production, use and value of artefacts in the societies for which they were made;
- give a deep understanding of the physical properties of art objects, the technical processes involved in their production and the circumstances of their consumption;
- develop skills in visual and critical analysis;

- enable students to select appropriate methodologies for the identification and critical assessment of art objects;
- enable students to select appropriate methodologies for the evaluation and deployment of visual, material and textual evidence in art historical arguments and narratives;
- provide knowledge of the technical requirements of writing creatively in the principal forms of poetry, prose, drama and creative nonfiction;
- develop an understanding of the creative writing process, and the ability to reflect critically upon one's creative practice.

### **SUBJECT-SPECIFIC SKILLS**

The programme aims to:

- enable students to develop the skills to observe, appreciate and evaluate art objects;
- enable students to describe and analyse artefacts and architecture with clarity and precision using appropriate specialist language;
- develop students' ability to situate an art object within its social, historical and cultural context;
- introduce students to critical, theoretical and historical writings on art and train them to use these methods in their assessment and analysis of art objects;
- develop intellectual independence and research skills, including bibliographic skills;
- develop critical analytical skills in reading and evaluation of a wide range of primary and secondary source materials;
- develop the ability to gather, sift, select, organise and synthesise large quantities of evidence and present it coherently in both written and oral form;
- develop the ability to write creatively and confidently in the principal literary forms of poetry, prose fiction, drama and creative nonfiction, and some of their many modes, genres and subgenres;
- accustom students to a wide range of practical techniques and strategies involved in the creative process and train them to use these in their own work.

### **TRANSFERABLE SKILLS**

The programme aims to:

- foster independence of mind, self-discipline and initiative;
- develop the ability to gather, organise and deploy evidence, data and information, knowing where to identify, find, retrieve and sort such information, and how to evaluate its relevance and usefulness to the question at hand;
- develop the ability to express oneself fluently, clearly, and coherently in oral and written form;
- develop the students' skills in the deployment of visual material in the presentation of written and oral communication;
- develop intellectual integrity and maturity, and imaginative insight and creativity;
- develop the ability to work constructively in a group;

- prepare students for a wide range of careers and roles in society;
- enable Major students to progress to postgraduate studies in the field or a related area.

## LEARNING OUTCOMES

[Art History (AH); Creative Writing (CW)]

### KNOWLEDGE AND UNDERSTANDING

A student will be able to:

- K1c command a substantial and varied body of art historical knowledge and understanding (AH);
- K2c engage with the concepts, values and debates that inform study and practice in the field of art history including an awareness of the limitations and partiality of all historical knowledge (AH);
- K3c show knowledge and understanding of the processes through which artefacts are designed and made in the cultures studied (AH);
- K4c command knowledge of the technical requirements of writing creatively in a wide range of literary forms, and a developed understanding of the creative writing process (CW).

### SUBJECT SPECIFIC SKILLS

A student will be able to:

- S1c record and describe art objects with clarity and precision, using ordinary and specialist language as appropriate (AH);
- S2c set the artefacts studied within their correct appropriate historical, intellectual and cultural contexts (AH);
- S3c use appropriate methodologies for locating, assessing and interpreting primary and secondary sources (AH);
- S4c write creatively and confidently in a wide variety of literary forms, reflect critically upon their own creative process and practice, and identify a range of routes to dissemination of creative work (CW).

### TRANSFERABLE AND PROFESSIONAL SKILLS

A student will be able to:

- T1c communicate information, arguments and ideas clearly and coherently in written and spoken form using appropriate visual aids and information technology resources (AH);
- T2c synthesise, analyse and summarise large amounts of information to produce rational and critical conclusions( AH/CW);
- T3c work independently, effectively, and to deadlines (AH);
- T4c appreciate the benefit of giving and receiving feedback, while negotiating contexts of ambiguity, uncertainty and unfamiliarity (CW).

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements - see Appendix A. For the learning outcomes of exit awards see Appendix B.

**MAP OF COURSES TO LEARNING OUTCOMES**

Course Title	Knowledge & Understanding												Subject-specific Skills												Transferable Skills											
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	S1a	S1b	S1c	S2a	S2b	S2c	S3a	S3b	S3c	S4a	S4b	S4c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	T4a	T4b	T4c
<b>FHEQ Level 4</b>																																				
The Art of the Byzantine World	•						•						•			•									•			•								
The Art of the Islamic World	•						•						•			•									•			•								
Intro. to Art History	•			•			•						•						•			•			•			•								
The Writer's Craft							•			•						•						•									•			•		
<b>FHEQ Level 5</b>																																				
European Painting		•			•									•			•									•						•				
Industry of Art: Renaissance and Baroque		•			•					•				•						•			•			•			•			•				
The Elegiac Landscape		•						•						•			•									•										
The City in Contemporary History		•			•												•			•						•			•							
The Writer's Voice								•		•							•					•				•						•			•	
<b>FHEQ Level 6</b>																																				
Dissertation			•			•			•						•			•			•						•									
Modern Architecture			•			•			•						•			•			•						•			•			•			
Ceramics from Asia			•			•			•						•			•			•						•			•			•			
Masters of America			•			•			•						•			•			•						•			•			•			
Final Year Projects								•			•						•					•				•					•			•		

## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Art History and Creative Writing faculties make use of various teaching and learning strategies to provoke interest, knowledge and skills in the courses being delivered.

