

## Programme specification

*(Notes on how to complete this template are provide in Annexe 3)*

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Honours) – Art History BA – Art History Diploma in Higher Education – Art History Certificate in Higher Education – Art History
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	Spring 2011
<b>Date of latest OU (re)validation</b>	Spring 2022
<b>Next revalidation</b>	Spring 2027
<b>Credit points for the award</b>	BA (Honours) – Art History: 360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	Fall 2022
<b>Underpinning QAA subject benchmark(s)</b>	History of Art, Architecture, and Design
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	None
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	FT, Face-to-Face
<b>Duration of the programme for each mode of study</b>	3 years
<b>Dual accreditation (if applicable)</b>	New England Commission of Higher Education (NECHE)
<b>Date of production/revision of this specification</b>	January 2022

**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 s/he 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 student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

The Art History programme was created in 1994 as part of the Deree-ACG School of Arts and Sciences. Since 2014, the Art History programme is under the umbrella of the Frances Rich School of Fine and Performing Arts. The Art History Programme is part of the Department of Visual Arts and Art History.

The BA (Honours) Art History Programme is designed to:

- equip students with historical, theoretical and critical knowledge and understanding of art from a variety of cultures/regions/periods;
- produce graduates with the skills and critical curiosity necessary not only for art related fields, but also for a wider range of employment opportunities;
- provide a preparation for further academic study in the discipline of art history and related professional fields.

QAA Subject Benchmark Statement: History of Art, Architecture and Design (December 2019)

### Learning Outcomes

#### A. Knowledge and Understanding (QAA Subject Benchmark Statement 4.2)

Students gradually acquire knowledge and develop understanding of:

- art production in a variety of geographical regions, chronological periods, and cultures within relevant historical and theoretical contexts;
- areas of current research in art history and related scholarly debates;
- key theoretical and methodological tools related to the discipline of art history;
- the field's relationship with professional contexts beyond academia;

#### B. Cognitive Skills (QAA Subject Benchmark Statement 4.7)

The development of cognitive skills (namely reasoning, synthesis, and critical judgement) is progressive. Students learn to:

- analyse information and argumentation;
- reason critically;
- synthesize evidence or ideas;
- exercise problem solving skills;

C. Practical and Professional Skills (QAA Subject Benchmark Statement 4.4; 4.5; 4.8; 4.9)

Students acquire practical and professional skills, which are subject specific and include:

- description and close observation of artefacts;
- interpretation of artefacts in various contexts;
- retrieving and selecting evidence from a range of sources;
- construction of arguments supported by relevant evidence and contextualized within the relevant scholarly literature;
- planning, undertaking a bibliographically-based piece of research;

D. Key/Transferable Skills (QAA Subject Benchmark Statement 4.10-4.14)

Students acquire key/transferable skills that include:

- structuring and communicating ideas effectively in a variety of forms;
- managing time and working within assigned deadlines;
- working independently;
- using information technology;
- assessing knowledge and tools in areas related to humanities, social sciences, and visual arts.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

### **Liberal Education Program**

<b>Core Courses</b>	
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WP 1010 Academic Writing	3
WP 1111 Integrated Academic Writing and Ethics	3
EN 1212 Academic Writing and Research	3
MA 1000 Mathematics (basic statistics, college algebra, OR higher)	3
HC 2300 Professional Communication <i>or</i> equivalent	3
CS 1070 Introduction to information systems <i>or</i> equivalent *	3
Any Natural Science with a lab	4
<b>Liberal Education Electives</b>	
LE designated course in Natural Sciences	3
LE designated courses in the Social and Behavioral Sciences (from more than one discipline)  Choose one of the following: AN 1000, AN 1003, EC 1101 PS 1000, PS 1001, SO 1000, SO 1001  Two additional courses in Social and Behavioral Sciences	9
LE designated courses in Humanities (from more than one discipline)  Required: PH 3010 Ethics	6
LE designated course in Fine and Performing Arts  Choose one of the following: AR 2017 Digital Image AR 2001 Visual Literacy	3
<b>TOTAL</b>	<b>43 cr.</b>

\*May be fulfilled through appropriate academic evaluation.

- Concentration for Art History students: 69 Credits (23 modules)

Apart from the validated modules, Concentration includes: AT 1000 History of Art I (Prehistoric to Medieval) and AT 1001 History of Art II (Renaissance to Present).

- Electives for Art History students: 9 Credits (3 modules)

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

## 2.4 List of all exit awards

### Exit Awards

#### I. Certificate of Higher Education in Art History

In accordance with the framework for higher education qualifications, the Certificate of Higher Education in Art History is awarded to students who have completed 120 credits at Level 4 (120 credits, 8 15-credit modules). Upon completion of level 4, students will have acquired a broad based knowledge of Art History from the ancient to contemporary periods; they will have been introduced to theories of aesthetics, research methods and skills specific to the discipline of Art History.

More specifically upon completion of Level 4 students will demonstrate:

- Historical and practical knowledge of artistic processes; (AT 2005 Art of Ancient Greece; AT 2006 Style and Ideology in Roman Art and Architecture; AT 2009 The Italian Renaissance; AT 2013 Modern Art; AR 2017 Digital Image; AR 2001 Visual Literacy)
- Knowledge and understanding of the art of a period/region/culture and the relevant contexts (historical, social, cultural) in which art is produced; (AT 2005 Art of Ancient Greece; AT 2006 Style and Ideology in Roman Art and Architecture; AT 2009 The Italian Renaissance; AT 2013 Modern Art)
- Understanding of key concepts and tools related to aesthetics (PH 2014 Aesthetics);
- Knowledge of an area and related theoretical concepts/tools in the Humanities and Social Sciences, which enhances the interdisciplinary study of art history (one module each in the Humanities and Social Sciences).

In addition, they will have the following cognitive skills:

- Analysis, synthesis, and basic evaluation of information and ideas (All level 4 AT modules).

Furthermore, they will have the following practical/professional and key/transferable skills:

- Visual observation and analysis (All level 4 AT modules);
- Ability to situate artefacts within relevant historical and theoretical contexts (All level 4 AT modules);
- Collection and selection of relevant sources (AT 2124 Writing about Art);
- Communicate ideas effectively in a variety of forms (All level 4 modules);
- Ability to work with deadlines and to reflect on one's own learning (All level 4 modules).

#### II. Intermediate level

The Intermediate level includes the Diploma in Higher Education in Art History and the Bachelor Ordinary (non-Honours) degree in Art History.

## **II a. Diploma of Higher Education in Art History**

In accordance with the framework for higher education qualifications, the Diploma of Higher Education in Art History is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15-credit modules) and 120 at Level 5 (120 credits, 8 15-credit modules). Upon completion of levels 4 and 5, students will have acquired a deeper knowledge and understanding of art produced across a period/region/culture and related scholarly issues and debates. They will have developed their theoretical, critical, and research skills.

In addition to the Learning Outcomes acquired in Level 4, upon completion of Level 5 students will be able to demonstrate:

- A more detailed knowledge of art across a period/region/culture, and the relevant contexts (historical, theoretical) in which art is produced and interpreted, including materials and techniques, as well as scholarly debates on selected topics; (AT 3007 Byzantine Art and Architecture; AT 3008 Sacred and Secular in Western Medieval Art and Architecture; AT 3043 From van Eyck to Rembrandt; AT 3012 Pluralism in Nineteenth Century Art; AT 3018 Art after Modernism; AT 3019 Islamic Art and Architecture; AT 3016 African Art and Performativity);
- Knowledge and understanding of key critical and theoretical tools and approaches to art history (AT 3036 Critical Approaches to Art History);
- Knowledge of an area and related theoretical concepts/tools in the Humanities, which enhances the interdisciplinary study of Art History (One module at level 5).

