

BA Art and Philosophy
For students entering Part 1 in 2011/2

UCAS code: VW51

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Philosophy and Art
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	14/May/2013
Programme Director:	Susanne Clausen
Programme Advisor:	Dr John Preston Mr Alun Rowlands
Board of Studies:	Art
Accreditation:	University of Reading

Summary of programme aims

The programme aims to give a thorough and broadly based training in Philosophy and Fine Art, and gives students ample opportunity to explore areas of overlap between Art and Philosophy.

In Fine Art, the aims are:

- To provide a framework, both practical and intellectual, for the development of an independent Art practice
- To provide in each student a critical awareness and understanding of contemporary art and its contexts
- To develop students' informed interest in the subject, enhance creativity and independence of thought through the provision of a supportive learning environment which fosters collaborative and independent learning
- To produce graduates with potential and abilities for continued professional practice, creative and intellectual development.

The Philosophy part of the programme aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. To allow students to study in depth some aspects of Philosophy in which they have greater interest and to develop students' aptitude for Philosophy, to engender a sense of belonging to a community of inquiry, and encourage intellectual development. Also to prepare students, where appropriate, for possible postgraduate study and provide a supportive learning environment with full access to welfare, pastoral and careers support.

Two bridge modules (Aesthetics, Dissertation) offer students an opportunity to reflect on philosophical issues concerning art.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Within the Fine Art programme there is an emphasis on self-initiated practice encompassing the acquisition and development of specific skills, methods and approaches attuned to professional practice. The importance placed on independent study demands that students become confident and self motivated in establishing working methods that expand through the technical resources of the department and wider university. Students will develop research skills including the ability to locate and assemble visual and written material, they will engage in evaluative analysis of visual and critical sources. In addition, students have the opportunity to work collaboratively through practice, staging internal and external exhibitions, events and projects.

Within Philosophy students will be helped to develop skills such as: presenting a coherent talk delivered from notes, producing concise and accurate written reports, the ability to critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate the student's own views. The Philosophy degree also encourages the ability to handle abstract ideas and utilise problem-solving skills.

Programme content

The following profile states which modules must be taken including the compulsory modules together with optional modules for Part 1. Part 1 students must choose which additional modules they wish to take from within the two departments and the faculty to make 120 credits in Part 1. The number of credits for each module is shown after its title.

In Art, Part 1 introduces the range of contemporary art practice and art theory, also a guided introduction to the development of an independent practice across specific methods, approaches and media. Part 2 provides students with the opportunity to identify and investigate particular interests and concerns through practical engagement in their own studio spaces and to relate their studio work to relevant contemporary contexts through the study visits, seminars and lecture programmes. Part 2I provides the opportunity to build on the intellectual and technical skills of the second year through increasingly independent development of work in the studio and through an exploration of the discourse surrounding contemporary art and art theory. Part 3H encourages the focused development of an independent practice and its documentation in relation to contemporary art and art theory.

In Philosophy, Part 1 introduces some major figures from the history of philosophy and introduces students to philosophical examinations of our most fundamental beliefs, for instance about truth and reality, or right and wrong. Part 2 provides students with the opportunity to explore the ideas and approaches emerging in Part 1 in greater depth, including a range of primarily historical courses (e.g. studying Classical Greek thought or the ideas of the British Empiricists) and more topic driven courses (e.g. studying theories of knowledge, or critical thinking and logic). Part 2I encourages increasing specialisation in the subject, allowing students to choose more advanced courses from an extremely wide range of options. In Part 3H, independent research is encouraged through the provision of a dissertation module.

Part 1 (three terms)

Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PP1CT	Critical Thinking	20	4
FA1MP	Part 1 Compulsory Module Multimedia & Painting	20	4

Optional modules: 20-40 credits from:

<i>Module Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA1AT	Contemporary Art Theory	20	4
FA1SP	Skills & Processes	20	4

Optional modules: 40 credits to be made up from the following

PP1MW	Mind and World	20	4
PP1VV	Values and Virtues	20	4
PP1HN	Human Nature	20	4

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA2S2	Part 2 Studio including Career Management Skills	40	5
FA2AT	Contemporary Art and Theory	20	5

In Philosophy

Students must also acquire at least 40 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. A wide variety of options will be available each year, reflecting the research interests of teaching staff.

Year abroad/Year away/Additional year (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FA2IS2	Part 2I Studio	40	5
FA2IAT	Contemporary Art and Theory	20	5
FA2ITEX	Image Action Text	20	5

Students must also acquire at least 40 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. A wide variety of options will be available each year, reflecting the research interests of teaching staff.