The delivery methods are:

- Individual tutorials (based on an essay submitted by the student, with weekly diagnostic feedback on their progress)
- Seminars for small group discussion and object case studies
- Lectures
- Student presentations
- Informal discussion groups (including online discussion)
- Study visits to museums and historic buildings
- Close observation, demonstration and handling sessions
- Consolidation and revision workshops
- Examinations and examiners' reports
- Independent study and research

The style of teaching Art History with Creative Writing at the College exposes students to weekly lectures that capture their interest and excite their curiosity. These lectures are designed to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate). Weekly one-to-one tutorials and small group seminar sessions enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, written and/or verbal, on their formative weekly assignments, and ideas and arguments are approached from new angles and in new contexts so as to enable the consolidation and review of material.

The programme is designed to progress steadily over the three years, and develop students' conceptual sophistication through cumulative experience and knowledge. If taken, the third-year dissertation course will allow students to develop their thinking in collaboration with a supervisor.

### RESOURCES

The students experience and study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, case lists and supplementary materials. Students also have access to Senate House Library and online research resources, such as Westlaw and Lexis Library.

Sample and/or past examination papers, as well as examiners' reports, are available to help students understand what is expected of them.

### WIDENING PARTICIPATION

The College is committed to widening participation, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The College visits schools, hosts lectures by academics, practising lawyers and past and present members of the judiciary, engages with mass and social media, and publishes in learned journals. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of backgrounds and

learning styles. The faculty facilitates academic and social events in which academics and students are brought together. Students are encouraged to visit courts and tribunals and to network with practising lawyers. Those students who are considering a career at the Bar are encouraged to join one of the four Inns of Court and take part in its activities.

## RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. The faculty appreciates the breadth of knowledge that students must achieve, particularly in the Foundations of Legal Knowledge subjects but, where the syllabus allows for it, teaching is allocated in line with research interests and expertise and the faculty facilitates a wide range of academic and social events in which academics and students are brought together.

Students are taught research and digital literacy skills in two main ways:

- a) At the beginning of Michaelmas Term of the first year, subject librarians at Senate House Library give the students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of Art History with Creative Writing. Students need to know how to analyse their research topic when planning a literature search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library databases that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.
- b) Part way through the first half of Michaelmas term (once students have had some experience of writing weekly essays, and have acquired the appetite to improve their research skills), first-year students receive, in College, both College-wide and subject-specific briefings on basic digital literacy and research skills. These briefings are given as lectures, and are reinforced by summary documentation made available on Moodle.

## ASSESSMENT

Assessment in Art History with Creative Writing aims to examine:

- knowledge and understanding of different periods of art history;
- the ability to recognise, describe and contextualise art objects with appropriate art historical language;
- the ability to apply established critical approaches to the analysis of art historical issues;
- the ability to express oneself fluently, clearly and precisely in prose;
- the ability to express oneself with fluency and coherence whilst making a visual presentation;
- the ability to engage in a sustained piece of independent research;
- the ability to write creatively in the four principle forms of poetry, prose fiction, drama and creative nonfiction;

- understanding of the creative process and the development of one's own writing practice.

Courses are assessed in a variety of ways, including:

- Examinations
- Coursework essays and legal problem questions
- Reports
- Dissertation
- Portfolio

Appendix C contains the programme structure and assessment summary.

## **ASSESSMENT REGULATIONS**

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

## **STUDENT SUPPORT**

### **DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)**

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

## **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

The College **Careers** Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs **LAUNCH**, which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

## **QUALITY EVALUATION AND ENHANCEMENT**

### **AWARD STANDARDS**

Every programme of study is developed and approved by the College's Academic Board and then approved by Solent University.

### **REVIEW AND EVALUATION MECHANISMS**

The College has robust procedures in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision making process to enhance the programme and student experiences. These feedback sources are listed below:

- Annual programme reports, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners, as appointed by the validating University, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course questionnaires on a termly basis, termly Student-Staff Liaison Committee and annual Student Satisfaction Survey.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.). Students may also raise matters with their personal tutor.