In addition they will have the following cognitive skills:

- Analysis, synthesis, and critical evaluation of information and ideas (All level 5 AT modules)

Furthermore, they will have the following practical/professional and transferable skills:

- Ability to interpret artefacts within relevant historical and theoretical contexts (All level 5 AT modules);
- Ability to engage in research and select relevant sources (AT 3043 From Van Eyck to Rembrandt; AT 3012 Pluralism in Nineteenth Century Art);
- Communicate ideas effectively in a variety of forms (All level 5 modules);
- Ability to work with deadlines and to reflect on one's own learning (All level 5 modules).

## **II b. Bachelor of Arts Ordinary in Art History**

Upon completion of 300 credits (20 15 credit modules) of which a minimum of 60 should be at level 6 with the remainder comprising 120 credits at Level 4 and 120 at level 5, students will have acquired (i) in-depth knowledge and understanding of specific topics and related scholarly debates; (ii) knowledge of curatorial theory; (iii) developed critical and research skills.

In addition to the Learning Outcomes acquired in Levels 4 and 5, upon completion of 60 credits in Level 6 students will be able to demonstrate:

- In-depth knowledge of special subjects and related scholarly debates (AT 4034 Topics in Medieval Art, AT 4037 Topics in Renaissance Art, AT 4038 Topics in Modern Art);
- Knowledge of art objects within professional contexts beyond academia (AT 4039 History and Theory of Curating).

In addition, they will have the following cognitive skills:

- Analysis and critical evaluation of scholarly arguments;
- Ability to discriminate between alternative arguments and critical approaches (AT 4034 Topics in Medieval Art; AT 4037 Topics in Renaissance Art, AT 4038 Topics in Modern Art).

Furthermore, they will have the following practical/professional and transferable skills:

- Ability to engage in independent research: identify and select relevant sources (AT 4034 Topics in Medieval Art, AT 4037 Topics in Renaissance Art, AT 4038 Topics in Modern Art);
- Communicate ideas effectively in a variety of forms (All level 6 modules);
- Ability to work with deadlines and ability to work independently (All level 6 modules).





		<ul style="list-style-type: none"> <li>➤ AR 2017 Digital Image</li> <li>➤ AR 2001 Visual Literacy</li> </ul> <p>Select ONE of the following options in Social and Behavioural Sciences:</p> <ul style="list-style-type: none"> <li>➤ AN 1000 Introduction to Anthropology</li> <li>➤ AN 1003 Cultural Anthropology</li> <li>➤ EC 1101 Principles of Macroeconomics</li> <li>➤ PS 1000 Psychology as a Natural Science</li> <li>➤ PS 1001 Psychology as a Social Science</li> <li>➤ SO 1000 Introduction to Sociology</li> <li>➤ SO 1001 Sociology of Modern Life</li> </ul>	15		Fall or Spring
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**Intended learning outcomes at Level 4 are listed below:**

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
	<p><b>Learning and teaching strategies:</b></p> <ul style="list-style-type: none"> <li>➤ Formal lectures accompanied by visuals: image power point presentations; image database Artstor; educational films;</li> <li>➤ Classroom discussion and student presentations of assigned readings;</li> <li>➤ Study visits to sites, museums, collections, artists' studios;</li> <li>➤ Formative assignments to help students acquire confidence and benefit from independent study;</li> <li>➤ Timely instructor feedback on assignments;</li> <li>➤ Additional print and audiovisual educational material posted on the Blackboard course template;</li> <li>➤ Other relevant educational material placed on reserve in the library;</li> <li>➤ Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;</li> <li>➤ Close collaboration with Librarian and the Student Academic Support Services as to maximize the use of academic support services;</li> <li>➤ Discussion of disciplinary research methods and tools to facilitate the completion of assigned research projects.</li> </ul> <p><b>Assessment:</b> – consists of examinations, critical analysis essays, formal analysis essays, and a guided research paper (1500-2000 words).</p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>By the end of the programme, students will have knowledge and understanding of:</b></p> <p><b>A1.</b> Historical knowledge and understanding of the processes through which artefacts are designed and made: materials, techniques;</p> <p><b>A2.</b> Practical knowledge and understanding of artistic materials, techniques, and creative artistic processes;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>A1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</li> <li>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b> The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</li> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> </ul> <p><b>A2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AR 2017 Digital Image</b> Students will learn basic photography techniques and gain a thorough knowledge of Photoshop. Issues relating to memory, truth and the digital image, authorship and the concept of the amateur, and the unprecedented proliferation of images will be investigated. Students will learn a basic history of the recorded image, and explore current image strategies on the web and through the use of mobile phones. Concepts for image analysis and compositional meaning will be learned.</li> </ul>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3.</b> Knowledge and understanding of the art of a culture/region/period and the relevant contexts (historical, social, cultural) in which art is produced;</p>	<p>➤ <b>AR 2001 Visual Literacy</b> An investigation of a variety of visual structures as they appear in contemporary cultures through art, design and media. Visual rhetoric and visual meanings are examined through texts and creative practice.</p> <p><b>A3.</b></p> <p>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</p> <p>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b> The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</p> <p>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</p> <p>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</p>
<p><b>A4.</b> Knowledge and understanding of some substantive areas of current research in the field;</p>	<p><b>A4.</b></p> <p>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</p> <p>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b></p>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A5.</b> Knowledge and understanding of key critical and theoretical tools and approaches to art history;</p> <p><b>A6.</b> Knowledge of an area and related theoretical concepts/tools in the Humanities and Social Sciences, which enhances the interdisciplinary study of art history.</p>	<p>The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul> <p><b>A5.</b></p> <ul style="list-style-type: none"> <li>➤ <b>PH 2014 Aesthetics</b> An introduction to the philosophy of art and aesthetic appreciation. Overview of theories based on key concepts such as representation, form, artistic expression and creativity, aesthetic experience. Contemporary discussion of the definition and criticism of art, traditional and new arts, artistic institutions and cultural politics.</li> </ul> <p><b>A6.</b></p> <p>Students are required to take one of the following modules in the Humanities and one in Social and Behavioral Sciences:</p> <ul style="list-style-type: none"> <li>➤ <b>EN 2218 Texts and Contexts</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Selection of texts from a variety of genres with a focus on one theme or topic placed in context. Close reading of texts, with emphasis on the ways in which language constructs ideological perspectives and identities.</p> <ul style="list-style-type: none"> <li>➤ <b>EN 2220 Exploring Traditions in English Literature I</b> Development of textual and contextual understanding of traditions in English literature through the study of representative authors and texts selected from the fourteenth to the eighteenth centuries (that is, from Chaucer to Jonathan Swift).</li> <li>➤ <b>EN 2222 The Making of America</b> The course offers exposure to a range of texts from the Colonial to the Romantic era, with emphasis on how these texts contributed to conceptions of “America”.</li> <li>➤ <b>EN 2263 Understanding Literature</b> Selection of texts from literature in English representing the genres of short fiction, poetry, and drama. Focus on literary elements and variations in form among genres. Emphasis on analysis and interpretation of literary texts.</li> <li>➤ <b>HY 2034 History of Ancient Greece</b> An introductory survey of the history of the Ancient Greek world from the Bronze Age (ca. 2000 BCE) to the Hellenistic Era (323 BCE). Exploration of thematic topics such as government, religion, the sciences and philosophy, as well as issues of identity, gender, and daily life through a chronological structure as a traditional historical narrative.</li> <li>➤ <b>HY 2015 History of the Roman Empire</b> Survey of Roman history from the time of the Etruscans to the crisis of the 3<sup>rd</sup> C. AD. Political theories and practices with particular focus on imperial Rome.</li> <li>➤ <b>PH 1000 Introduction to Philosophy</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Overview of the most influential philosophical answers to ‘big’ questions about reality, knowledge and ourselves. An introduction to philosophical ways of thinking.</p> <ul style="list-style-type: none"> <li>➤ <b>PH 2016 Philosophy and Cinema</b> Introduction to philosophical perspectives about cinema and the cinematic experience. Overview of key philosophical ideas on the nature of cinema as art and entertainment, the role of emotion in our film experiences, and the ways in which films engage with philosophical ideas and arguments.</li> <li>➤ <b>PH 2020 Greek Philosophy</b> At the birth of philosophy, the Presocratic thinkers form our conception of nature, knowledge and man. Examination of their influence on science and philosophy. Comparative study of the views of Socrates and those of the Sophists. Thematic review of ancient Greek thought from Plato’s early dialogues to Neoplatonism.</li> <li>➤ <b>AN 1000 Introduction to Anthropology</b> An introductory course that examines the biological, archaeological, linguistic, and cultural basis of anthropology as it was developed in the USA. Overview of theories and methods used in anthropological study.</li> <li>➤ <b>AN 1003 Cultural Anthropology</b> Introduction to the field of cultural and social anthropology. Comparative examination of cultural, economic, religious, and political dimensions in societies across time and space. The anthropological perspective, main methods and theoretical approaches in cultural anthropology.</li> <li>➤ <b>EC 1101 Principles of Macroeconomics</b></li> </ul>