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP3DIS	Dissertation	40	6
FA3HS2	Studio (joint honours)	80	6

Progression requirements

students must:

obtain marks of at least 40% in the module FA1MP and achieve a threshold performance

AND

obtain marks of at least 40% in at least 40 credits from the PP1 modules taken

AND

obtain a weighted average of at least 40% across the PP1 modules taken.

To proceed from Part 2 to 2I and from Part 2I to Part 3 students must:

1. achieve an overall average of 40% over 120 credits taken in Part 2 and Part 2I
2. achieve a mark of at least 30% in individual modules representing a total of at least 100 credits

Assessment and classification

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

Four-year programmes in Art and in the Institute of Education

See Programme Handbook

In Art, at Part 1 teaching is by workshops, tutorials and lectures. At Parts 2, 2I and 3H teaching is by individual tutorials, workshops, seminars and lectures. Technical assistance and instruction occurs throughout the year and at the student's request. Directed visits to museums and galleries take place throughout the programme. In Part 1 Compulsory module FA1MP, formative assessment with written feedback takes place at the end of each project with summative assessment at the end of Part 1. The Part 1 final assessment is an aggregate of all the projects. Part 1 optional modules are assessed by coursework. In Parts 2 and 2I studio modules there are two types of assessment, an Interim and a Part assessment. Interim Assessments are formative and take place mid-module where a diagnostic mark is achieved alongside self-assessment. The Part Assessment occurs at the end of the module, the results contributing to the Final Degree classification. At Part 3H assessment is by examination in the form of an exhibition and documentation. In all studio modules assessment is by coursework selected and presented by the student. Seminars, Contemporary Art Theory and Art Dissertation are assessed by coursework. Full details are given in module descriptions.

In Philosophy, teaching is through seminars, lectures and essay tutorials. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

The conventions for classification are included in the Programme Handbooks but you should note that weightings in Art for Part 2, Part 2I and Part 3H for classification purposes are:- Part 2 10% (Studio), Part 2I 20% (10% Studio, 10% Image Action Text), Part 3H 70% studio. The Part 2I assessment takes place during the summer term. Due consideration will be given to the timing of and expectations at this assessment point in respect to the student's commitment to final examinations in the other subject.

Weighted Finals in Philosophy:

To reflect the notion of progression through the programme, Part 2I Philosophy examinations will have a greater impact on a student's Final Degree Classification, with Part 2 Philosophy examinations contributing 33% of the Final grade and Part 3H examinations contributing 67%.

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook.

Admission requirements

Applications from mature and international students are welcome. We recommend you contact our Admissions Tutor or departmental secretary to discuss your individual circumstances and/or arrange a visit to the department. All home students are interviewed with their portfolio of practical work.

Standard offer:

UCAS tariff Minimum 320/340 points

International Baccalaureate: Pass Diploma and achieve 6,6,5 in three higher level subjects.

Admissions Tutor: Tina O'Connell

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

In Art there is an extensive provision of studio space alongside resources for exhibition and presentations. Part 1 has a dedicated studio environment that is collectively negotiated to the demands of each project. In Part 2 and 3 each student is allocated a studio space with twenty-four access the privilege of Part 3H students through access card entry. There is access to studio workshop for construction; two darkrooms for photography and two digital workshops including facilities for film and video editing, imaging, sound and website building. The department runs inductions and workshops covering core skills, embedded with health and safety as good practice. There are several 'bookable spaces' available for installation, time based work, testing modes of display and curation. Students can avail themselves of the opportunity to curate or collaborate on projects within the department gallery through proposal submission. From Part 2 onwards students elect studio tutors within the compulsory modules and support for students in their studies is provided through the Personal Tutorial system. New students are provided with a copy of their *Programme Handbook* (available online via blackboard) that covers resources available, programme specific matters and examinations. Academic feedback and guidance is given through oral and written feedback, and supported through individual tutorials, workshops and group seminars. In addition there are directed study visits to museums and galleries. The Library houses key journals and publications alongside electronic databases. Specialist subject librarians are available to advise and guide students to library resources. Throughout the programme there are opportunities for work-based learning, placements and internships. The department promotes prospective external exhibitions and projects that enable experience of working with outside arts organisations. In addition, there are opportunities to gain experience working with staff on practice-based research projects and exhibitions.

