Template C4

Kingston University London

Programme Specification

Title of Course: *MA Curating Contemporary Design*

Date first produced	01/11/2012
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Version number	5
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Creative Industries
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MA Curating Contemporary Design
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	PG Cert PG Dip
Course Code *For each pathway and mode of delivery*	PPCCD1CCD01 PFCCD1CCD01
UCAS code *For each pathway*	N/A

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Department of Creative & Cultural Industries, School of Critical Studies & Creative Industries,Kingston School of Art, Knights Park, and the Design Museum
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are: A good BA (Hons) degree or equivalent qualification in an academic or practice subject. Applicants with relevant experience but not necessarily the qualifications or disciplinary background identified above, and who demonstrate the necessary skills and intellectual achievement needed to undertake the course will also be considered. We welcome applicants with relevant work experience, such as practitioners, museum staff and designers looking to extend their professional experience. A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is an acquired

	language. Applicants from one of the recognised Majority English Speaking Countries (MESCs) do not need to meet these requirements. Recognition of Prior Learning: Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the recognition of prior certificated learning (RPCL) and recognition of prior experiential learning (RPEL).
Programme Accredited by:	**N/A**
QAA Subject Benchmark Statements:	None at PG level, but aware of the UG Benchmarks in Art & Design
Approved Variants:	None.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The overall aim of this field is to enable students to develop their potential career within the cultural and creative industries. Its aim is to create a supportive learning environment for full time and part-time students that will enable them to achieve their potential through the study of curating contemporary design. In particular the programme aims to

- Provide a grounding in the history and theory of design curating
- Provide experience in the practice of organising, interpreting and promoting design
- Consider the development of museology
- Provide students with a thorough understanding of design curating within the context of current theory and practice, based at the Design Museum and Kingston University
- Develop in students key intellectual and practical transferable skills in study areas such as self-management, time management, written and oral expression, a commitment to lifelong learning, and the use of Information Technology
- Improve student self-confidence, and critical independent, and logical thought to allow them to develop their ideas in a critical manner in both writing and orally in a group
- Develop students' research skills in identifying, locating, and critically appraising primary and secondary material as well as techniques for learning independently, that will allow them to manage curatorial projects.
- Promote the ability to work within a curatorial team.
- Work alongside and interact with designers, clients, graphic designers and educationalists.
- Ensure students place the subject within a global perspective, and understand issues of cultural diversity
- Allow students to characterise their specialisation according to their career goals
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Master's Degree Characteristics 2020 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) with an awareness of the undergraduate subject benchmarks for Art and Design, and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A4	Demonstrate a sophisticated understanding of contemporary creative practice	B4	Demonstrate a critical and reflective approach to curating design	C4	Show awareness of the international issues and approaches and how these relate to curatorial practice
A3	Demonstrate a broad understanding of different contexts for curating practice	B1	Understand contemporary curatorial practice	C3	Demonstrate personal curatorial practice and approach in their chosen area of practice
A2	Critically appraise international and national curatorial practice.	B2	Recognise key approaches to curating practice and connect theory and practice.	C2	Work across teams of interdisciplinary practice
A1	Demonstrate a high level of knowledge and understanding of the historical framework of collecting and curating design	B3	Demonstrate an ability for sustained research, critical analysis and evaluation	C1	Apply wider historical context to curatorial practice
				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/ teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice)

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered as a full field in full-time, part-time and 'with professional placement' modes, and leads to the award of MA. Entry is normally at Level 7 with A-level or equivalent qualifications (See section D). Intake is normally in September.

The MA Curating Contemporary Design is made up of four 30-credit modules and one 60-credit module (a total of 180 credits), all at Level 7. All students will be provided with the University's Postgraduate Regulations (PR) and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules by the end of TB3 and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a professional placement portfolio which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment

MA Curating Contemporary Design

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7							
MA Curating Contemporary Design							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Curatorial Formats	CD7107	30	7	2			
Curatorial Skill Sets	CD7105	30	7	1			
Major Project	HA7201	60	7	1, 2, 3			
Politics of Display	CD7108	30	7	2			
Professional Placement (CSCI)	WP7002	120	7	TB1, TB2, TB3 (Yr 2)			
Theories of the Contemporary Object	CD7106	30	7	1			
Optional Modules							

Level 7 information

Students exiting the programme with 60 credits are eligible for the award of PgCert in Curating Contemporary Design.
Students exiting the programme with 120 credits are eligible for the award of PgDip in Curating Contemporary Design.