## Learning Outcomes – LEVEL 4

### **3A. Knowledge and understanding**

The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.

➤ **PS 1000 Psychology as a Natural Science**

Overview of the discipline of psychology as a natural science. Topics include a historical trajectory of how scientific and clinical psychology emerged; research methods used in Psychology; biological foundations of behaviour; learning and memory; consciousness; thought and language processes; motivated behaviours.

➤ **PS 1001 Psychology as a Social Science**

Overview of the discipline of psychology as a social science. Topics include a historical trajectory of how scientific and clinical psychology emerged; research methods used in Psychology; human development; personality types; theories of intelligence; theories of social behavior; relationship between stress and health; psychological disorders and treatment.

➤ **SO 1000 Introduction to Sociology**

Sociology as a social science. Presentation of theoretical and methodological foundations and discussion of various topics including social structure, culture, socialization, group relations, deviance and various forms of inequality.

➤ **SO 1001 Sociology of Modern Life**

Discussion of various social institutions, such as the economy, politics, family, religion, education and medicine, with emphasis on modern society. Presentation of social change in its different forms, both locally and globally.



3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>B1.</b> Break down an argument or a body of evidence and deal effectively with its component parts;</p> <p><b>B2.</b> Bring evidence or ideas from different sources together in a productive way;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</li> <li>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b> The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</li> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul> <p><b>B2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</li> <li>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b></li> </ul>

3B. Cognitive skills	
<b>B3.</b> Identify and present the key elements of an argument;	<p>The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul>
	<p><b>B3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</li> <li>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b> The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</li> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul> <p><b>B4.</b></p>

3B. Cognitive skills	
<p><b>B4.</b>Discriminate between alternative arguments and/or approaches;</p>	<ul style="list-style-type: none"> <li>➤ <b>AT 2005 Art of Ancient Greece</b> The art and architecture of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.</li> <li>➤ <b>AT 2006 Style and Ideology in Roman Art and Architecture</b> The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.</li> <li>➤ <b>AT 2009 The Italian Renaissance</b> Renaissance Art in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 2013 Modern Art</b> Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.</li> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>C1.</b> Exercise skills of close visual observation and analysis informed by appropriate knowledge of materials, techniques, and cultural contexts;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C1.</b> In all AT modules at this level.</p>

3C. Practical and professional skills	
<p><b>C2.</b> Describe artefacts with clarity and precision, using ordinary and specialist language as appropriate to the topic and the intended audience;</p> <p><b>C3.</b> Situate artefacts in relevant historical, intellectual, cultural, and institutional contexts;</p> <p><b>C4.</b> Construct and present coherent arguments;</p> <p><b>C5.</b> Collect, organize and evaluate a range of print and electronic sources for research;</p> <p><b>C6.</b> Relate the processes of making artefacts to their cultural functions;</p>	<p><b>C2.</b> In all AT modules at this level.</p> <p><b>C3.</b> In all AT modules at this level.</p> <p><b>C4.</b> In all AT modules at this level. Option in Humanities and Social Sciences at level 4.</p> <p><b>C5.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 2124 Writing about Art</b> Introduction to the academic writing specific to the discipline of art history.</li> </ul> <p><b>C6.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AR 2017 Digital Image</b> Basic photography techniques and thorough knowledge of Photoshop. Investigation of issues related to digital image: truth, memory, production, and consumption of images. Basic history of photography, the image as document and art. Exploration of current online displays and strategies: appropriation, reproduction, and copyright.</li> </ul>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>D1</b> Communicate effectively and persuasively orally and in a variety of written forms;</p> <p><b>D2.</b> Deploy visual material in conjunction with written, oral, and other forms of communication;</p> <p><b>D3</b> Demonstrate knowledge and skills related to social sciences, the humanities, and the visual arts, which enhance the interdisciplinary study of art history and strengthen the student's receptivity and openness to new things and ideas;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D1.</b> In all AT modules at this level. Humanities and Social Sciences option at this level.</p> <p><b>D2.</b> In all AT modules at this level, as well as.</p> <ul style="list-style-type: none"> <li>➤ <b>AR 2017 Digital Image</b> Basic photography techniques and thorough knowledge of Photoshop. Investigation of issues related to digital image: truth, memory, production, and consumption of images. Basic history of photography, the image as document and art. Exploration of current online displays and strategies: appropriation, reproduction, and copyright.</li> </ul> <p><b>D3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>PH 2014 Aesthetics</b> An introduction to the philosophy of art and aesthetic appreciation. Overview of theories based on key concepts such as representation, form, artistic expression and creativity, aesthetic experience. Contemporary discussion of the definition and criticism of art, traditional and new arts, artistic institutions and cultural politics.</li> </ul> <p>One of the following at level 4:</p> <ul style="list-style-type: none"> <li>➤ <b>AR 2017 Digital Image</b></li> </ul>

