

# Course Specification MA Curation Practices



## 1. General information

Awarding University	Leeds Arts University
University at which course is delivered	Leeds Arts University
Relevant QAA benchmark(s)	UK Quality Code for Higher Education, Master's Degree Characteristics (2015), & FHEQ (2008)
Date of approval	February 2016
Date of next review	2020-21

Awards	Credits	Duration	Mode of study
MA Curation Practices	180 (90 ECT)	1 year 2 years	Full time Part time
PGDip in Curation Practices*	120		Full time Part time
PGCert in Curation Practices*	60		Full time Part time
*Exit Award only			

## 2. Course Aims

### This course aims to:

- Enable you to focus on the subject and expansive field of curatorial practice, in greater depth than you may have encountered during the course of previous study or experience;
- Provide opportunities for you to specialise or to become more highly specialised in curation, a practice relevant to a range of employment sectors;
- Enable you to challenge existing practice, justify proposed changes and equip you for further study at doctoral level.

### On successful completion of the course you will be able to:

- Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of the academic discipline, field of study or area of professional practice;
- Evidence a comprehensive understanding of techniques applicable to your own research or advanced scholarship, together with the ability to demonstrate use of appropriate research philosophies and methods;
- Demonstrate originality in the application of aesthetic knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- Demonstrate a practical understanding of how established techniques of research and enquiry are used to create and evaluate evidence for enhanced professional practice;

- Be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences;
- Demonstrate self-direction, creativity and originality in planning and implementing tasks at a professional or equivalent level, that lead to a synthesised practice, relevant to the market(s) identified;
- Advance your knowledge and understanding of curatorial discourse, communications strategy, spatial design and pedagogy, in order to develop a synthesis of professional skills to a high level;
- Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and the ability to work collaboratively.
- Evidence the practical application of a comprehensive understanding of creative, strategic and pedagogic structures and processes, thereby developing a synthesised approach to the discipline;
- Demonstrate an advanced conceptual understanding of curation, in order to evaluate critically current research and advanced scholarship in the discipline;
- Evidence an advanced conceptual understanding of curation, in order to evaluate methods and develop critiques of them and, where appropriate, to propose new approaches;
- Evidence an ability to complete through independent study a substantial critical, practice-based project, which also contributes to research in the subject.

### 3. Course Structure

#### 3a. Module Framework

Level 7	Credit points	ECT	Learning hours
LAUMACUP701 - Contexts of Curation 1	30	15	300
LAUMACUP702 - Professional Practice in Context 1	30	15	300
LAUMACUP703 - Contexts of Curation 2	30	15	300
LAUMACUP704 - Professional Practice in Context 2	30	15	300
LAUMACUP705 - Professional Practice & Study	60	30	600

#### 3b. Course Map / Structure

Full-time mode		
Weeks 1 - 13	<b>Contexts of Curation 1 (LAUMACUP701)</b> <i>30 Credits</i>	<b>Professional Practice in Context 1 (LAUMACUP702)</b> <i>30 Credits</i>
60 Credits (30 ECT Credits)		Exit Award: PGCert
Weeks 14 - 24	<b>Contexts of Curation 2 (LAUMACUP703)</b> <i>30 Credits</i>	<b>Professional Practice in Context 2 (LAUMACUP704)</b> <i>30 Credits</i>
120 Credits (60 ECT Credits)		Exit Award: PGDip

Weeks 24 - 40	<b>Professional Practice &amp; Study (LAUMACUP705)</b> <i>60 Credits</i>
<b>180 Credits (90 ECT Credits)</b> <span style="float: right;"><b>MA Curation Practices</b></span>	
<b>Part-time mode</b>	
Weeks 1 - 13	<b>Contexts of Curation 1 (LAUMACUP701)</b> <i>30 Credits</i>
Weeks 14 - 24	<b>Professional Practice in Context 1 (LAUMACUP702)</b> <i>30 Credits</i>
<b>60 Credits (30 ECT Credits)</b> <span style="float: right;"><b>Exit Award: PGCert</b></span>	
Weeks 25 - 40	<b>Contexts of Curation 2 (LAUMACUP703)</b> <i>30 Credits</i>
Weeks 41 - 52	<b>Professional Practice in Context 2 (LAUMACUP704)</b> <i>30 Credits</i>
<b>120 Credits (60 ECT Credits)</b> <span style="float: right;"><b>Exit Award: PGDip</b></span>	
Weeks 53 - 80	<b>Professional Practice &amp; Study (LAUMACUP705)</b> <i>60 Credits</i>
<b>180 Credits (90 ECT Credits)</b> <span style="float: right;"><b>MA Curation Practices</b></span>	

## 4. Course Learning Outcomes

On completion of your studies, you will be able to demonstrate:

### Experimentation and Resolution

**CUP7.06** - The ability to make connections between curatorial, communications, pedagogic and creative discourse.

**CUP7.09** - The ability to experiment and apply progressive and interdisciplinary approaches to curatorial practice.

**CUP7.13** - The ability to be innovative within the complex processes involved in curation.

### Project Management

**CUP7.04** - Creative use of audience engagement strategies, interpretative techniques and associated organisational and management skills for enhanced practice.

**CUP7.08** - The exercise of initiative and personal responsibility through decision-making in complex situations and the ability to work collaboratively.

**CUP7.11** - The ability to initiate and manage peer group discussion in ideas generation.

#### Research

**CUP7.01** - Knowledge of historical and contemporary visual culture and expanding curatorial subject matter.

**CUP7.02** - Knowledge of interpretive techniques, communications strategies and specialist pedagogic approaches, located in scholarly research, primary source material and professional practice.

