RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) Art History and Visual Culture

Programme Specification

2014-2015

Contents

1 Overview/Factual Information 4

2 Programme aims and objectives 6

2.1 Educational aims and mission of the programme 6
2.2 Subject benchmarks 6
2.3 Internal contexts 7
2.4 External contexts 7

3 Programme Outcomes 8

3.1 Historical and Theoretical Knowledge Base ('A') 8
3.2 Practical Knowledge Base ('B') 9
3.3 Cognitive Skills ('C') 10
3.4 Personal Development ('D') 11

4 Teaching, Learning and Assessment Strategies 12

4.1 Teaching and learning strategy 12
4.2 Assessment strategy 13

5 Programme Structure 17

5.1 BA (Hons) Art History and Visual Culture 17
5.2 Minor requirements 20

6 Distinctive Features and Regulatory Framework 21

6.1 Admissions 21
6.2 Assessment 22
6.3 Progression 23
6.4 Placement 23
6.5 Study abroad 23
6.6 Student support and guidance 24

7 Appendix I - Curriculum map 25

8 Appendix II – Programme Structure 28

Introduction

This document describes the degree of BA (Hons) Art History and Visual Culture awarded by Richmond University, the American International University in London, using the protocols required by the *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008). Also key to the background for this description are the following documents:

> QAA (2011). *UK Quality Code for Higher Education. Part A: Setting and maintaining threshold academic standards A3: The Programme Level* and *Part B: Assuring and Enhancing Academic Quality B1: Programme Design and Approval.* (www.qaa.ac.uk)
>
> QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England*.
>
> SEEC (2010). *Credit Level Descriptors for Higher Education*. Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).
>
> Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (http://www.msche.org/publications.asp)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically students complete 40 separate courses over the programme which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours per 15 week semester). On this basis, students are required to earn a total of 120 US academic credit hours in order to complete their degrees. Of these 40 courses, roughly half are at the "lower-division" taken in the first two years of study and coded 3000-4999, and half are at the "upper division", taken in years three and four, and coded 5000-6999.

Richmond degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the FHEQ and the Higher Education Credit Framework for England. Each course has been assigned to an appropriate level on the FHEQ, based on the course's learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at Level 3). US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the FHEQ).

1 Overview/Factual Information

Programme/award title(s)	BA (Hons) Art History and Visual Culture
Teaching institution	Richmond University, the American International University in London
Awarding Institution	The Middle States Commission on Higher Education
Credit points for the award	122 US credits 488 UK Credits at FHEQ Levels 3-6 (124 at Level 3; 124 at Level 4; 120 at Level 5; 120 at Level 6)
UCAS Codes	University Code: R20 Course Code: XXXX
Programme start date	September 2014
Underpinning QAA subject benchmark(s)	History of Art, Architecture and Design (HAAD) (2008) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History-of-art-architecture-and-design.aspx Communication, media, film and cultural studies (2008): http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf Also, GLAADH (Globalizing Art and Design History) project http://www.glaadh.ac.uk/
Other external and internal reference points used to inform programme outcomes	See sections 2.3-2.4 below.
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 4 years (including one year at FHEQ Level 3

Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	May 2014

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 course can be found in course specification documents, syllabi, and the student 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.

Programme Specification Publication Dates

Document publication date	May 2014
Revision 1	
Revision 2	

2 Programme aims and objectives

2.1 Educational aims and mission of the programme

MISSION

Richmond University's Major in Art History and Visual Culture aims to graduate students with a broad yet focussed understanding of art history and visual culture, with specific knowledge of: 1) the key thinkers, theories, methods and contemporary issues and problems facing art history; 2) conceptual frameworks within which to evaluate the role of visual arts and cultures today, and 3) a variety of Western and non-Western arts and visual cultures, from prehistory to the present. This knowledge and understanding is complemented by a strong element of professional practice, with opportunities to explore careers in visual arts institutions and the creative cultural industries. The Major provides a broad base of historical knowledge in the first two years, upon which is built a gradually more complex and more specific understanding of key historical periods and themes in the final two years. The programme places particular emphasis on art and visual practices across cultures and encourages students to use the University's campuses in London, Florence and Rome as learning resources, including for their professional careers. The Major aims to be intellectually rewarding for its own sake, to prepare students for postgraduate study, and especially by way of the internship programme to enable students to pursue careers in visual arts institutions and the creative cultural industries.