3D. Key/transferable skills	
	<p>Basic photography techniques and thorough knowledge of Photoshop. Investigation of issues related to digital image: truth, memory, production, and consumption of images. Basic history of photography, the image as document and art. Exploration of current online displays and strategies: appropriation, reproduction, and copyright.</p> <ul style="list-style-type: none"> <li>➤ <b>AR 2001 Visual Literacy</b> An investigation of a variety of visual structures as they appear in contemporary cultures through art, design, and media. Visual rhetoric and visual meanings are examined through texts and creative practice.</li> </ul> <p>One of the following at level 4:</p> <ul style="list-style-type: none"> <li>➤ <b>EN 2218 Texts and Contexts</b> Selection of texts from a variety of genres with a focus on one theme or topic placed in context. Close reading of texts, with emphasis on the ways in which language constructs ideological perspectives and identities.</li> <li>➤ <b>EN 2220 Exploring Traditions in English Literature I</b> Development of textual and contextual understanding of traditions in English literature through the study of representative authors and texts selected from the fourteenth to the eighteenth centuries (that is, from Chaucer to Jonathan Swift).</li> <li>➤ <b>EN 2222 The Making of America</b> The course offers exposure to a range of texts from the Colonial to the Romantic era, with emphasis on how these texts contributed to conceptions of "America".</li> <li>➤ <b>EN 2263 Understanding Literature</b> Selection of texts from literature in English representing the genres of short fiction, poetry, and drama. Focus on literary elements and variations in form among genres. Emphasis on analysis and interpretation of literary texts.</li> <li>➤ <b>HY 2034 History of Ancient Greece</b></li> </ul>

3D. Key/transferable skills	
	<p>An introductory survey of the history of the Ancient Greek world from the Bronze Age (ca. 2000 BCE) to the Hellenistic Era (323 BCE). Exploration of thematic topics such as government, religion, the sciences and philosophy, as well as issues of identity, gender, and daily life through a chronological structure as a traditional historical narrative.</p> <ul style="list-style-type: none"> <li>➤ <b>HY 2015 History of the Roman Empire</b> Survey of Roman history from the time of the Etruscans to the crisis of the 3<sup>rd</sup> C. AD. Political theories and practices with particular focus on imperial Rome.</li> <li>➤ <b>PH 1000 Introduction to Philosophy</b> Overview of the most influential philosophical answers to 'big' questions about reality, knowledge and ourselves. An introduction to philosophical ways of thinking.</li> <li>➤ <b>PH 2016 Philosophy and Cinema</b> Introduction to philosophical perspectives about cinema and the cinematic experience. Overview of key philosophical ideas on the nature of cinema as art and entertainment, the role of emotion in our film experiences, and the ways in which films engage with philosophical ideas and arguments.</li> <li>➤ <b>PH 2020 Greek Philosophy</b> At the birth of philosophy, the Presocratic thinkers form our conception of nature, knowledge and man. Examination of their influence on science and philosophy. Comparative study of the views of Socrates and those of the Sophists. Thematic review of ancient Greek thought from Plato's early dialogues to Neoplatonism.</li> </ul> <p>One of the following at level 4:</p> <ul style="list-style-type: none"> <li>➤ <b>AN 1000 Introduction to Anthropology</b> An introductory course that examines the biological, archaeological, linguistic, and cultural basis of anthropology</li> </ul>

3D. Key/transferable skills	
	<p>as it was developed in the USA. Overview of theories and methods used in anthropological study.</p> <ul style="list-style-type: none"> <li>➤ <b>AN 1003 Cultural Anthropology</b> Introduction to the field of cultural and social anthropology. Comparative examination of cultural, economic, religious, and political dimensions in societies across time and space. The anthropological perspective, main methods and theoretical approaches in cultural anthropology.</li> <li>➤ <b>EC 1101 Principles of Macroeconomics</b> The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.</li> <li>➤ <b>PS 1000 Psychology as a Natural Science</b> Overview of the discipline of psychology as a natural science. Topics include a historical trajectory of how scientific and clinical psychology emerged; research methods used in Psychology; biological foundations of behaviour; learning and memory; consciousness; thought and language processes; motivated behaviours.</li> <li>➤ <b>PS 1001 Psychology as a Social Science</b> Overview of the discipline of psychology as a social science. Topics include a historical trajectory of how scientific and clinical psychology emerged; research methods used in Psychology; human development; personality types; theories of intelligence; theories of social behavior; relationship between stress and health; psychological disorders and treatment.</li> <li>➤ <b>SO 1000 Introduction to Sociology</b> Sociology as a social science. Presentation of theoretical and methodological foundations and discussion of various topics including social structure, culture, socialization, group relations, deviance and various forms of inequality.</li> <li>➤ <b>SO 1001 Sociology of Modern Life</b></li> </ul>



3D. Key/transferable skills	
	Discussion of various social institutions, such as the economy, politics, family, religion, education and medicine, with emphasis on modern society. Presentation of social change in its different forms, both locally and globally.

**[Certificate of Higher Education in Art History / 120 Credits]**

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AT 3043 From van Eyck to Rembrandt	15	Select ONE module of the following options:	15	All level 5 modules are compensatable.	AT 3043 Fall
AT 3012 Pluralism in Nineteenth Century Art	15	➤ AT 3007 Byzantine Art and Architecture			AT 3012 Sp
AT 3018 Art After Modernism	15	➤ AT 3008 Sacred and Secular in Western Medieval Art and Architecture			AT 3018 Sp
AT 3036 Critical Approaches to Art History	15				AT 3036 Fall
PH 3010 Ethics	15				PH 3010 Fall
		Select ONE module of the following options:	15		AT 3007 Sp
		➤ AT 3019 Islamic Art and Architecture			AT 3008 Sp
		➤ AT 3016 African Art and Performativity			AT 3019 Fall
					AT 3016 Fall
		Select ONE of the following options in Humanities:	15		Fall or Spring
		➤ EN 3321 Exploring Traditions in English Literature II			
		➤ EN 3323 (Re)Writing America: From Realism to Modernism			
		➤ HY 3005 Intellectual History of Modern Europe			
		➤ HY 3060 Greece: The Birth of a Modern Nation			
		➤ PH 3026 Existentialism			

<b><u>Programme Structure - LEVEL 5</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
		➤ PH 3009 Evolution and Revolution: Darwin, Freud, Marx, Nietzsche			