In Philosophy, information and guidance is offered through the Part 1 Handbook, and the B.A Course Handbook (covering Parts 2, 2I and 3H). There is also a Part 1 co-ordinator and an Honours Course co-ordinator who can be consulted on module choices within each part of the programme.

Support for students in their studies is provided through the University's iLearn Academic Record. There are Programme Advisers to offer advice on the choice of modules within the programme.

Career prospects

Graduates of BA Art are equipped to sustain their practice as artists, curators and writers. In addition recent graduates have found employment in museum and gallery education, art therapy, journalism and publishing, post-production, theatre and television. The programme is excellent preparation for further study at postgraduate level. Graduates have found that the specific and transferable skills developed by the programme enable them to enter professions across the cultural field.

Philosophy (like many other academic disciplines) is not a directly vocational subject such as law or medicine. But a training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to organise ideas, to be aware of the logical and practical implications of our assertions, to be alert to alternative explanations and solutions, to reject facile assumptions and search for coherent principles of thought and action. The structured development of students' presentation skills and of the clarity and precision of their written work are also invaluable in any area of work. So, philosophical training is highly prized by employers in every area of business and professional life, where these vitally important general transferable skills are at a premium. We include among our former graduates those who have gone on to follow careers in business and management, social work, the probation service, the armed forces, the police, insurance, banking, librarianship, the Civil Service, journalism and accountancy.

Opportunities for study abroad or for placements

There are opportunities to study abroad including international exchange scheme at Rutgers University, USA; Ottawa University, Canada and Monash University, Australia. In Europe there are exchanges with F+F School of Art, Zurich and there is an Erasmus exchange with L'Ecole des Beaux Arts, Dijon, France. Individual student interest in work experience and public exhibition of work is supported by staff.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

Art

1. independent and self directed work through the management of a creative practice
2. contemporary art theory and recent art history's relationship to the development of critical art practice
3. collaborative and individual production of exhibitions, their modes of display and curation
4. reflexive skills to research, analyse and evaluate material, both written and visual
5. professional practice and transferable skills.

Philosophy

1. key historical aspects of Philosophy
2. an appreciation of philosophical ideas and approaches
3. awareness of philosophical terms and concepts
4. awareness of current research in the field and its direction.

Teaching/learning methods and strategies

Art

All students are inducted and introduced to approaches and methods of independent practice. Teaching is directed through project based workshops, tutorials and studio seminars addressing the principles of practice developing understanding across media (1). Students are encouraged to work in a range of studio disciplines focusing their intentions as the programme develops. The compulsory studio modules develop the emphasis towards a self-initiated programme of work that is tested, staged and documented throughout the year. Students work closely with their elected studio tutor, in individual and group tutorials. These taught sessions develop critical evaluation of practice and foster reflective skills towards exhibition and documentation (4). Modes of collaboration, both in practice and through exhibition, are introduced in Part 1 and fostered through the optional module 'Critical Collaborative Methods' delivered through lectures and seminars that introduce curating and exhibition practice (3). The compulsory module 'Image Action Text' develops through lectures, seminars and workshops, critical contexts for the dissemination of practice (4 + 5). Contemporary Art

Theory lectures introduce key terminology, theory and historical precedents (2). Through the taught component students are exposed to the language, vocabulary and debates in contemporary art. Museum and gallery study visits are integral part of the programme, placing study within a wider cultural field. Visiting lectures provide a context within which student knowledge and understanding of professional practice is extended (5).

Philosophy

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Art

Knowledge and understanding are assessed by studio presentations, essays, coursework and dissertation. In studio modules there is formative and self assessment with written feedback at an interim point in the year. Summative assessment at the end of the Part is through presentation and documentation.

Philosophy

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams.

Skills and other attributes

B. Intellectual skills - *able to*:

Art

1. critical judgement in the selection of work for exhibition, and its relationship to the broader field of cultural production
2. engage in creative and speculative propositions, with the ability to find creative solutions
3. the ability to apply appropriate critical knowledge and understanding of professional practice and its contexts
4. identify key theories of contemporary practice, and to test and critically evaluate through written, oral and material resources
5. planning, organising and presenting an independent enquiry both individually and within a collaborative environment.

Philosophy

1. critically read, comprehend and evaluate a large range of philosophical texts
2. synthesise information from a range of sources, providing a coherent overview of positions in logical space
3. analyse the logical construction of arguments
4. produce and defend positions in response to critical pressure.