GOALS

• To develop a broad yet focussed understanding of the disciplines of art history and visual culture studies.
• To integrate the knowledge and skills acquired in the course of studying for the UK BA (Hons) Art History and Visual Culture within a US Liberal arts framework.
• To equip students with the skills necessary to undertake successful postgraduate study, applied professional training or careers visual arts institutions and the creative cultural industries.
• To maintain academic standards equal to or better than comparable B.A. degrees offered by U.K. universities.

2.2 Subject benchmarks

History of Art, Architecture and Design (HAAD) (2008)
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History-of-art-architecture-and-design.aspx

Communication, media, film and cultural studies (2008):
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/CMF08.pdf

Also, GLAADH (Globalizing Art and Design History) project http://www.glaadh.ac.uk/

2.3 Internal contexts

The BA (Hons) Degree in Art History and Visual Culture features:

Detailed published educational objectives that are consistent with the mission of the institution. All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the Humanities faculty as a group.

Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated. Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:

• consider student input via course evaluations;
• consider any formalized faculty course evaluations conducted;
• consider all External Examiner reports;
• examine the Programme Specification, and note any changes required;

- any major changes ("those which change the basic nature of the programme or student experience") to existing programmes are first approved by LTPC;
- in the case of validated programmes, they are also submitted to the Open University (Centre for Inclusion and Collaborative Partnerships) for external approval.

A curriculum development process that assures the achievement of the programme's objectives, and a system of ongoing evaluation that demonstrates achievement of these objectives and uses the results to improve the effectiveness of the programme: Ongoing evaluation is carried out for both the US (Middle States) and UK (The Open University – CICP) institutional reviews, and independently by departmental members (when updating modules) and by students (during regular faculty-student meetings). The LTPC closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at LTPC. A comprehensive additional formal and substantive review takes place every five years, which is also supplied to The OU as part of its revalidation process of Richmond's degree programmes.

2.4 External contexts

The BA (Hons) Art History and Visual Culture is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (The Open University) reviews. Richmond is a voluntary subscriber member of the QAA, and the QAA conducted its first Institutional Review at Richmond in May 2013 (http://www.richmond.ac.uk/content/admissions/aboutrichmond/

american-british-accreditation.aspx).

Students are encouraged to attend lectures, seminars and workshops at other London universities, institutions, museums and galleries as is appropriate. Academic staff belong to such professional organizations as the Association of Art Historians and the College Art Association. As arguably the capital of the art world, academic staff use London as a learning resource with teaching including trips to and classes at London's diverse galleries, museums and visual arts institutions.

3 Programme Outcomes

Programme-level learning outcomes are identified below, based on *SEEC* categories associated with specific level of the *FHEQ*.

The Art History and Visual Culture programme at Richmond, the American International University in London is a four year programme where the discipline(s) of focus are studied alongside a range of other subjects. Progression through the programme is set out down in each of the four columns of the Programme Outcome grid with level-specific programme outcomes at the 3000, 4000, 5000 and 6000 level. The programme outcomes are then applied in each module on the programme through assessed, course-specific learning outcomes. The four broad categories of Programme Outcomes are:

A) Historical and Theoretical Knowledge Base
B) Practical Knowledge Base
C) Cognitive Skills
D) Personal Development

On successful completion of BA (Hons) Art History and Visual Culture, a student is expected to be able to demonstrate all of the Programme Outcomes.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the study programme. The programme is designed such that every learning outcome, at all levels of the programme, are assessed for every student.