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
	<b>Learning and teaching strategies:</b> <ul style="list-style-type: none"> <li>➤ Formal lectures accompanied by visuals: image power point presentations; image database Artstor; educational films;</li> <li>➤ Classroom discussion and student presentations of assigned readings;</li> <li>➤ Study visits to sites, museums, collections, artists' studios;</li> <li>➤ Formative assignments to help students acquire confidence and benefit from independent study;</li> <li>➤ Timely instructor feedback on assignments;</li> <li>➤ Additional print and audiovisual educational material posted on the Blackboard course template;</li> <li>➤ Other relevant educational material placed on reserve in the library;</li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>A1.</b> Demonstrate historical knowledge and understanding of the processes of art production: materials, techniques;</p>	<ul style="list-style-type: none"> <li>➤ Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;</li> <li>➤ Close collaboration with Librarian and the Student Academic Support Services as to maximize the use of academic support services;</li> <li>➤ Discussion of disciplinary research methods and tools to facilitate the completion of assigned research projects.</li> </ul> <p><b>Assessment:</b> – consists of examinations (formal unseen and take-away examinations), plus writing assignments such as essays, annotated bibliographies, guided research papers (2000-2500 words).</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3007 Byzantine Art and Architecture</b> Art and Architecture from the fourth century to the end of the Byzantine Empire.</li> <li>➤ <b>AT 3008 Sacred and Secular in Western Medieval Art and Architecture</b> The art and architecture of the medieval period in Western Europe. From early medieval to Gothic.</li> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A2.</b> Demonstrate a concentrated knowledge of the art across a culture/region/period, and the relevant contexts (historical, theoretical) in which art is produced and interpreted;</p>	<p>Art in Nineteenth Century Europe. Particular attention given to the socio-political context of art production and issues of gender identity.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 3018 Art after Modernism</b> Examination of the visual arts produced since the 1960s. Case studies of artistic practices and related art theories.</li> <li>➤ <b>AT 3019 Islamic Art and Architecture</b> The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.</li> <li>➤ <b>AT 3016 African Art and Performativity</b> Art production of selected cultures from various geographical regions of Africa.</li> </ul> <p><b>A2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3007 Byzantine Art and Architecture</b> Art and Architecture from the fourth century to the end of the Byzantine Empire in 1453. Particular attention given to the political and social context of art production.</li> <li>➤ <b>AT 3008 Sacred and Secular in Western Medieval Art and Architecture</b> The art and architecture of the medieval period in Western Europe. From early medieval to Gothic.</li> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> <li>➤ <b>AT 3018 Art after Modernism</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3.</b> Demonstrate knowledge and understanding of scholarly views and debates related to a specific topic;</p>	<p>Examination of the visual arts produced since the 1950s. Case studies of artistic practices and related art theories.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 3019 Islamic Art and Architecture</b> The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.</li> <li>➤ <b>AT 3016 African Art and Performativity</b> Art production of selected cultures from various geographical regions of Africa.</li> </ul> <p><b>A3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3007 Byzantine Art and Architecture</b> Art and Architecture from the fourth century to the end of the Byzantine Empire.</li> <li>➤ <b>AT 3008 Sacred and Secular in Western Medieval Art and Architecture</b> The art and architecture of the medieval period in Western Europe. From early medieval to Gothic.</li> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> <li>➤ <b>AT 3018 Art after Modernism</b> Examination of the visual arts produced since the 1950s. Case studies of artistic practices and related art theories.</li> <li>➤ <b>AT 3019 Islamic Art and Architecture</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A4.</b> Demonstrate knowledge and understanding of the development of the field and its key critical and theoretical tools;</p> <p><b>A5.</b> Demonstrate knowledge and understanding of an area and related theoretical concepts/tools in the humanities, which enhances the interdisciplinary study of art history.</p>	<p>The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 3016 African Art and Performativity</b> Art production of selected cultures from various geographical regions of Africa.</li> </ul> <p><b>A4.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3036 Critical Approaches to Art History</b> Formalism, iconography, the social history of art, semiotics, psychoanalytic approaches, issues of gender, sexuality and race, postcolonialism.</li> </ul> <p><b>A5.</b></p> <ul style="list-style-type: none"> <li>➤ <b>EN 3321 Exploring Traditions in English Literature II</b> Development of contextual understanding of texts and concepts in English literature from the emergence of Romanticism to the Modernist movement. Analysis of a range of major authors and works within their cultural and philosophical contexts.</li> <li>➤ <b>EN 3323 (Re)Writing America: From Realism to Modernism</b> Development of contextual understanding of American literature and culture from the Realists to the Modernists, with emphasis on the “revisioning” or rewriting of American national and cultural identities by various authors.</li> <li>➤ <b>HY 3005 Intellectual History of Modern Europe</b> An examination of the historical evolution of the core ideals of the West and how they have been forged, interpreted, implemented, opposed, violated, and defended, from the Enlightenment to the present.</li> <li>➤ <b>HY 3060 Greece: The Birth of a Modern Nation</b></li> </ul>

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
	<p>Historical, political and cultural developments in Greece from the Revolution of 1821 to the age of Venizelos. The birth and building of the modern Greek state.</p> <ul style="list-style-type: none"> <li>➤ <b>PH 3026 Existentialism</b> Late nineteenth to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre. Comparative study of literary and philosophical sources: Dostoyevski, Tolstoy, Kafka, Camus and others.</li> <li>➤ <b>PH 3009 Evolution and Revolution: Darwin, Freud, Marx, Nietzsche</b> Examining the main themes of Nietzsche, Freud, Marx and Darwin, whose work played a decisive role in the formation of contemporary philosophical thought, science and art. Comparative study and critical assessment of their main ideas and influence Nietzsche's account of the primacy of art, genealogy and theory of power, Marx's central concept of ideology, Freud's theory of the unconscious, Darwin's natural selection.</li> </ul>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>Upon completion of the programme, students will be able to:</b>	<b><u>Where it is taught and assessed:</u></b>
<b>B1. Identify and present the key elements of an argument;</b>	<b>B1.</b> <ul style="list-style-type: none"> <li>➤ <b>AT 3007 Byzantine Art and Architecture</b></li> </ul>



3B. Cognitive skills	
<p><b>B2.</b> Synthesize knowledge or ideas from a range of sources (primary and secondary) and evaluate them critically;</p>	<p>Art and Architecture from the fourth century to the end of the Byzantine Empire.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 3008 Sacred and Secular in Western Medieval Art and Architecture</b> The art and architecture of the medieval period in Western Europe. From early medieval to Gothic.</li> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> <li>➤ <b>AT 3018 Art after Modernism</b> Examination of the visual arts produced since the 1950s. Case studies of artistic practices and related art theories.</li> <li>➤ <b>AT 3019 Islamic Art and Architecture</b> The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.</li> <li>➤ <b>AT 3016 African Art and Performativity</b> Art production of selected cultures from various geographical regions of Africa.</li> <li>➤ <b>AT 3036 Critical Approaches to Art History</b> Formalism, iconography, the social history of art, semiotics, psychoanalytic approaches, issues of gender, sexuality and race, postcolonialism.</li> </ul> <p><b>B2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3007 Byzantine Art and Architecture</b> Art and Architecture from the fourth century to the end of the Byzantine Empire.</li> </ul>

3B. Cognitive skills	
<p><b>B3.</b> Demonstrate problem-solving skills in a context related to ethics and reasoning;</p>	<ul style="list-style-type: none"> <li>➤ <b>AT 3008 Sacred and Secular in Western Medieval Art and Architecture</b> The art and architecture of the medieval period in Western Europe. From early medieval to Gothic.</li> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> <li>➤ <b>AT 3018 Art after Modernism</b> Examination of the visual arts produced since the 1950s. Case studies of artistic practices and related art theories.</li> <li>➤ <b>AT 3019 Islamic Art and Architecture</b> The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.</li> <li>➤ <b>AT 3016 African Art and Performativity</b> Art production of selected cultures from various geographical regions of Africa.</li> <li>➤ <b>AT 3036 Critical Approaches to Art History</b> Formalism, iconography, the social history of art, semiotics, psychoanalytic approaches, issues of gender, sexuality and race, postcolonialism.</li> </ul> <p><b>B3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>PH 3010 Ethics</b> Introduction to the basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter.</li> </ul>

3B. Cognitive skills	

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>C1.</b> Exercise skills of close and systematic visual examination and analysis, informed by appropriate knowledge of materials, techniques, and cultural contexts;</p> <p><b>C2.</b> Develop arguments regarding artistic processes, reception, and function of artefacts;</p> <p><b>C3.</b> Construct and present coherent arguments;</p> <p><b>C4.</b> Collect, organize, and evaluate a range of print and electronic sources for research;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C1.</b> In all AT modules at this level.</p> <p><b>C2.</b> In all AT modules at this level.</p> <p><b>C3.</b> In all AT modules at this level.</p> <p><b>C4.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> <li>➤ <b>AT 3018 Art after Modernism</b></li> </ul>