**ABOUT THIS DOCUMENT**

Head of Faculty for Bachelor of Arts (Honours) degree in Art History with Creative Writing	Dr Patrycja Kasznska
Start date	26.09.18
Date of approval	25.08.16
Date(s) updated/amended	May 2019

**APPENDIX A1 – MAP TO QAA ART HISTORY SUBJECT BENCHMARK**

	<b>Recommendation</b>	<b>Learning Outcomes</b>
<i>The benchmarking group for art history recommended that all students studying art history as part of their degree:</i>		
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 4.2 -4.14 of the HAAD subject benchmark statement.	K1-4, S1-S4, T1-3
<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.4	a broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated and systematic knowledge of one or more of the above.	K1
	a knowledge and understanding of the processes through which artefacts are constructed in the cultures studied.	K3
	a familiarity with some substantive areas of current research in the field addressed by the degree programme.	K4
	an ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge.	K2
	an understanding of the development of the subject, and of its key intellectual tools.	K2
<b>Threshold</b> Level of Achievement		
6.5	On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	a knowledge of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated knowledge of one or more of the above.	K1
	a knowledge of the processes through which artefacts are constructed.	K3
	some knowledge of current research in the field addressed by the degree programme.	K4
	some ability to engage with the concepts, values and debates that inform study and research in the subject area.	K2
	some knowledge of the development of the subject.	K2
<b>Subject-specific skills and abilities</b>		
6.6	<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:	
	the ability to use critical skills of visual observation, description and interpretation.	S1
	the ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts.	S2
	the ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3

	<b>Recommendation</b>	<b>Learning Outcomes</b>
	the ability to evaluate a range of different methodologies and approaches within the subject.	S3
	the ability to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate.	S4
	the ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas.	S4
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.7	the ability to use basic skills of visual observation, description and analysis.	S1
	some ability to locate artefacts within appropriate historical, intellectual or cultural contexts.	S2
	the ability to locate evidence from primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	an awareness of a range of different methodologies and approaches within the subject.	S3
	the ability to produce relevant arguments supported by evidence.	S4
	the ability to present alternative points of view held within the subject.	S4
<b>Generic intellectual skills</b>		
6.8	<b>Typical</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	developed skills of analysis, synthesis and effective summary.	S4, T2
	critical judgement: the ability to discriminate between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts.	S4,T2
	research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task.	S4,T2
	open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments.	S1, T2
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.9	skills of analysis, synthesis and summary	S4, T2
	critical judgement: awareness of the difference between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience to address problems.	S4,T2
	research: the ability to locate and record information relevant to a given task.	S4,T3

	<b>Recommendation</b>	<b>Learning Outcomes</b>
	open-mindedness: some ability to be receptive to unfamiliar artefacts, issues and ideas.	S1, T2
<b>Transferable skills</b>		
6.10	the ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids.	T1
	the ability to listen effectively and so to learn from and participate constructively in discussion.	T2
	the ability to work constructively and productively in groups.	T2
	the ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work.	T3
	the ability to make effective use of IT for research and communication.	T1
	the ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance.	T3
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.11	the ability to communicate adequately in written and spoken form, using visual aids where necessary.	T1
	the ability to listen effectively and to learn from discussion.	T2
	the ability to work in groups.	T3
	the ability to work to briefs and deadlines.	T3
	the ability to make effective use IT.	T1
	some ability to use feedback to improve performance.	T3

## APPENDIX A2 - MAP TO QAA CREATIVE WRITING SUBJECT BENCHMARK

	<b>Recommendation</b>	<b>Learning Outcomes</b>
	<i>The benchmarking group for Creative Writing recommended that all students studying Creative Writing as part of their degree:</i>	
	Undertake a programme which fosters the skills and qualities of mind listed in 5.1.i -5.1.xiii of this subject benchmark statement.	K4, S4, T4
	<b>Threshold</b> Level of Achievement	
	<i>On graduating students should be capable of demonstrating:</i>	
	A command of written and spoken language, including rules, conventions and the possibilities of experiment	K4, S4
	The ability to generate original creative work	K4, S4, T4
	A grasp in practice and theory of techniques for writing, editing and rewriting in a range of forms, genres and media	K4, S4, T4
	A creative and discriminating engagement with the expressive and imaginative powers of language	K4, S4
	An independent and disciplined commitment to their own writing, and to its development	K4, S4, T4
	An ability to read and respond critically and clearly to published work	K4, S4,
	An ability to read and respond critically and practically to work in progress	K4
	A reflective approach to the art and process of composition that understands it as capable of being explored, investigated and articulated	K4, S4, T4
	An awareness of the historical and cultural dimensions of language use and literature, including developing media technologies	K4, S4, T4
	An understanding of writing as communication, with a variety of audiences, possible destinations and purposes, involving different priorities and skills	K4, S4, T4
	An informed sense of the different routes to dissemination of creative work, both professional and informal	K4, T4
	The practice of engaging skillfully in groups and one-to-one in order to further the development of their own and others' work	T4
	An understanding of the transferability of the above to other contexts including employment.	K4, S4, T4

## APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

### 1. LEARNING OUTCOMES FOR AWARD OF CERT HE:

#### Knowledge and Understanding

A student will be able to:

- K1a (AH) have knowledge and understanding of several periods of art history;
- K2a (AH) show an understanding of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- K3a (AH) show some knowledge and understanding of the processes through which artefacts are designed and made;
- K4a (CW) have knowledge of several forms of creative writing and an understanding of the creative process.