3.1 Historical and Theoretical Knowledge Base ('A')

LEVEL 3

i. Demonstrates an understanding of art, visual media and communications across cultures

LEVEL 4

i. Demonstrates a broad understanding of theories, methods and concepts appropriate for the study of art history and visual culture

ii. Demonstrates a broad knowledge of key periods, artists and works in the history of art and the study of visual culture

LEVEL 5

i. Demonstrates a detailed understanding of theories, methods and concepts appropriate for the study of art history and visual culture
ii. Demonstrates a detailed understanding of key periods, artists and works in the history of art and the study of visual culture
iii. Demonstrates a detailed understanding of the ways in which art history and visual cultures are framed by specific cultural, social and political contexts

LEVEL 6

i. Demonstrates a systematic understanding of theories, methods and concepts appropriate for the study of art history and visual culture
ii. Demonstrates a systematic understanding of specific key periods, artists and works in the history of art and the study of visual culture
iii. Demonstrates a systematic understanding how art history and visual culture studies have examined non-Western art
iv. Demonstrates a systematic understanding of of the ways in which art history and visual cultures are framed by specific cultural, social and political historical contexts

3.2 Practical Knowledge Base ('B')

LEVEL 3

i. Demonstrates an awareness of art, visual media and communications across cultures
ii. Demonstrates an awareness of the visual observation, description and interpretation of artefacts
iii. Demonstrates an awareness of applied design solutions

LEVEL 4

i. Demonstrates the accumulation of a broad body of knowledge on art history and visual cultures
ii. Demonstrates a broad understanding of similarities and differences in visual practices across cultures
iii. Demonstrates a broad ability to observe, describe and interpret visual artefacts
iv. Demonstrates a broad ability to apply the fundamental principles of drawing/printmaking

LEVEL 5

i. Demonstrates the accumulation of a detailed body of knowledge on art history and visual cultures
ii. Demonstrates a detailed understanding of similarities and differences in visual practices across cultures
iii. Demonstrates a detailed understanding of the application of theoretical thinking in the study of art and visual cultures by observation, description and interpretation

LEVEL 6

i. Demonstrates the accumulation of, systematic engagement with, and sophisticated understanding of a detailed body of knowledge on art history and visual cultures
ii. Demonstrates a systematic and sophisticated understanding of similarities and differences in visual practices across time and across cultures
iii. Demonstrates a systematic and sophisticated understanding of the application of professional practices in the visual arts and related creative and cultural industries
iv. Demonstrates a systematic understanding of a core problem or issue in the subject area, along with a sophisticated application of theory and method to evidence

3.3 Cognitive Skills ('C')

LEVEL 3

i. Demonstrates the ability to gather, organise and deploy ideas and information in order to communicate arguments effectively in written, oral or other forms, with an understanding of appropriate methods, particularly in visual observation, description and interpretation

LEVEL 4

i. Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms
ii. Demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks

LEVEL 5

i. Demonstrates the ability to formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources
ii. Delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach
iii. Exercises a degree of independent and informed critical judgement in analysis

LEVEL 6

i. Demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms
ii. Demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated
iii. Demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts
iv. Demonstrates the ability to provide critical appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise

3.4 Personal Development ('D')

LEVEL 3

i. Demonstrates an awareness of views other than their own and adapts behaviour to meet obligations in personal and/or group outcomes and/or output

LEVEL 4

i. Acts with limited autonomy under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas

ii. Demonstrates broad skills that are relevant to the workplace, including the ability to work productively in a group or team, and to recognise factors that affect performance, including changing contexts, audiences and degrees of complexity

iii. Demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks

LEVEL 5

i. Demonstrates well-developed skills that will translate into the workplace, including the ability to work effectively within a group or team, to engage in self-reflection, and to adapt own actions and interpersonal communication skills to changing contexts, audiences and degrees of complexity

ii. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria

iii. Demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT)

LEVEL 6

i. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions

ii. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication

iii. Demonstrates flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate

iv. Demonstrates the ability to flexibly locate their own normative views and cultural commitments within the practice of research, with a level of autonomy

4 Teaching, Learning and Assessment Strategies

4.1 Teaching and learning strategy

The teaching and learning strategy adopted within BA in Art History and Visual Culture.

