

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours (Fnd) in History of Art and Museum Studies

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	V350
<b>JACS Code</b>	V350
<b>Programme Duration</b>	Full-Time: 4 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	History of Art, Architecture & Design (2016)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	<p>Bachelor of Arts with Honours (Fnd) in History of Art and Museum Studies</p> <p>Diploma of Higher Education (Fnd) in History of Art and Museum Studies</p> <p>Certificate of Higher Education (Fnd) in History of Art and Museum Studies</p>
<b>Programme Leader</b>	Emma Roberts

### Educational aims of the programme

To provide for all students a distinctive, relevant, coherent and intellectually stimulating taught programme offering an interdisciplinary, thematic and issue-based approach to the critical study of the history of art and the museum;

To develop a range of analytical and theoretical skills and approaches pertinent to the study of historical and visual material which are adaptable, flexible and transferable; the programme aims to provide students with a variety of historical and critical perspectives on the production and consumption of visual culture and facilitate maximum exchange with a range of methodologies relevant to the History of Art and to Museum Studies which is also a considerable element of the programme (e.g. 'Introduction to Museums and Galleries' module);

To foster links with local, national and international institutions of art and visual culture and to take advantage of the wealth of cultural institutions on Merseyside in order to emphasise their importance and to frame the study of the history of art;

To prepare students for possible employment in a variety of cultural industries by emphasising the importance of 'professional development' in the students' direct experience of local, national and international arts organisations (such as Guggenheim and Tate);

To give students from varied backgrounds, including traditionally under-represented groups, access to a programme that will enrich their intellectual and personal development and enhance skills that further their employment prospects and help them to contribute to society and culture;

To support students' learning through diverse teaching and assessment practices underpinned by staff development and research;

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

#### Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)

*A student who is eligible for this award will be able to:*

Demonstrate a broad and comparative knowledge and understanding of the visual and material culture covered in level 4 modules.

Demonstrate an understanding of the development of the discipline and its key intellectual tools.

Demonstrate a broad and basic knowledge of current trends in historiography and museology.

Use a basic vocabulary for describing and interpreting works of art.

Access and evaluate information in accordance with the fundamental concepts of the history of art.

Demonstrate a capacity for effective and verifiable retrieval and organisation of information.

Locate artefacts within appropriate historical, intellectual, cultural and institutional contexts.

Communicate effectively by means of written and verbal presentation.

Make effective use of IT for research and communication.

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

Demonstrate an analytical knowledge and understanding of the visual and material culture.

Compare key theories and wider intellectual tools of the history of art and museology.

Discuss the theoretical positions within the discipline.

Demonstrate a capacity for critical information retrieval and organisation.

Apply subject specific vocabulary and specialist interpretative theories.

Make reasoned judgements and develop lines of argument appropriate to the fundamental theories and concepts of the history of art and museum studies.

Apply theories and concepts to practical work.

Discriminate between alternative arguments and methodological approaches.

Work within a designated and relevant professional environment.

Communicate precisely and perceptively by means of written and verbal presentation.

Demonstrate an analytical knowledge and understanding of the visual and material culture covered in level 5 modules.

Compare knowledge of the key theories and wider intellectual tools of the history of art and museology.

Demonstrate an awareness of the theoretical positions within the discipline.

Demonstrate an ability for self-reflection.

### **Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Demonstrate knowledge of current debates in historiography and museology.
2. Demonstrate knowledge of appropriate historical, intellectual and cultural contexts for the study of the History of Art and for the study of Museum Studies.
3. Demonstrate knowledge of a range of historical and critical processes through which artefacts are produced and consumed.
4. Demonstrate knowledge of concepts and methodologies that underpin and inform the History of Art and Museum Studies.
5. Demonstrate knowledge of specialist descriptive and interpretative vocabulary with consideration for the communication of the visual in written and verbal forms.
6. Select, assemble, compare and critically appraise evidence and apply it to the examination of the History of Art and Museum Studies.
7. Synthesise and evaluate primary and/or secondary research material.
8. Plan, conduct and research individual programmes of research.
9. Demonstrate independence of thought and judgement.

