



## BA (Hons) Art History with Law

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Programme Title & award	Bachelor (Honours) of Art History with Law	UCAS Code	V3M1
Programme Level	Level 6 (FHEQ)	HECoS Code	100306 100485
Relevant QAA Benchmark Statement	Art History Law	Programme Code	BNCHALF
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

Study of Art History gives an interpretational window on history, facilitating an understanding of civilisation and culture over time, which in turn will facilitate the study of law.

Law has a long history. Sometimes it is unchanged over time: Concepts from Roman Law can be found in our modern law. English common law can be traced back to the mediaeval period and beyond. Often the law changes, though, responding to changing social, political and economic factors.

Your understanding of the events, the ideas, the people and the institutions that have shaped not only our country but civilisation in general, viewed through the interpretational window of art history, will be enhanced by an understanding of the constitutional and legal framework which formed the background to those things. Each subject will enhance the other.

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

The Michaelmas and Hilary terms both consist of eight to ten weeks of intensive study for the degree programme, with one Reading Week and the remaining week for Collections (individual meetings with the student and their tutors to review their performance over the term).

The Trinity term consists of three to four weeks of teaching and revision, three of exams, and then a fortnight of other activities and preparation for courses to be studied in the year ahead.

The courses in Law, the minor subject, will be taught over the whole of the academic year. The courses in Art History, the major subject, may be taught in more concentrated periods through the year.

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

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

#### **FIRST YEAR (LEVEL 4)**

##### **Core Course:**

NCH419 The Art of the Byzantine World (30 credits)

NCH420 The Art of the Islamic World (30 credits)

NCH421 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)

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)

NCH626 Masters of America (30 credits)

### **STRUCTURE OF THE LAW MINOR (90 credits)**

The **Law** minor consists of three courses:

First Year: NCH423 English Legal System (30 credits)

Second Year: NCH528 Law of Tort (30 credits)

Third Year: NCH634 Law of the European Union (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, work samples, 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.

Law 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 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 knowledge and understanding of the cultural and historical role of works of art, architecture and design. The discipline trains 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. In taking Law as a minor you will learn about the institutions, processes and principles of English law, together with some areas of substantive law.

### 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 English Legal system.

### **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 problem solving skills for complex legal problems.

### **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;
- develop effective communications skills using appropriate legal terminology

## LEARNING OUTCOMES

[Art History (AH); Law (Lw)]

### KNOWLEDGE

The student will be able to:

- K1c (AH) demonstrate a systematic understanding of art historical knowledge;
- K2c (AH) demonstrate a systematic understanding of art historical debate and engage with the concepts and values that inform study and practice in the field of art history including an awareness of the limitations and partiality of all historical knowledge;
- K3c (AH) show a systematic understanding of the processes through which artefacts or buildings are designed and made in the cultures studied;
- K4c (Lw) demonstrate a systematic knowledge and contextual understanding of legal principles, legal institutions, justice systems and substantive law, through studying English law in an academic, institutional, social, national and global context.

### SUBJECT-SPECIFIC SKILLS

The student will be able to:

- S1c (AH) accurately analyse art objects and record them with clarity and precision, using ordinary and specialist language as appropriate;
- S2c (AH) accurately situate the artefacts studied within their correct appropriate historical, intellectual and cultural contexts;
- S3c (AH) review, consolidate and extend their knowledge by using appropriate methodologies for locating, assessing and interpreting primary and secondary sources;
- S4c (Lw) determine solutions to complex legal problems using knowledge and understanding, critical analysis and recognised legal arguments, whilst using judgment and dealing with ambiguity and uncertainty as appropriate.

### TRANSFERABLE SKILLS

The student will be able to:

- T1c (AH) effectively communicate information, arguments and ideas cogently and effectively in written and spoken form using appropriate visual aids and information technology resources;
- T2c (AH) critically evaluate large amounts of information to produce rational and critical conclusions;
- T3c (AH) work autonomously, and confidently present and communicate the outcomes of their own critical enquiry, within timelines published;
- T4c (Lw) research the law and communicate findings effectively through accurate use of English and legal terminology, using this to manage personal development.

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



## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Art History and Law faculties make use of various teaching and learning strategies, including:

- Individual tutorials (based on an essay submitted by the student, with diagnostic feedback on their progress)
- Lectures
- Group tutorials (involving student presentations)
- Seminars for small group discussion and object case studies
- 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 Law at NCH exposes students to 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). One-to-one tutorials and additional presentation-based seminars enable unparalleled focus on the individual student, and prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback on their formative 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. The third-year dissertation course will allow students to develop their thinking in collaboration with a supervisor.