- Teaching is through lectures, seminars, tutorials, and workshops
- Regular use of individual and /or team based projects
- Use of audio-visual aids and a variety of multi-media sources
- Regular use of individual and/or group presentations
- Regular use of in-class debates.
- Regular use of self-directed and directed reading in all courses
- Use of Library resources, historical archives, digital resources and online catalogues
- Use of occasional guest lecturers from specialist areas
- Frequent feedback on coursework and through one to one meetings with faculty and small group discussions
- Regular use of tutor and student led discussions groups via e-learning platforms in many courses
- Using London as a resource

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their thinking skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn
- Project work employing a problem solving methodology

Their practical skills are gained through

- Application of theory to practice, especially during internships
- Using information technology to retrieve and manipulate data
- Negotiating with others in group projects

4.2 Assessment strategy

Most of the courses in the BA in Art History and Visual Culture will follow the University Assessment Norms table or the Writing Intensive Assessment Norms table.

Standard Assessment Norms			
FHEQ level	**Richmond/UK Level**	**Normal number of items** (including final exam)*	**Total assessment**
Level 3	R3000/UK A-Level	3-4	1 two-hour final exam plus 2000-2500 words
Level 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
Level 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
Level 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
Level 7	R7000/UK MA	2-3	5000-7000 words

*** Reasonable adjustments should be made for assessment activities such as midterm exams, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- All undergraduate courses should include one 2-hour final exam, with exceptions approved by the department.
- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm exams are not obligatory.
- At Level 3, the normal length per item should be between 500-1000 words, or equivalent (not including finals).
- At Level 4, the normal length per item should be between 1000-1500 words, or equivalent (not including finals).
- At Level 7, word count will need to take into account the inclusion of a final exam.

- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

Writing Intensive Assessment Norms			
FHEQ level	**Richmond/UK Level**	**Normal number of items**	**Total assessment**
Level 3	R3000/UK A-Level	3-4	3000-3250 words
Level 4	R4000/UK Year 1	3-4	3000-4500 words
Level 5	R5000/UK Year 2	2-3	4500-6000 words
Level 6	R6000/UK Year 3	2-3	4500-6000 words

Courses designated as Writing Intensive differ from the Standard Assessment Norms by:

- No final exam
- The total amount of written words will normally increase by 50%

There are some other exceptions and those courses will follow a Special Programmes (e.g. ADM, ARW) or Dissertation table approved on 28 June 2012 by Academic Council. Details of these can be found at: http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx

For courses that have atypical assessment norms and do not follow one of the approved tables, assessment will first be approved by Learning and Teaching Policy Committee.

Grade Assessment Criteria/Marking Scheme

Assessment in the BA in Art History and Visual Culture is by examination; book reviews, essays, dissertations, and other forms of written work; oral presentations and participation in group and sub-group work; and individual and group projects.

In order to obtain a BA in Art History and Visual Culture students require (amongst other requirements) a cumulative GPA across the entire degree of 2.0. This is a 'C' average. A minimum GPA of 2.0 must also be achieved in all courses taken to fulfil major requirements. For information on the calculation of the OU GPA as a basis for final degree classifications, see the myacademics page of the university portal at: https://my.richmond.ac.uk/myacademics/default.aspx

Course syllabi documents clarify, for each learning outcome, how that particular learning outcome is assessed, and what the threshold criteria for that particular learning outcome is, specified at the 'C' (GPA 2.0) level (i.e. a passing grade)

There are three 'pass' grades (and 7 sub-categories of 'pass' grade) in the ***BA (Hons) Art History and Visual Culture***.