10. Produce and develop logical and structured narratives and arguments supported by relevant evidence.
11. Plan and deliver individual research projects.
12. Communicate and present illustrated written and verbal papers.
13. Use information stores and services such as libraries, computers and primary and secondary source material.
14. Participate constructively in discussion.
15. Demonstrate effective time management in working to briefs and deadlines across concurrent projects.
16. Organise and manage time and work to deadlines, identifying own goals and responsibilities.
17. Use images and read written material to communicate effectively both verbally and in writing.
18. Enhance problem solving skills through recognising, comparing and reviewing options, results and approaches.
19. Plan and deliver individual research projects.
20. Communicate and present illustrated written and verbal papers.
21. Use information media such as libraries, computers and primary and secondary source material.
22. Participate constructively in discussion.
23. Use effective time management in working to briefs and deadlines across concurrent projects.
24. Organise and manage time and work to deadlines, identifying own goals and responsibilities.
25. Use images and read written material to communicate effectively both verbally and in writing.
26. Enhance problem solving skills through recognising, comparing and reviewing options, results and approaches.

## Teaching, Learning and Assessment

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

Teaching is through lectures, seminars, tutorials, workshops, practical demonstrations and field visits. Learning is consolidated in the student-centred context of seminars and tutorials through close reading of text, discussion, presentation and exchange of ideas. Experiential learning is consolidated through work-related and work-based tasks and professional development.

The assessment of knowledge and understanding is through formative and summative assessment. Summative assessment is through coursework (essays of various lengths, seminar presentations, project work, case studies, reflective essays and portfolios, blogs, textual analysis and dissertation). Formative assessment includes peer and self evaluated tasks. Assessment methods are specified in each module handbook and on Canvas. All learning outcomes in a module are assessed.

Cognitive skills are developed through a combination of teaching methods and assessment tasks. Lectures aim to transmit ideas and information. Seminars and field visits aim to promote discussion, debate and analysis. Workshops offer practical demonstrations, foster the development of presentation skills and tutorials and group work foster independent practice.

The assessment of cognitive skills is through a combination of coursework assignments. Written coursework (on-line and hard-copy) and verbal presentations measure the students' work in terms of research, critical analysis and communication/ presentation skills. The forms of assessment are arranged over the four years of the programme to allow students to develop independent thinking, research formulation and enhanced communication techniques.

Students will learn, often through work-related and work-based learning, the professional practical skills needed to work in the museums and gallery industry and in other Art History fields. These skills include: curatorial skills; research; public presentation; archival and writing. Other, non-assessed practical skills can be acquired via uptake of the Liverpool School of Art & Design opportunities to acquire studio skills. These skills include: photography, drawing, computer aided design, printmaking etc.

Assessment of professional skills occurs usually in reflective reports following project work. Also, the outcomes of projects (as in the 'Major Project Practice') can be assessed as a physical outcome. Some formative assessment by industry professionals also occurs (as in the 'Internship & Professional Development Practice' mock interview and in 'Curating: Histories and Practices').

Subject practical skills are promoted via the co-ordination of assessment tasks across the four levels of the programme.

A variety of assessment methods test students' practical skills. These include illustrated seminar presentations, preparation for coursework (including observance of submission deadlines), and individual research projects. Assessment of key skills is through coursework at all levels. Peer group assessment and self evaluation is used

formatively to monitor transferable skills. Assessment proformae map key skills against learning outcomes to ensure their acquisition is made explicit to students and assessors.

## Programme structure - programme rules and modules

All modules are core.