### RESOURCES

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

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

### WIDENING PARTICIPATION

The faculty is committed to widening participation in Art History both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The faculty visits a wide range of schools, hosts open lectures, engages with mass and social media, and publishes in accessible formats. Members of the faculty are highly engaged with, and committed to, the public dissemination of their discipline. 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 a wide range of academic and social events in which academics and students are brought together.

## RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. 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.

In addition to the specific digital literacy and research skills taught in course 1C Introduction to Art History, during the first term of each of the three years of the programme, the lecturer in one of the Art History courses makes a particular point of building the teaching of digital literacy and research skills into their lectures. The skills taught become more sophisticated in each successive year, eventually going into the fine details of referencing and the layout of a scholarly article as well as producing and presenting a paper with PowerPoint.

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 College 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. 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 assignments 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.
- c) Details of how this might be done appear in 'Learning and Teaching' sections of the Course Descriptors for: Course Literature 1830-1900, Course Literature 1550-1700, and Course North American Literature 1900. In addition, research skills peculiar to the writing of dissertations are taught in the lectures and tutorials for Course Comparative Literature.

For Law, students will:

- a) In Michaelmas term of the first year students are introduced, in the English Legal System course, to the sources of English Law and how those sources are accessed. Specific attention is paid to the Westlaw and Lexis Library databases. Students are shown how to access those databases and are encouraged to use facilities of the databases themselves to expand their knowledge of them and their capabilities. Students are also shown how to reference legal sources through use of OSCOLA.

- b) Subject librarians at Senate House Library give College students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of Law

## **ASSESSMENT**

Assessment in Art History with Law aims to test:

- 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;
- knowledge and understanding of legal theories, principles, doctrines, concepts, values and rules of the English legal system and of European Union Law;
- Ability to critical analyse factual information, selecting and prioritising from possible alternatives using reasoned judgement and recognised legal arguments.

Courses in Art History with Law are assessed in a wide variety of ways, in order to test different skills, and in order to allow students range of aptitudes at examination-types to excel.

### **ART HISTORY RELATIONS MAJOR:**

- Examinations
- Coursework essays
- Dissertation
- Visual presentations

### **LAW MINOR:**

- Coursework Essays
- Examinations

[Appendix C](#) is 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 validated by Solent University.

#### **REVIEW AND EVALUATION MECHANISMS**

- Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and on-going review and enhancement of all of the College's programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.
- Annual programme reports are prepared in order to enhance individual programmes and to plan ahead.
- Annual Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course surveys on a termly basis and the Student-Staff Liaison Committee.

- 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.).

### ABOUT THIS DOCUMENT

<b>Head of Faculty for Bachelor of Arts (Honours) degree in Art History with Law</b>	Patrycja Kasznka
<b>Start date</b>	September 2017
<b>Date of approval</b>	May 2017
<b>Date(s) updated/amended</b>	May 2019

## APPENDIX A – 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,	S2

	cultural or institutional contexts.	
	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
	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
	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

\*This is intended to mean that all students (taken over all years) graduating with an honours degree in this discipline will have achieved this.

## MAP TO QAA LAW SUBJECT BENCHMARK

	<b>Recommendation</b>	<b>Learning Outcomes</b>
<i>The QAA benchmarking group for Law has recommended that a graduate of Law has demonstrated the following skills and qualities of mind. This list is expressed to be comprehensive but not intended to be exhaustive or definitive:</i>		
2.4	(i) intellectual independence including ability to ask and answer cogent questions about law and legal systems, identify gaps in their own knowledge and acquire new knowledge, and engage in critical analysis and evaluation.	T2c
	(ii) self-management, including an ability to reflect on their own learning, make effective use of feedback, a willingness to acknowledge and correct errors and an ability to work collaboratively.	T2c
	(iii) awareness of principles and values of law and justice, and of ethics.	K1c, K2c
	(iv) knowledge and understanding of theories, concepts, values, principles and rules of public and private laws within an institutional, social, national and global context.	K1c, K2c, K3c
	(v) study in depth and context of substantive areas of law.	K1c
	(vi) ability to conduct self-directed research including accurate identification of issue(s) which require researching, retrieval and evaluation of accurate, current and relevant information from a range of appropriate sources including primary legal sources.	T3c
	(vii) ability to work with a range of data, including textual, numerical and statistical.	T1c, T3c
	(viii) ability to recognise ambiguity and deal with uncertainty in law.	C3c
	(ix) ability to produce a synthesis of relevant doctrinal and policy issues, presentation of a reasoned choice between alternative solutions and critical judgement of the merits of particular arguments.	C2c
	(x) ability to apply knowledge and understanding to offer evidenced conclusions, addressing complex actual or hypothetical problems	C1c
	(xi) ability to communicate both orally and in writing, in relation to legal matters, including an ability to listen and respond to written and oral stimuli including questions and instructions.	T1c
	(xii) engagement with their own personal and professional development, and academic integrity.	T2c

## APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS

### 1. LEARNING OUTCOMES FOR AWARD OF CERTIFICATE IN HIGHER EDUCATION:

#### Knowledge

The student will be able to:

- K1a (AH) demonstrate knowledge of the underlying concepts and principles of several periods of art history;
- K2a (AH) demonstrate knowledge of the concepts and principles of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;;
- K3a (AH) demonstrate knowledge of the processes through which artefacts are designed and made;
- K4a (Lw) demonstrate wide knowledge and understanding, in some contexts, of legal principles, legal institutions, justice systems and substantive law, through studying English law.

#### Subject-specific skills

The student will be able to:

- S1a (AH) evaluate and interpret art objects with clarity and precision, using ordinary and specialist language;
- S2a (AH) demonstrate knowledge of critical, theoretical and historical writings for the analysis of art objects;
- S3a (AH) evaluate evidence, methodologies and approaches using a variety of sources;
- S4a (Lw) determine solutions to legal problems using knowledge and understanding and using reasoned judgment to select from alternatives, whilst recognising ambiguity.

#### Transferable skills

The student will be able to:

- T1a (AH) communicate accurately in spoken form or written form, using visual aids (IT) where necessary;
- T2a (AH) demonstrate knowledge of critical, theoretical and historical writings for the analysis of art objects;
- T3a (AH) evaluate evidence, methodologies and approaches using a variety of sources;
- T4a (Lw) further develop skills in researching the law and communicating effectively through accurate use of English and legal terminology, using this in further management of personal development.

## **2. LEARNING OUTCOMES FOR AWARD OF DIPLOMA IN HIGHER EDUCATION:**

### **Knowledge**

The student will be able to:

- K1b (AH) command a varied body of art historical knowledge
- K2b (AH) demonstrate their knowledge of the cultural and historical circumstances which shape the production, use and value of architecture and material culture;
- K3b (AH) Demonstrate their knowledge of several methodologies for the identification and critical analysis of art objects;
- K4b (Lw) demonstrate knowledge and understanding of legal principles, legal institutions and justice systems, through study of the English legal system and its processes.

### **Subject-specific skills**

The student will be able to:

- S1b (AH) critically review and analyse art objects with clarity and precision, using specialist language; be open and receptive to unfamiliar artefacts;
- S2b (AH) apply underlying concepts and principles to set art objects within their appropriate historical, intellectual, cultural contexts;
- S3b (AH) critically analyse primary and secondary sources; evaluate a range of different methodologies and approaches within the subject;
- S4b (Lw) evaluate approaches to solving legal problems using knowledge, understanding and basic recognised legal arguments, whilst using judgment and recognising ambiguity.

### **Transferable skills**

The student will be able to:

- T1b (AH) effectively communicate information demonstrating specialist knowledge;
- T2b (AH) effectively communicate analysis and interrelations to published deadlines;
- T3b (AH) critically analyse information to produce rational and critical conclusions;
- T4b (Lw) research the law and communicate findings accurately through good use of English and legal terminology, using this to manage personal development.

**APPENDIX C PROGRAMME STRUCTURE AND 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				
NCH423	English Legal System	30	C	CD	40%	A	60%	Ex				
<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				
NCH528	Law of Tort	30	C	CD	40%	A	60%	Ex				
<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				
NCH634	Law of the European Union	30	C	CD	40%	A	60%	Ex				

**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	CODE
Written exam	Ex
Take home exam	TEEx
Written assignment	A
Report	R
Dissertation	Diss
Portfolio	F
Project output (other than dissertation)	P
Oral assessment and presentation	Oral
Practical skills assessment	Pract
Set exercise	Set