3C. Practical and professional skills	
<p><b>C5.</b> Plan and write research papers which make use of scholarly reading and bibliographic skills appropriate to the discipline;</p>	<p>Examination of the visual arts produced since the 1950s. Case studies of artistic practices and related art theories.</p> <p><b>C5.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 3043 From van Eyck to Rembrandt</b> Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> century.</li> <li>➤ <b>AT 3012 Pluralism in Nineteenth Century Art</b> Art in 19<sup>th</sup>-century Europe. Particular attention given to the socio-political context of art production and issues of gender.</li> </ul>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>D1.</b> Communicate effectively and persuasively orally and in a variety of written forms;</p> <p><b>D2.</b> Use appropriate visual aids and information technology resources in relation to written and oral form of communication;</p> <p><b>D3.</b> Reflect on their learning and make constructive use of feedback;</p> <p><b>D4.</b> Demonstrate knowledge and skills related to other fields in the humanities, which enhance the interdisciplinary study of art history and strengthen the independence and open-mindedness of the student;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D1.</b> In all modules at this level.</p> <p><b>D2.</b> In all AT modules at this level.</p> <p><b>D3.</b> In all modules at this level.</p> <p><b>D4.</b> Required at level 5: ➤ <b>PH 3010 Ethics</b></p>

3D. Key/transferable skills	
	<p>Introduction to the basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter.</p> <p>One of the following at level 5:</p> <ul style="list-style-type: none"> <li>➤ <b>EN 3321 Exploring Traditions in English Literature II</b> Development of contextual understanding of texts and concepts in English literature from the emergence of Romanticism to the Modernist movement. Analysis of a range of major authors and works within their cultural and philosophical contexts.</li> <li>➤ <b>EN 3323 (Re)Writing America: From Realism to Modernism</b> Development of contextual understanding of American literature and culture from the Realists to the Modernists, with emphasis on the “revisioning” or rewriting of American national and cultural identities by various authors.</li> <li>➤ <b>HY 3005 Intellectual History of Modern Europe</b> An examination of the historical evolution of the core ideals of the West and how they have been forged, interpreted, implemented, opposed, violated, and defended, from the Enlightenment to the present.</li> <li>➤ <b>HY 3060 Greece: The Birth of a Modern Nation</b> Historical, political and cultural developments in Greece from the Revolution of 1821 to the age of Venizelos. The birth and building of the modern Greek state.</li> <li>➤ <b>PH 3026 Existentialism</b> Late nineteenth to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre. Comparative study of literary and philosophical sources: Dostoyevski, Tolstoy, Kafka, Camus and others.</li> </ul>

3D. Key/transferable skills	
<p><b>D5.</b> Work to briefs or deadlines;</p>	<p>➤ <b>PH 3009 Evolution and Revolution: Darwin, Freud, Marx, Nietzsche</b> Examining the main themes of Nietzsche, Freud, Marx and Darwin, whose work played a decisive role in the formation of contemporary philosophical thought, science and art. Comparative study and critical assessment of their main ideas and influence Nietzsche's account of the primacy of art, genealogy and theory of power, Marx's central concept of ideology, Freud's theory of the unconscious, Darwin's natural selection.</p> <p><b>D5.</b> In all modules at this level.</p>

[Diploma of Higher Education in Art History / 240 Credits comprising 120 Credits at Level 4 and 120 Credits at Level 5]

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
AT 4034 Topics in Medieval Art	15	Select ONE module of the following options:	15	None of the level 6 modules is compensatable.	AT 4034 Fall
AT 4037 Topics in Renaissance Art	15	➤ AT 4033 Feminism and Art History			AT 4037 Sp
AT 4038 Topics in Modern Art	15	➤ AT 4041 Art and Psychoanalysis			AT 4038 Fall
AT 4030 Selected Topics	15	➤ AT 4042 Art and Post-structuralism			AT 4030 Sp
AT 4039 History and Theory of Curating	15	➤ AT 4048 Art and Postcolonialism			AT 4039 Fall
AR 4040 Issues in Contemporary Art	15	Select ONE module of the following options:	15		AR 4040 Sp
		➤ AT 4047 Art Objects and Their Histories			AT 4033 Sp
					AT 4041 Sp
					AT 4042 Sp
					AT 4048 Sp
					AT 4047 Fall

<b><u>Programme Structure - LEVEL 6</u></b>					
		<ul style="list-style-type: none"> <li>➤ AT 4045 Introduction to Arts Entrepreneurship</li> <li>➤ AR 4002 Medium and Display</li> </ul>			AT 4045 Fall AR 4002 Fall

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
	<p><b>Learning and teaching strategies:</b></p> <ul style="list-style-type: none"> <li>➤ Formal lectures accompanied by visuals: image power point presentations; image database Artstor; educational films;</li> <li>➤ Classroom discussion and student presentations of assigned readings;</li> <li>➤ Study visits to sites, museums, collections, artists' studios;</li> <li>➤ Formative assignments to help students acquire confidence and benefit from independent study;</li> <li>➤ Timely instructor feedback on assignments;</li> <li>➤ Additional print and audiovisual educational material posted on the Blackboard course template;</li> <li>➤ Other relevant educational material placed on reserve in the library;</li> <li>➤ Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>By the end of the programme, students will have knowledge and understanding of:</b></p> <p><b>A1.</b> In-depth knowledge of an historical or methodological/critical aspect of the discipline of art history;</p>	<ul style="list-style-type: none"> <li>➤ Close collaboration with Librarian and the Student Academic Support Services as to maximize the use of academic support services;</li> <li>➤ Discussion of disciplinary research methods and tools to facilitate the completion of assigned research projects.</li> </ul> <p><b>Assessment:</b> – consists of essays, annotated bibliographies, extended research projects (3000-4500 words), creative projects, and oral presentation.</p> <p><u>Where it is taught and assessed:</u></p> <p><b>A1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b></li> </ul>



<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A2. In-depth understanding of scholarly debates related to a specific topic;	<p>Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> </ul> <p>A2.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A3.</b> Understanding of the role of artefacts as carriers of meaning and value within institutional and other settings;</p>	<ul style="list-style-type: none"> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> </ul> <p><b>A3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and professional tasks related to contemporary curatorial theory and practice.</li> <li>➤ <b>AR 4040 Issues in Contemporary Art</b> Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</li> <li>➤ <b>AR 4002 Medium and Display</b> An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</li> <li>➤ <b>AT 4047 Art Objects and Their Histories</b> Examination of art history through objects from selected periods, cultures, geographies, as well as a wide range of artistic practices ranging from the visual arts and crafts to contemporary media.</li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<p><b>A4.</b> Knowledge of the field's relationship with professional contexts beyond academia;</p>	<ul style="list-style-type: none"> <li>➤ <b>AR/AT 4045 Introduction to Arts Entrepreneurship</b> Introduction to the different business models according to specific business interests in art history and the visual arts. Exposure to the wide range of current art and art related practices. Identification of areas that are potentially profitable and investigation of related jobs and tasks.</li> <li><b>A4.</b> <ul style="list-style-type: none"> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and professional tasks related to contemporary curatorial theory and practice.</li> <li>➤ <b>AR 4040 Issues in Contemporary Art</b> Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</li> <li>➤ <b>AR 4002 Medium and Display</b> An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</li> <li>➤ <b>AT 4047 Art Objects and Their Histories</b> Examination of art history through objects from selected periods, cultures, geographies, as well as a wide range of artistic practices ranging from the visual arts and crafts to contemporary media.</li> <li>➤ <b>AR/AT 4045 Introduction to Arts Entrepreneurship</b></li> </ul> </li> </ul>