Grade A applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced analytical and integrative command of the material and issues
- gives evidence of very wide reading and extensive knowledge of relevant theory and recent research
- is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence
- engages with historiography and source material.
- superior (A-) or outstanding (A)

Grade B applies to work which:

- goes beyond the foundation level to develop a more questioning and analytical approach
- goes beyond the basic required reading, to study and discusses recommended texts and articles
- indicates an increasing ability to appreciate an extensive body of knowledge and to conceptualize the key theories, issues, debates and criticisms
- demonstrates the skills to present a balanced and comprehensive discussion
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- acknowledges issues relating to historiography and source material
- good quality (B-), very good (B), or excellent (B+)

Grade C applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:
    - adequate coverage of the essential information specified, and
    - the skill to present that material coherently
- selects relevant named references and quotations
- mentions but does not discuss issues relating to historiography and source material
- just below average (C-), average (C), or showing signs of reaching above average (C+)

Grade D applies to work which:

- has been done without proper understanding of the requirements
- is too short, or long and unedited or lacks structure
- relies on superficial, subjective statements
- uses unreliable and inappropriate sources, **such as Wikipedia**
- uses incorrect, or confused information
- fails to make proper use of named references and quotations

- fails to even mention historiography
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+)

Grade F, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- work which may be competent, but is either:
    - irrelevant (i.e. does not address the requirements of the assignment), or
    - uses un-attributed material (plagiarism)

5 Programme Structure

5.1 BA (Hons) Art History and Visual Culture

A normal courseload per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please see degree chart below and refer to Appendix 2: Programme Structure Flowchart

Table 1: Lower-Division/Levels 3 and 4 degree requirements

		US Credits	UK Credits
LOWER-DIVISION REQUIREMENTS (Total)		**61**	**244**
FHEQ Level 3 (Total)		**30**	**120**
ADM 3170	Foundations in Spatial Design	3	12
AVC 3200	Foundations of Art Across Cultures	3	12
COM 3100	Foundations of Mass Media and Communications	3	12
	4 further courses (core curriculum requirements)	12	48
	3 further courses (mathematical or Academic Literacy requirements, and/or electives for students with exemptions)	9	36
FHEQ Level 4 (Total)		**31**	**124**
ADM 4100	The Language of Art	3	12
COM 4200	Introduction to Visual Culture	3	12
plus three of the following:		6	24
ADM 4200	Introduction to Drawing		
ADM 4210	Stamping Authority		
FLM 4200	Introduction to Film Studies		
FLM 4205	Film in the Americas		
HST 4405	History of Fashion		
	1 further course (core curriculum requirements)	3	12
	4 further courses (Academic Literacy requirement and/or electives)	13	52

Table 2: Upper-Division Levels 5 degree requirements

		US Credits	UK Credits
UPPER DIVISION MAJOR REQUIREMENTS		**63**	**252**
FHEQ Level 5 (Total)		**33**	**132**
AVC 5200	Museums & Galleries London*	3	12
AVC 5205	Art in Context*	3	12
AVC 5210	History of Design	3	12
COM 5205	Cultural Theory	3	12
AVC 5215	Art History: Theory & Methods	3	12
plus two of the following:**		9	36
AVC 5400	British Art and Architecture		
AVC 5405	The Renaissance: New Perspectives		
AVC 5410	Modern Art and Modernism		
COM 5115	Sociology of Culture and Subculture		
COM 5210	Writing for Marketing and Business		
FLM 5200	Mainstream Cinema: Studies in Genre		
FLM 5410	Gender in Film		
MKT 5410	Psychology of Fashion and Luxury Goods		
	1 further course (core curriculum requirement)	3	12
	2 further courses (electives)	6	24