**CUP7.05** - The ability to evaluate and enhance practice through the application of techniques of research.

**CUP7.12** - The creative application of research skills.

#### Evaluation and Critical Analysis

**CUP7.03** - Conceptual understanding of curation, in order to evaluate methods and develop critiques of them and, where appropriate, to propose new approaches.

#### Subject Knowledge

**CUP7.07** - The ability to synthesise a range of high-level thinking skills including: divergent, convergent, strategic and pedagogic with curatorial discourse.

**CUP7.10** - Evidence the application of a developing synthesised skill-set; conflating curatorial discourse, communications strategy, spatial design and pedagogic processes.

**CUP7.14** - To be adaptive, demonstrating the ability to practice a synthesis of skills in a range of settings, spaces and sectors.

## 5. Learning, Teaching and Assessment Strategies

Throughout your course of study, the following methods of learning and teaching may be employed both online and in-person (blended). The Module Specifications detail the particular learning and teaching strategy appropriate to the module and content.

Lectures / presentations	To introduce and explore key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.
Seminars:	To introduce, discuss and embed key practices, principles and theories relating to module content, study tasks and the broader concerns of the discipline.
Workshops:	To provide a structured approach to practical, conceptual and professional skills development in response to set module content, set briefs and study tasks.
Central resource inductions / Workshops:	To introduce, develop and support individual technical skills, practical knowledge and production skills.

<b>Peer reviews:</b>	To introduce, develop and support peer led formative feedback, reflective practice and communication skills relating to module content, individual practice and assessment requirements.
<b>Group tutorials:</b>	To provide tutor led group discussions, critical reflection and formative feedback at key stages within the module and in response to module content, set briefs and study tasks.
<b>Individual tutorials:</b>	To provide an opportunity for individual discussion, formative feedback, workload management and action planning in response to module content, set briefs and study tasks.
<b>Independent study:</b>	To introduce individual and autonomous approaches to research, development and the professional understanding of individual creative concerns, technical skills and module content.

### Assessment

As stipulated in the Academic Regulations students are required to complete all parts of the course's approved assessment scheme and comply with all regulations relating to their course of study to obtain an award.

### Award of marks

All assessment and the final award are made on a pass/fail basis (see Appendix 1).

Formative assessment feedback is provided by tutors verbally in all modules within discussions, critical debates and tutorials, where students are encouraged to keep records. The University ensures the parity of this by allocating a set amount of tutorial time per level 7 student.

Summative assessment examines the student's achievements of learning outcomes through a series of (Level 7) assessment themes:

Experimentation and Resolution
Project Management
Research
Evaluation and Critical Analysis
Subject Knowledge

The weighting applied to each theme is determined by the nature of the assessment task and the learning outcomes being addressed. Each theme is assessed using the Level 7 grading descriptors and appended to this course specification. Their use in summative assessments aids the parity in the marking of student's work. In addition, students receive written individual feedback comments from tutors on their performance.

## APPENDIX 1

The evidence submitted by the student should demonstrate the following characteristics:

	PASS	FAIL
<b>A. Experimentation and Resolution</b>	<p>Evidence of experimentation and exploration based on process in order to advance the project's objectives.</p> <p>Possibilities are widely explored.</p> <p>Submission is well- considered with conclusions derived from exploration.</p>	<p>Little evidence of risk-taking/experimentation and a lack of engagement with techniques and or processes.</p> <p>Ideas not explored and alternatives not considered.</p> <p>Ineffective and inappropriate conclusions made resulting in an incomplete submission.</p>
<b>B. Project Management</b>	<p>Demonstrates the ability to identify and set appropriate practice-based objectives.</p> <p>Shows progress in working towards the achievement of set objectives.</p> <p>Sound level of critical reflection and evaluation of project and maximising opportunities encountered.</p> <p>Shows self-direction and success in managing self effectively when working on one's own and/or working in collaboration.</p>	<p>Insufficient evidence of ability to identify and set appropriate personal and professional objectives which are realistic and achievable.</p> <p>Insufficient or no progression towards achievement of set objectives.</p> <p>Consistent lack of evidence of reflection and evaluation of project and opportunities.</p> <p>Little or no ability to manage self effectively and/maximise collaboration with others.</p>
<b>C. Research</b>	<p>The project work submitted defines research problems and explains the potential contribution made by the research in developing the creative practice.</p> <p>The choice of, and application of an appropriate research method is well explained.</p> <p>Ethical issues are carefully considered.</p>	<p>Little or no evidence of appropriate method or sources to inform creative practice.</p> <p>Limited understanding of the range of possible methods; unable to explain rationale for choice of method.</p> <p>Ethical issues have not been considered.</p> <p>The impact of practice on self and others has not been considered.</p>

<p><b>D. Evaluation and Critical Analysis</b></p>	<p>Shows an understanding of key principles reflective practice, critical evaluation and judgement.</p> <p>Demonstrates evidence of critical awareness of own performance and the work and ideas of other people.</p> <p>Employs analytical and critically evaluative tools well to develop strengths and skills in order to develop creative practice.</p>	<p>Little or no evidence of understanding of key principles and concepts of reflective and critical evaluation.</p> <p>Little or no instance of reflection and critical evaluation of own performance or awareness of strengths and weaknesses in own work and ideas or those of other people.</p>
<p><b>E. Subject Knowledge</b></p>	<p>Accurate knowledge of professional and practice-based contexts.</p> <p>A systematic understanding of factors which impact on creative practice.</p> <p>An understanding of the significant ideas and theories that frame their creative practice.</p>	<p>Little or no understanding of their professional or practice context.</p> <p>Inaccurate and or incomplete knowledge of the field of practice.</p> <p>No knowledge of current concepts which frame their creative practice.</p>