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
	Introduction to the different business models according to specific business interests in art history and the visual arts. Exposure to the wide range of current art and art related practices. Identification of areas that are potentially profitable and investigation of related jobs and tasks.
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>B1.</b> Identify and analyze the key elements of an argument;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>B1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b></li> </ul>

3B. Cognitive skills	
<p><b>B2.</b> Synthesize knowledge or ideas from a range of sources (primary and secondary) and evaluate them critically;</p>	<p>Feminist critiques of art and the discipline of art history, as well as feminist art.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice.</li> </ul> <p><b>B2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> </ul>

3B. Cognitive skills	
<p><b>B3.</b> Discriminate between alternative critical approaches;</p>	<ul style="list-style-type: none"> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice.</li> </ul> <p><b>B3.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b></li> </ul>

3B. Cognitive skills	
	<p>Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice.</li> </ul>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>C1.</b> Carry out a research project with limited tutorial guidance;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>C1.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b></li> </ul>

3C. Practical and professional skills	
<p><b>C2.</b> Formulate creative and professional projects using techniques or theories from associative subjects;</p>	<p>In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> </ul> <p><b>C2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice..</li> <li>➤ <b>AR 4040 Issues in Contemporary Art</b> Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</li> </ul>



3C. Practical and professional skills	
<p><b>C3.</b> Set artefacts within appropriate historical, intellectual, social, economic, and/or institutional contexts;</p> <p><b>C4.</b> Construct and present coherent arguments;</p>	<ul style="list-style-type: none"> <li>➤ <b>AR 4002 Medium and Display</b> An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</li> <li>➤ <b>AT 4047 Art Objects and Their Histories</b> Examination of art history through objects from selected periods, cultures, geographies, as well as a wide range of artistic practices ranging from the visual arts and crafts to contemporary media.</li> <li>➤ <b>AR/AT 4045 Introduction to Arts Entrepreneurship</b> Introduction to the different business models according to specific business interests in art history and the visual arts. Exposure to the wide range of current art and art related practices. Identification of areas that are potentially profitable and investigation of related jobs and tasks.</li> </ul> <p><b>C3.</b> In all AT modules at this level, as well as:</p> <ul style="list-style-type: none"> <li>➤ <b>AR 4002 Medium and Display</b> An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</li> <li>➤ <b>AR 4040 Issues in Contemporary Art</b> Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</li> </ul> <p><b>C4.</b> In all AT modules at this level, as well as:</p> <ul style="list-style-type: none"> <li>➤ <b>AR 4002 Medium and Display</b></li> </ul>

3C. Practical and professional skills	
<p><b>C5.</b> Argue on the basis of familiarity both with relevant evidence and with specialist literature;</p>	<p>An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</p> <ul style="list-style-type: none"> <li>➤ <b>AR 4040 Issues in Contemporary Art</b> Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</li> </ul> <p><b>C5.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b></li> </ul>

3C. Practical and professional skills	
<p><b>C6.</b> Collect, organize and evaluate a range of print and electronic sources for research;</p>	<p>Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice.</li> </ul> <p><b>C6.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4034 Topics in Medieval Art</b> In-depth investigation of a topic in the study of medieval art. The topic is chosen in advance.</li> <li>➤ <b>AT 4037 Topics in Renaissance Art</b> In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.</li> <li>➤ <b>AT 4038 Topics in Modern Art</b> In-depth investigation of a topic related to modern art.</li> <li>➤ <b>AT 4033 Feminism and Art History</b> Feminist critiques of art and the discipline of art history, as well as feminist art.</li> <li>➤ <b>AT 4041 Art and Psychoanalysis</b> Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.</li> <li>➤ <b>AT 4042 Art and Post-structuralism</b> Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.</li> <li>➤ <b>AT 4048 Art and Postcolonialism</b> Examination of transcultural exchanges through specific cases of artists and artistic practices from the perspective of postcolonial theory.</li> </ul>

3C. Practical and professional skills	
	<ul style="list-style-type: none"> <li>➤ <b>AT 4030 Selected Topics</b> In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.</li> </ul>

  

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>Upon completion of the programme, students will be able to:</b></p> <p><b>D1.</b> Communicate effectively and persuasively orally and in a variety of written forms;</p> <p><b>D2.</b> Articulate and communicate ideas in forms related to artistic practice;</p>	<p><u>Where it is taught and assessed:</u></p> <p><b>D1.</b> In all modules at this level.</p> <p><b>D2.</b></p> <ul style="list-style-type: none"> <li>➤ <b>AT 4039 History and Theory of Curating</b> Thematic investigation of the theoretical discourses and historical aspects related to contemporary curatorial theory and practice.</li> <li>➤ <b>AR 4002 Medium and Display</b> An exploration of the references inherent in the Medium used for the creation of an artwork and how the method of its Display can define its meaning.</li> <li>➤ <b>AR 4040 Issues in Contemporary Art</b></li> </ul>

3D. Key/transferable skills	
<p><b>D3.</b> Use appropriate visual aids and information technology resources in relation to written and oral form of communication;</p> <p><b>D4.</b> Work effectively in groups or independently;</p>	<p>Art examined for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice, and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Current trends of curating and installing art shows.</p> <ul style="list-style-type: none"> <li>➤ <b>AT 4047 Art Objects and Their Histories</b> Examination of art history through objects from selected periods, cultures, geographies, as well as a wide range of artistic practices ranging from the visual arts and crafts to contemporary media.</li> <li>➤ <b>AR/AT 4045 Introduction to Arts Entrepreneurship</b> Introduction to the different business models according to specific business interests in art history and the visual arts. Exposure to the wide range of current art and art related practices. Identification of areas that are potentially profitable and investigation of related jobs and tasks.</li> </ul> <p><b>D3.</b> In all modules at this level.</p> <p><b>D4.</b> In all modules at this level.</p>

**[BA Ordinary in Art History: 300 Credits (60 Credits at level 6).**

Required modules at level 6:

AT 4034 Topics in Medieval Art; AT 4037 Topics in Renaissance Art; AT 4038 Topics in Modern Art; AT 4039 History and Theory of Curating.]

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

N/A

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Academic advising is primarily carried out by the programme coordinator in coordination with the Academic Advising Office. Students also consult Art History faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Teaching staff hold one office hour per week per module taught.

##### **Academic Advising Office**

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads and Program Coordinators act as educational consultants.

New incoming students and continuing Deree - ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Opportunities for academic, professional and personal development are offered through the College's student academic support services, co-curricular activities, and academic societies.

The College has implemented a US approach to PDP recently renamed to EDP (Engagement Development Plan). The Co-Curricular Transcript is designed as a means of recognizing extracurricular learning, development, and contributions to campus and community life. Official Copies of the Co-Curricular Transcript can be used by students to supplement résumés and academic transcripts when seeking employment and applying to graduate schools. The Co-Curricular Transcript includes the following categories: academic enrichment, scholarly engagement, academic honours, awards, scholarships, fellowships, athletics, college engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

**The Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/ Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

**The Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

**The Student Handbook** provides detailed information about the Art History programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual programme student handbooks are available on the ACG website.

**The Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

#### **Work-based Learning - Internship Opportunities**

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities. See Section 19 in the Background Document for more information on internships for Art History students.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

**Academic Societies** offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars, and participate in a wide range of activities that provide deeper engagement in a particular subject area. A Governing Body is elected for each academic year, composed of students elected by their peers.