Teaching/learning methods and strategies

Art

Intellectual skills are developed through the teaching and learning programme outlined above, particularly through lectures, seminars, tutorials and feedback on the development of individual programmes of work (2). Intellectual attributes are extended in dialogue and discussion demanded by individual and group tutorials, and seminars which are features of all module teaching. These skills are particularly addressed in Contemporary Art & Theory modules, with individual essay tutorials supporting critical writing (4). The lecture modules culminate in one-to-one supervision of individual research interests for the Art Dissertation (2 & 4). Command of methods and processes appropriate to practice are assisted through specific workshops available to support studio skills. Group tutorials in Part 1 are project specific, while Part 2 tutorials establish the specificity of individual practice. Planned and organised staging through exhibition, collaborative ventures and events (internal and external) test iterations of practice (5). In Part 3 in tandem with focused dissertation research, students manifest their critical practice through exhibition and documentation (1).

Philosophy

As above, plus: self-directed learning facilitated

through the use of research-based teaching materials and methods, and logical exercises.

Assessment

Art

Intellectual skills are assessed in all parts of the programme through coursework. Coursework in modules is both formatively and summatively assessed with written feedback at the appropriate stages. Critical judgement and selection form part of the studio assessment, in particular the final exhibition.

Philosophy

Guidance on student progress is given by feedback on coursework essays and seminar presentations, plus discussion in supervisor-led small groups and seminars. Logical exercises will also be evaluated in the Logic & Critical Thinking module. The module grade is determined by the results of written unseen exams.

C. Practical skills - able to:

Art

1. employ the methods and approaches within practice-based enquiry
2. develop conceptual and practical skills appropriate to specific practice
3. research and develop reflective documentation skills
4. identify creative applications for sustaining practice and developing professional practice
5. understand the issues surrounding display and presentation of practice through the ability to stage exhibitions and events.

Philosophy

1. present a coherent talk delivered from notes
2. produce concise and accurate written reports
3. critically discuss particular issues and arguments, and to engage in discussion of each other's responses as well as articulate their own
4. utilise problem-solving skills.

Teaching/learning methods and strategies

Art

The teaching of practical skills is embedded into the structure, content and delivery of the programme. In Part 1 and 2 there is a focus on specific studio disciplines through inductions, workshops, technical demonstrations and tutorials (1). Further optional instruction is available with one-to-one support for skills diversification (2). The seminar module Critical Collaborative Methods promotes diverse skills from exhibition making, collaboration and technical skills (4). Image Action Text module wraps theoretical concerns with practical skills with a particular focus on distributed forms that include websites, online publications, digital video, sound and image (5). Visiting Lectures support teaching and learning through professional practice (4 + 5). The reflective documentation which forms part of all studio modules is taught through tutorials and workshops (3).

Philosophy

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Art

Subject specific and practical skills and the ability to assimilate knowledge appropriately are demonstrated in work submitted for assessment. Formative assessment throughout the year of presentations of studio work and contextual essays

Philosophy

Guidance on student progress is given by feedback on coursework essays and seminar presentations; while the module grade is determined by the results of written unseen exams, or assessed coursework where relevant.

D. Transferable skills - able to:

Art

1. sustain independent work and study with initiative and to deadlines
2. discuss work and ideas in a well-informed and reasoned presentation
3. initiate and work responsibly both individually and in collaboration with others
4. utilise a range of digital and technological processes for the production of work and ideas
5. write and plan proposals and applications in support of professional practice
6. identify and develop careers in the visual arts and other related cultural fields.

Philosophy

1. manage time effectively and prioritise workloads
2. communicate effectively with a wide range of individuals using a wide range of means
3. evaluate his/her own performance, and recognise the steps required for improvement
4. utilise problem-solving skills in a variety of theoretical and more practical situations
5. use some IT skills, e.g. work processing and e-mail.

Teaching/learning methods and strategies

Art

The emphasis placed on self-initiated programmes of work centred on the studio enables students to develop specific techniques, skills, processes and working methods as required by their individual programme of work (1). The ethos of collaboration within the department, is explicitly taught within seminar modules, and fostered through external exhibition opportunities (3 + 4). Careers is introduced formally at the beginning of beginning of programme, and assessed as part of the studio module (5+6). Further professional practice is embedded in programme through tutorials and visiting lectures.

Philosophy

Lectures; supervisor-led small group discussions; seminar groups with facilitator.

Assessment

Art

Transferable skills are integrated features which contribute to the quality of all coursework. The formal assessment of studio work, essays, seminar presentations, dissertation and reflective documentation covers 1-6.

Philosophy

Coursework; written unseen exams; seminar presentations.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.