Table 2: Upper-Division Levels 6 degree requirements

		US Credits	UK Credits
FHEQ Level 6 (Total)		**30**	**120**
AMS 6400	Pop to Present: Themes in Contemporary US Art	3	12
AVC 6296	Senior Seminar in Art History and Visual Culture I	3	12
AVC 6297	Senior Seminar in Art History and Visual Culture II	3	12
AVC 6400	Non Western Visual Cultures	3	12
AVC 6200	Working in the Art World	3	12
plus one of the following:		3	12
ADM 6200	Contemporary Visual Culture I		
ADM 6205	Contemporary Visual Culture II		
plus four of the following OR two and an Internship:		12	48
ADM 6200	Contemporary Visual Culture I		
ADM 6205	Contemporary Visual Culture II		
COM 6400	Fashion and Media		
FLM 6230	International Cinema		
FLM 6200	Transnational Cinema		
HST 6205	Pictures of Power: History, Image & Propaganda		
AVC 6962	World Internship in Art History and Visual Culture		
AVC 6972	London Internship in Art History and Visual Culture		

* These AVC courses may be substituted in Florence or Rome.
** Student may count any Level 5 AVC (ARH) courses from Florence or Rome including COM 325 Italian Cinema and Society or SCL 307 Made in Italy: Italian Design

For details of courses from other programmes that contribute to the ***BA (Hons) Art History and Visual Culture***, please consult the relevant programme specification.

5.2 Minor requirements

Students may select Art History and Visual Culture as an optional minor to complement their major field. Both the major and minor will be recorded on the student's transcript at graduation. At least three of the upper division courses required for a minor must be taken at Richmond. A maximum of three courses only may overlap between a student's major and any minor.

		US Credits	UK Credits
Minor Requirements		**18**	**72**
One of the following:		3	12
AVC 3200	Foundations of Art Across Cultures		
COM 3100	Foundations of Mass Media and Communication		
Plus one of the following:		3	12
ADM 4100	Language of Art		
COM 4200	Introduction to Visual Culture		
Plus 3 AVC courses at 5000 level, chosen from the core		12	48
list for the major, and either ADM 6200 or ADM 6205			

6 Distinctive Features and Regulatory Framework

The ***BA (Hons) Art History and Visual Culture*** is distinctive in that it engages students with both art history and visual culture studies and the application of these in professional practice, as well as broadens the academic experience of the students as a consequence of Richmond's US Liberal Arts framework and General Education requirements, and deepens it through the sequence of course requirements within the programme. This balance between a core of requirements and a range of choices is a key characteristic of the US system of Liberal Arts undergraduate education. While mapping of the US system onto UK regulatory frameworks has presented another opportunity for quality enhancement, accommodation of the special nature of the US liberal arts degree is achieved in the additional "Combined Studies" designation for each major. Developing this distinctive approach, the Richmond programme aspires to the best theory and practice from both sides of the Atlantic.

The ***BA (Hons) Art History and Visual Culture*** is operated under the policy and regulatory frameworks of Richmond the American International University in London**,** the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications, UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1 Admissions

To be considered for admission, prospective students should:

- normally be at least 17 years old, have completed a minimum of 12 years of schooling, and hold the required grade(s) in a complete US high School Diploma, UK GCE A levels, or other UK or international qualifications deemed equivalent by the University, by the start of the programme;
- have completed an application via UCAS, the Common Application or direct to the University, including a personal statement and academic reference and supplying verification of existing academic and English language attainments as required by the University.

Further details of qualifications accepted and grades required may be found on the University website, noting that these are common to all BA programmes at the University and there is no requirement as to the subject of entry qualifications. Prospective students from the United States should note that SATs are optional but not required. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Normally, Advanced Credit may be given for a maximum of 30 out of the total 120 (US) credits necessary to complete the programme. The University also welcomes applications from prospective students with previous Higher Education study who, depending on subjects taken and grades achieved, may be given up to 75 Transfer Credits against the total 120 (US) credits necessary to complete the programme.