There will be an option in Level 5 for students to apply for replacement of 60 credits of Level 5 with appropriate study abroad using 5124HA Study Abroad module. The study abroad option will comply fully with the LJMU Placement Code of Practice.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6105HA Research Project (Dissertation) (40 credits) 6106HA Major Project Research & Development (20 credits) 6107HA Research Paper and Symposium Presentation (40 credits) 6116HA Major Project Practice (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5115HA Curating: Histories and Practices 1 (20 credits) 5116HA Internship and Professional Development Preparation (10 credits) 5117HA Art and Representation (20 credits) 5119HA Methods in Art History (20 credits) 5120HA Internship and Professional Development Practice (20 credits) 5122HA Curating: Histories and Practices 2 (20 credits) 5123HA History of Design and Applied Arts (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4110HA Artists and Practices (20 credits) 4111HA Frameworks in Art History (20 credits) 4117HA Introduction to Art History (20 credits) 4118HA An Introduction to Museums and Galleries (20 credits) 4119HA Collaboration with Contemporary Art (20 credits) 4123HA Non-Western Art (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3101FNDLCP Preparing for Success: Academic Skills (20 credits) 3102FNDLCP Investigating Liverpool (20 credits) 3105FNDHSS War: Conflict in the Arts and Humanities (20 credits) 3106FNDHSS Peace: The Pursuit of		120 core credits at level 3 0 option credits at level 3

Harmony in the Arts and Humanities (20 credits) 3110FNDENG Critical Reading and Adaptation (20 credits) 3115FNDHOA Encountering Art History (20 credits)		
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

Work-Related Learning is embedded into many modules across all three levels:

Level 4: 'Introduction to Museums and Galleries' - students visit most regional museums and galleries, see their inner workings and network and communicate with staff from those institutions;

'Collaboration with Contemporary Art' - students experience talks and workshops with the most contemporary artists, curators, museum professionals and writers. They can also undertake practical workshops and network;

Level 5: 'Curating: Histories and Practices' - this is taught in liaison with museum professionals. Students access real museum collections and propose and research an exhibition. They are introduced to relevant museum professionals;

'Internship & Professional Development' - students undertake a real work-based internship and acquire knowledge and skills of professional industries. The students also experience a mock interview on which they are assessed. Part of this interview panel is comprised of industry professionals. Level 6- Research Project - for students who wish to progress to masters programmes, this prepares them for the tasks involved at that level. It also enables other students to acquire useful transferable skills such as good time-management and research skills;

Major Project- Research & Development and Practice modules - These projects are self-directed and are usually related to the students' desired careers. For example, if they intend to become curators, they can curate a real exhibition; if they intend to progress to a PGCE they can create a project within schools. These projects obviously involve work-based and work-related learning and enable the acquisition of a multitude of transferable skills;

Symposium- this task involves researching and presenting a conference paper in a public venue. This necessitates negotiating with the professionals and public at the venue, working as a group and acquiring other professional skills such as desktop publishing, fund raising and public presentation and public speaking skills.

## Criteria for admission

### A/AS Level

72 UCAS tariff points from a minimum of 2 A Levels. Maximum of 20 AS points accepted.

### BTEC National Diploma

72 UCAS tariff points

### Irish Leaving Certificate

72 UCAS tariff points with a maximum 20 UCAS Tariff points from Ordinary Level.

### Scottish Higher

72 UCAS points to include Advanced Higher.

### International Baccalaureate

24 IB Diploma points.

### Access

At least 24 Merits and 21 Passes or any other combination which equates to 72 UCAS Tariff points in a relevant subject.

### Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths

- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number
- Wales Essential Skills Level 2 in Communication or Application of Number

#### **Mature entry**

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

#### **Overseas qualifications**

Qualifications will be considered in line with normal entry requirements.

Any applicant whose first language is not English will be required to have IELTS 6.0 (minimum 5.5 in each component).

## **External Quality Benchmarks**

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## **Support for students and their learning**

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## **Methods for evaluating and improving the quality and standards of teaching and learning**

#### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

#### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

#### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

#### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

**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, teaching, learning and assessment methods of each module can be found in module and programme guides.*