The **Student Success Centre (SSC)** is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests

for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

### **Disability Status and Provisions**

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

### **The ACG Counseling Center**

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled Deree students. Their services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

Description of Services: The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

## **6. Criteria for admission**

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

### **The Admissions Process**

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor



the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

- The number of modules students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 1000 or EAP 1001 must first complete their English for Academic Purpose modules before taking College level modules along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

### **Evidence of Proficiency in English**

All applicants must demonstrate proficiency in the English language either by taking the College’s English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater  
 Michigan State University Certificate of Language Proficiency (MSU-CELP)  
 Michigan Proficiency Certificate  
 Cambridge Proficiency Certificate  
 Cambridge Advanced English (CAE) with Grade A only  
 International Baccalaureate Certificate\*  
 International Baccalaureate Diploma  
 IELTS: (academic) 6.5 or above  
 SAT: 450 or above  
 ACT: 18 or above  
 TOEFL (paper based): 567 or above  
 TOEFL (computer based): 227 or above  
 TOEFL (internet based): 87 or above  
 GCE higher level English: Grade C or greater  
 Oxford Online Placement Test: 99 or above

\* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College’s Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or programme.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program.

#### 7. Language of study

The language of instruction is English.

#### 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

**N.B. Information on Assessment, Progression, and Awards is provided under section D in the Regulatory Framework.**

#### 9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. The completed evaluation forms are processed by the Registrar's office. Following submission of grades, results are available to the Chief Academic Officer, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the

VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.

- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- At the end of each academic year faculty members and instructors submit a Faculty Activity Report (FAR) to their respective academic Dean. In the FAR faculty summarize their teaching and professional activities for the academic year as well as define their goals and aspirations for the next academic year. The FAR also includes a self-evaluation section.
- Feedback from meetings between External Examiners and students.
- Programme meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Department Heads/Programme Coordinators, Deans, the Chief Academic Officer, or the President, either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

Deree-ACG is also a member of the **Global Liberal Arts Alliance** (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

Deree-ACG's **Teaching and Learning Center** (TLC) focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all Deree instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

## 10. Changes made to the programme since last (re)validation

### **New Modules:**

Courses have been added at level 6 to enhance both the theoretical and professional skills of students.

AT 40XX Art and Postcolonialism has been added in a group of options that provide students with the opportunity to study particular critical approaches in more depth at level 6. This addition enhances preparation for post-graduate study. The topic of postcolonialism is now introduced at level 5 in AT 3036 Critical Approaches to Art History.

A group of options that focus on art-related contexts beyond academia has been added. Within this group, AT 40XX Art Objects and Their Histories gives students the opportunity to study the physical properties of art objects at close hand and also to consider the place of the object within museums, galleries, or collections. AR 4002 Medium and Display also addresses materiality, but from a creative perspective, allowing students to study media by engaging in the creative process, and at the same time considering issues of display. Finally, AR/AT 40XX Introduction to Arts Entrepreneurship exposes students to the skills needed to work in various settings within the art world. All three courses address the need for skills related to working in professional contexts. The group compliments the compulsory courses AT 4039 History and Theory of Curating and AR 4040 Issues in Contemporary Art.

These changes have been initiated by AT staff as a consequence of EE feedback for modules that provide students with more opportunities to interact directly with artworks and to engage with art-related contexts outside the academy. They also respond to recommendations of the previous 2016 revalidation panel: "Continue to explore opportunities for handling of objects and first hand experience of collections; Continue to explore opportunities for internships and employability enhancement activities." Because in the context of the new modules students can interact more with the ACG art collection and external collections, these changes address another recommendation of the panel: "Encourage students to engage with internal and external associations which will enhance the learning experience further." Finally, the changes are in line with student feedback indicating a desire for courses that better prepare them for career paths.

### **Changes to Existing Modules:**

All module specifications have been updated to reflect current bibliography and research.

#### Level 4

For AT 2005 Art of Ancient Greece, the first assessment has been changed from an exam to an essay so as to give students more opportunity to develop critical thinking skills. This change is in line with student feedback on student evaluation forms.

For AT 2006 Style and Ideology in Roman Art and Architecture and AT 2009 The Italian Renaissance, the word range for the first assessment has been increased in order to give students the opportunity to more fully develop their ideas and also enable a better distribution of marks across the entire range, as recommended by the EE.

#### Level 5

For AT 3007 Byzantine Art and Architecture and AT 3008 Sacred and Secular in Western Medieval Art and Architecture, the word range for the first assessment has been increased in order to give students the opportunity to more fully develop their ideas and also enable a better distribution of marks across the entire range, as recommended by the EE.

For AT 3036 Critical Approaches to Art History, the module content has been enhanced to better reflect approaches and tools which have become current in the discipline, such as postcolonialism.

#### Level 6

The title of AT 4039 Curating has been changed to History and Theory of Curating, to better reflect the content of the course. The course has been revised to emphasize the historical (rather than the practical) aspects of curating.

The title of AR 4002 Art Techniques has been changed to Medium and Display, reflecting the greater focus on issues of display within museums, galleries, etc. This course has been changed from a compulsory module to an optional module, and placed together with other options that offer students ways to engage with art and art production in professional settings beyond academia.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (deleted because not required.)

Annexe 3: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3
4	AT 2005 Art of Ancient Greece	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	AT 2006 Style and Ideology in Roman Art and Architecture	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	AT 2009 The Italian Renaissance	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	AT 2013 Modern Art	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
	AT 2124 Writing about Art				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
	PH 2014 Aesthetics					✓														✓
	Option in Visual Arts		✓														✓		✓	✓
	Option in Humanities						✓								✓			✓		✓
	Option in Social/Behavioural Sciences						✓								✓			✓		✓

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4
5	AT 3007 Byzantine Art and Architecture	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	
	AT 3008 Sacred and Secular in Western Medieval Art and Architecture	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	
	AT 3043 From van Eyck to Rembrandt	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	

	AT 3012 Pluralism in Nineteenth Century Art	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
	AT 3018 Art After Modernism	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	
	AT 3019 Islamic Art and Architecture	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	
	AT 3016 African Art and Performativity	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓	✓	
	AT 3036 Critical Approaches to Art History				✓		✓	✓		✓	✓	✓			✓	✓	✓	
	PH 3010 Ethics								✓						✓		✓	✓
	Option in Humanities					✓									✓		✓	✓

Level	Study module/unit	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
6	AT 4034 Topics in Medieval Art	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4037 Topics in Renaissance Art	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4038 Topics in Modern Art	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4033 Feminism and Art History	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4041 Art and Psychoanalysis	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4042 Art and Post-structuralism	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4048 Art and Postcolonialism	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
	AT 4039 History and Theory of Curating			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓
	AR 4040 Issues in Contemporary Art			✓	✓					✓	✓	✓			✓	✓	✓	✓
	AT 4030 Selected Topics	✓	✓			✓	✓	✓	✓		✓	✓	✓		✓		✓	✓
	AT 4047 Art Objects and Their Histories			✓	✓					✓	✓	✓			✓	✓	✓	✓
	AR 4002 Medium and Display			✓	✓					✓	✓	✓			✓	✓	✓	✓
	AR/AT 4045 Introduction to Arts Entrepreneurship			✓	✓					✓	✓	✓			✓	✓	✓	✓





## Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.