Students who are not nationals of a majority English-speaking country should normally have achieved CEFR level B2 in a secure English Language test acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Prospective students who do not meet the above academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University.

Further details of all of the above may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published: http://www.richmond.ac.uk/content/admissions.aspx

6.2 Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the University. Much of what shapes the University's perspective on this has already been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University is also in compliance with Standard 14 on 'Assessment of Student Learning', as laid out by the Middles States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals… Assessment is not an event but a process and should be an integral part of the life of the institution."

(http://www.msche.org/publications.asp).

6.3 Progression

Progression is built into the Programme Outcomes (Section 3 above), as they are dervied from the *SEEC* categories associated with specific levels of the *FHEQ*. Learning outcomes in each individual course are therefore level-specific, ensuring an appropraite structure of progression through the degree, with students at graduation meeting the requirements of the QAA subject benchmarks.

6.4 Placement

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work. For full details of the internship programme, please see: http://www.richmond.ac.uk/content/academic-programs/internships.aspx

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: http://www.richmond.ac.uk/content/student-affairs/career-services.aspx.

In addition to these services, the alumni office offers networking opportunties where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: http://www.richmond.ac.uk/content/alumni.aspx

6.5 Study abroad

Richmond classes benefit every semester through the arrival of study abroad students from colleges and universities within the United States. These students, who mostly enrol in classes at levels 5 and 6, very often bring with them a distinct set of values and approaches to learning that can be both enriching and challenging. Richmond faculty have the breadth of experience necessary with which to capitalise on the positive aspects of this class room dynamic. Please note that Study Abroad students register for classes *after* Richmond degree-course students have completed their registration process.

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. In practice, however, very few students take this option up. It is more common for Richmond students to take a limited number of classes at other accredited colleges and universities during the summer, and then transfer these back to Richmond for inclusion toward their graduation requirements. All courses taken elsewhere must be pre-approved by the Office of Academic Registry. All such courses are rigorously scrutinized, and only credit from appropriately accredited programmes, earned with a grade of C or above, are accepted for transfer. There are strict requirements regarding the number of courses and at what level may be taken outside of Richmond. Please see under "Graduation Requirements" at:

http://www.richmond.ac.uk/content/academic-affairs/graduation/graduation-requirements.aspx

6.6 Student support and guidance

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least once per semester. Advisers assist students with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

In accordance with the 2010 *Equality Act,* and with Chapter B4 of the *Quality Code for Higher Education* (Section 2: Disabled Students) Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see:
http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx

The university operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department. For a full description of Student Affairs' activities, please see: http://www.richmond.ac.uk/content/student-affairs.aspx

7 Appendix I - Curriculum map

Green Cells are core course from within the Major

Pink Cells are core courses from other Majors. Their learning outcomes are derived from their relevant programme specifications. They have been fitted as well as possible into the Art History and Visual Culture Curriculum Map

Yellow Cells are optional courses from within the Major

LEVEL 3	AVC3200 Art Across Cultures	COM3100 Mass Comm	ADM3170 Spatial Design						
A3(i)	X								
B3(i)	X	X							
B3(ii)	X								
B3(iii)			X						
C3(i)	X	X							
D3(i)	X	X							

LEVEL 4	ADM4100 Language of Art	COM4200 Visual Culture	FLM4200 Film Studies	FLM4205 Film in Americas	ADM4200 Drawing	ADM4210 Stamping Authority		
A4(i)		X						
A4(ii)								
B4(i)		X	X	X				
B4(ii)		X		X				
B4(iii)	X							

B4(iv)					X	X		
C4(i)	X	X	X	X				
C4(ii)		X	X	X				
D4(i)	X	X	X	X	X	X		
D4(ii)	X	X	X	X	X	X		
D4(iii)	X	X	X	X				

