



## BA (Hons) Art History with Economics Programme Specification

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Programme	Bachelor of Arts (Honours) degree in Art History with Economics	UCAS Code	V3W8
Programme Level	Level 6	HECoS Code	100306 100450
Relevant QAA Benchmark Statement	Art History Economics	Programme Code	BNCHAEF
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 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 the Economics, 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)

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 ECONOMICS MINOR (90 credits)

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

First Year: NCH427 Economic Principles (30 credits)

Second Year: NCH503 Economic Development (30 credits)

Third Year: NCH602 Political Economy (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

Economics 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, which can be found [here](#). 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. 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;

### **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;

### **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); Economics (EC)]

#### **KNOWLEDGE AND UNDERSTANDING**

A student will be able to:

- K1c demonstrate a systematic understanding of art historical knowledge (AH);
- K2c 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 (AH);

K3c show a systematic understanding of the processes through which artefacts or buildings are designed and made in the cultures studied; (AH);

K4c master economic terminology and frameworks, sufficiently to understand economic policy, and carry out analysis using verbal and graphical techniques (EC).

### **SUBJECT SPECIFIC SKILLS**

A student will be able to:

S1c accurately analyse art objects and record them with clarity and precision, using ordinary and specialist language as appropriate (AH);

S2c accurately situate the artefacts studied within their correct appropriate historical, intellectual and cultural contexts (AH);

S3c review, consolidate and extend their knowledge by using appropriate methodologies for locating, assessing and interpreting primary and secondary sources (AH);

S4c identify key parameters in a social or economic problem, express the conceptual origins and practical constraints of the problem, and solve the problem in a logical manner consistent with the conventions of Economics (EC).

### **TRANSFERABLE AND PROFESSIONAL SKILLS**

A student will be able to:

T1c effectively communicate information, arguments and ideas cogently and effectively in written and spoken form using appropriate visual aids and information technology resources (AH);

T2c critically evaluate large amounts of information to produce rational and critical conclusions (AH);

T3c work autonomously, and confidently present and communicate the outcomes of their own critical enquiry, within timelines published (AH);

T4c discriminate between various policy options that all have advantages and disadvantages, process situations where ambiguity cannot be eliminated, and present findings competently (EC).

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	•			•			•						•						•				•		•												
Economic Principles									•														•								•						
<b>FHEQ Level 5</b>																																					
European Painting		•			•									•			•									•						•					
Industry of Art: Renaissance and Baroque		•			•					•				•						•			•			•			•			•					
The Elegiac Landscape		•						•						•			•									•											
The City in Contemporary History		•			•												•			•						•			•								
Economic Development										•													•									•					
Dissertation			•			•			•						•			•		•							•										
Modern Architecture			•			•			•						•			•		•							•			•							
Ceramics from Asia			•			•			•						•			•		•							•										
Masters of America			•			•			•						•			•		•							•										
Political Economy											•												•										•				

## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Art History and Economics 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 Economics 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 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, 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 JSTOR.

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 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 Art History 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.

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 with Economics. 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 Economics 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 absorb and engage with economic concepts, frameworks and theories and apply them to real-world socio-economic issues.

Courses are assessed in a variety of ways, including:

- Examinations
- Coursework essays
- Visual presentations
- Dissertation

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

<b>Head of Faculty for Bachelor of Arts (Honours) degree in Art History with Economics</b>	Dr Patrycja Kaszniska
<b>Start date</b>	26.09.16
<b>Date of approval</b>	25.08.16
<b>Date(s) updated/amended</b>	19.10.16 (IL) May 2019

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

	Recommendation	Learning Outcomes
<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 ECONOMICS SUBJECT BENCHMARK**

Threshold	Learning Outcomes
Demonstrate knowledge of economic concepts and principles.	K4, S4
Demonstrate knowledge of economic theory and modelling approaches.	K4, S4
Demonstrate awareness of quantitative methods and computing techniques appropriate to their programme of study, and show an appreciation of the contexts in which these techniques and methods are relevant.	K4, S4
Display knowledge of the sources and content of economic data and evidence and appreciate what methods might be appropriately applied to the analysis of such data.	K4, S4
Know how to apply economic reasoning to policy issues.	K4, S4, T3
Demonstrate knowledge in an appropriate number of specialised areas in Economics.	K4, S4
Display awareness of the possibility that many economic problems may admit of more than one approach and may have more than one solution.	T3

## 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) 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 (EC) express basic aspects of Economics using some of the correct terminology and frameworks, and carry out analysis using verbal and graphical techniques.

#### Subject-specific Skills

A 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 (EC) with guidance, identify key parameters in a social or economic problem, and solve the problem in a logical manner consistent with the conventions of Economics.

#### Transferable Skills

A student will be able to:

- T1a (AH) communicate accurately in spoken form or written form, using visual aids (IT) where necessary;
- T2a (AH) evaluate and accurately record a limited amount of information;
- T3a (AH) work independently with some support, effectively, clearly and to deadlines;
- T4a (EC) discriminate between at least two policy options that both have advantages and disadvantages, and present findings coherently.

### 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 critical understanding;
- 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 (EC) master basic economic terminology and frameworks, and carry out analysis using verbal and graphical techniques.

### **Subject-specific Skills**

A 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 (Ec) with guidance, identify key parameters in a social or economic problem, express the practical constraints of the problem, and solve the problem in a logical manner consistent with the conventions of Economics.

### **Transferable Skills**

A 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 (Ec) discriminate between at least two policy options that have both advantages and disadvantages, process situations where ambiguity cannot be eliminated, and, with guidance, present findings competently.

## 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				
NCH427	Economic Principles	30	C	CD	100%	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				
NCH525	Economic Development	30	C	CD	20%	A	20%	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				
NCH602	Political Economy	30	C	CD	20%	A	20%	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**

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  
Set