#### Subject-specific Skills

A student will be able to:

- S1a (AH) record and describe art objects with clarity and precision, using ordinary and specialist language;
- S2a (AH) read and reflect on critical, theoretical and historical writings for the assessment and analysis of art objects;
- S3a (AH) evaluate evidence, methodologies and approaches;
- S4a (CW) produce creative written work in poetry, prose and drama.

#### Transferable Skills

A student will be able to:

- T1a (AH) communicate adequately in spoken form, using visual aids (IT) where necessary;
- T2a (AH) organise and synthesise a limited amount of information;
- T3a (AH) work independently, effectively, clearly and to deadlines;
- T4a (CW) appreciate the benefit of giving and receiving feedback.

### 2. LEARNING OUTCOMES FOR AWARD OF DIP HE:

#### Knowledge and Understanding

A student will be able to:

- K1b (AH) command a varied body of art historical knowledge and understanding;
- K2b (AH) show a broad understanding of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- K3b (AH) show knowledge of several methodologies for the identification and critical assessment of art objects;

- K4b (CW) command knowledge of the technical requirements of writing in a wide variety of literary forms and genres, and an understanding of the creative process.

### **Subject-specific Skills**

A student will be able to:

- S1b (AH) record and describe art objects with clarity and precision, using specialist language; be open and receptive to unfamiliar artefacts;
- S2b (AH) show ability to set art objects within their appropriate historical, intellectual, cultural contexts;
- S3b (AH) locate, assess and interpret primary and secondary sources; evaluate a range of different methodologies and approaches within the subject;
- S4b (CW) present written work in a wide variety of literary forms, and reflect critically upon their own creative process to enhance their writing practice.

### **Transferable Skills**

A student will be able to:

- T1b (AH) use communication and information technologies for the retrieval and presentation of information;
- T2b (AH) produce written work to good standards of organization, relevance, clarity of expression and referencing;
- T3b (AH) organise and synthesise information to produce rational and critical conclusions;
- T4b (CW) anticipate and accommodate change, and negotiate contexts of ambiguity, uncertainty and unfamiliarity.

**APPENDIX C - PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)							
					AE1	Activity type	AE2	Activity type	AE3	Activity type	AE3	Activity type
<b>Level 4</b>												
NCH419	The Art of the Byzantine World	30	C	CD	80%	Ex	20%	Oral				
NCH420	The Art of the Islamic World	30	C	CD	80%	Ex	20%	Oral				
NCH421	Introduction to Art History	30	C	CD	40%	A	60%	A				
NCH422	The Writer's Craft	30	C	CD	50%	A	50%	A				
<b>Level 5</b>												
NCH521	European Painting Chardin to Matisse	30	C	CD	80%	Ex	20%	Oral				
NCH522	The Industry of Art Renaissance	30	C	CD	40%	A	60%	A				
NCH523	The Elegiac Landscape	30	O	CD	80%	Ex	20%	Oral				
NCH524	The City in Contemporary History	30	O	CD	80%	Ex	20%	Oral				
NCH525	The Writer's Voice	30	C	CD	50%	A	50%	A				
<b>Level 6</b>												
NCH623	Dissertation	30	C	CD	100%	Diss/viva						
NCH624	Modern Architecture	30	C	CD	40%	A	60%	A				
NCH625	Ceramics from Asia	30	O	CD	80%	Ex	20%	Oral				
NCH626	Masters of America	30	O	CD	80%	Ex	20%	Oral				
NCH627	Final Year Project	30	C	CD	100%	F						

**COURSE TYPE:** C = Core/Compulsory; O = Option.

**COURSE MODE:** CD = Campus Delivery; BK = Block Delivery; BL = Blended Learning; DL = Distance Learning and Self-Directed Learning; EL = E-Learning; EX = Experiential; PL = Placement; WB = Work Based Learning,

**ASSESSMENT WEIGHTING:** AE1 = Assessment Element 1; AE2 = Assessment Element 2; AE3 = Assessment Element 3; AE4 = Assessment Element 4

**ASSESSMENT ACTIVITY TYPE**

Written exam

Take home exam

Written assignment

Report

Dissertation

Portfolio

Project output (other than dissertation)

Oral assessment and presentation

Practical skills assessment

Set exercise

**CODE**

Ex

TEx

A

R

Diss

F

P

Oral

Pract