Level 5	AVC 5200 Museums & Galleries	AVC 5205 Art in Context	AVC 5210 History of Design	AVC 5215 Theory & Methods	COM 5205 Cultural Theory	AVC 5410 Modern Art & Modernism	AVC 5400 British Art & Architecture	AVC 5405 Renaissance
A5(i)				X	X			X
A5(ii)	X	X				X	X	X
A5(iii)		X	X	X				
B5(i)			X			X	X	X
B5(ii)	X	X						
B5(iii)				X			X	
C5(i)	X	X	X	X	X	X	X	X
C5(ii)	X	X	X	X	X	X	X	X
C5(iii)	X	X	X	X	X	X	X	X
D5(i)	X	X	X	X	X	X	X	X
D5(ii)	X	X	X	X	X	X	X	X
D5(iii)	X	X	X	X	X	X	X	X

Level 6	AVC 6400 Non-western Visual Culture	AVC 6200 Working in the Art World	AVC 6296 Senior Seminar I	AVC 6297 Senior Seminar II	ADM 6200 OR ADM 6205 CVC	AMS 6400 Pop to Present	AVC6972 Internship				
A6(i)			X	X							
A6(ii)					X	X					
A6(iii)	X										
A6(iv)			X	X		X					
B6(i)	X		X	X	X	X					
B6(ii)	X										
B6(iii)		X					X				
B6(iv)			X	X							
C6(i)	X	X	X	X	X	X	X				
C6(ii)	X	X	X	X	X	X	X				
C6(iii)	X	X	X	X	X	X	X				
C6(iv)	X	X	X	X	X	X	X				
D6(i)	X	X	X	X	X	X	X				
D6(ii)	X	X	X	X	X	X	X				
D6(iii)	X	X	X	X	X	X	X				
D6(iv)			X	X							

8 Appendix II – Programme Structure

School of Communications, Art, and Social Sciences
Typical Degree Schema: *BA (Hons) Art History and Visual Culture*. (Note: Based on a Freshman entering Richmond with no Transfer Credit)

YEAR ONE:

Fall **Freshman**

1. First Year Seminar
2. MTH 3000 Fundamentals of Mathematics
3. ARW 3195 Principles of Academic Writing
4. AVC 3200 Foundations of Art Across Cultures
5. ADM 3170 Foundations of Spatial Design

Spring **Freshman**

1. COM 3100 Foundations of Mass Media and Communications
2. LACC LI (Numerical)
3. LACC LI (Science)
4. LVL 3 Free Elective/Minor
5. Course for minor

YEAR TWO:

Fall **Sophomore**

1. ARW 4195 Principles of Academic Research
2. ADM 4100 The Language of Art
3. COM 4100 Introduction to Visual Culture
4. LVL 4 for Major choice
5. Course for Minor

Spring **Sophomore**

1. LVL 4 for Major choice
2. LVL 4 for Major choice
3. LEVEL 4 Core Curriculum
4. Elective for minor
5. Elective for minor or free elective

YEAR THREE:

Fall **Junior**

1. AVC 5200 Museums and Galleries of London
2. AVC 5205 Art in Context
3. COM 5205 Cultural Theory
4. AVC 5215 Art History: Theories and Methods
5. Elective for minor or free elective

Spring **Junior**

1. AVC 5210 History of Design
2. AVC elective from list
3. AVC elective from list
4. LVL 5 Free Elective/Minor
5. LACC LIII Requirement

YEAR FOUR:

Fall **Senior**

1. AVC 6296 Senior Seminar I
2. AVC 6400 Non-Western Visual Cultures
3. AVC 6200 Working in the Art World
4. LVL 6 Option 1 from list
5. LVL 6 Option 2 from list

Spring **Senior**

1. AVC 6297 Senior Seminar II
2. AMS 6400 Pop to Present: Themes in Contemporary US Art
3. ADM 6200 or 6205 Contemporary Visual Culture 1 or 2
4. LVL 6 Option 3 from list
5. LVL 6 Option 4 from list