D. Principles of Teaching, Learning and Assessment

 The School of Critical Studies & Creative Industries promotes and sustains a distinctive pattern of teaching and learning practices. For this course this is combined by equal access to the staff and programme of the Design Museum London. Teaching and learning strategies have developed in close relation to the museum practice, design and the creative industries. The ways in which students develop knowledge and understanding of their subject is equally distinct, with a strong emphasis being placed on the management of increasingly complex project delivery.

Students are strongly encouraged to develop their own informed and curatorial practice taking into account contemporary research, current industry and design practices. This is achieved through the teaching philosophy in the School, which highlights the importance of knowledge of the contemporary and future art and design context and through awareness of the forces and issues that influence society, cultural organisations, and industry to meet the needs of present and future generations.

The approach to Teaching, Learning and Assessment within the MA Curating Contemporary Design is informed by Kingston University's Corporate Plan. In particular this provides an emphasis on key aspects of our approach:

- The encouragement and support of high quality teaching informed by research and best practice.
- An environment that will create, test, share and spread knowledge for its own sake.
- Those delivering teaching will be engaged in the development of their discipline.
- The course team will enable students to have the choices and the skills needed for fulfilling professional employment.

A combination of staff and student-led learning principles have been used in the design of the curriculum and the overarching approach to learning and teaching related to both disciplinary and interdisciplinary knowledge – described by KU as the relationship between *producing* and *pursuing* and *producing* and *authoring*.

Curators engage in authentic, challenging and industry relevant projects. They work collaboratively with peers in a community of shared disciplinary and interdisciplinary practice and are able to reflect on and theorise their learning.

The teaching and learning of curatorial projects incorporates:

- Analysis of the project brief, research and insight gathering in to the 'theme' or objective and subsequent problem finding for problem solving.
- Analysis of context.
- Tools and strategies for curatorial process.
- Teaching communication and presentation tools and techniques.
- Teaching digital tools for design and realisation
- Tutorials, lectures, seminars and workshops
- Developing students' ability to confidently communicate orally
- Project reviews and critiques to promote peer project discussion and debate.
- Encouraging within students' self-reflection and self-criticism in relation to a sustainable practice.
- A continual process of formative assessment and feedback/feedforward through the use of studio tutorials, reviews and group critiques. Summative assessment at the end of the module and formal feedback is provided following review of the submitted/presented project work.

The delivery of modules will be by means of lectures, seminars, workshops, group critique, individual tutorials, demonstration, projects, briefings, study visits, peer learning, independent learning and study skills.

• **Lectures** - A member of staff or invited guest will provide taught input, often followed up by group discussion to ensure a full understanding and to encourage critical analysis of the material.

• **Seminars** - Seminars normally consist of structured student or staff-led presentations followed by discussion. The seminar is usually based upon a topic which has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged.

• **Group Critique** - Commonly known as Group 'Crits'. On these occasions a group of students and members of staff and, if appropriate, invited guests from industry will discuss the work of one or more students who are present. Group crits take place at the Design Museum. Discussion of this kind provides an ideal arena for the realisation of common issues and for the dissemination of ideas. Crits also provide an invaluable form of self-appraisal, since the student will not only receive individual oral feedback, but will indirectly learn by means of the discussion centred upon the work of other members of the group.

• **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support project initiatives, and to guide and facilitate further independent creative learning and thought. . They also provide opportunities for formative assessment where students receive feedback on completed work and feed forward on work in progress.

• **Demonstration** - This often involves the first introduction to a material, technology, process, technique or equipment not previously experienced by a group of students. It is intended to make students aware of the potential and characteristics of the 'subject' and it is not intended that every student will necessarily go on to learn and apply the skills or knowledge.

• **Museum Visits** - By definition, a study visit will involve travelling to strategic venues of interest which may vary from visits to galleries and museums or to course specific events such as shows, exhibitions, or visits to industry or sites. They form an essential part of the students learning experience as they provide the opportunity to see examples of design and industry in multiple 'real life' contexts.

• **Projects** - Set projects are often linked to a given curatorial project developed over a period of time which is agreed between the individual student and a member of the academic staff.

• **Capstone Project** - A capstone project is designed to be a culminating educational experience for students. It aims to summarise and synthesise all or part of a student's academic career at university. Capstone projects help students to reflect on the knowledge and skills that they have acquired during their degree and learn how to present them to a wider audience including future employers.

• **Briefing** - A briefing takes place to make known and explain specifics of projects; theme, aims & objectives, learning outcomes, timetable etc.

• **Peer Learning** - A vital component of teaching and learning practices of the design courses. The work of the course is largely studio based, and thus enables students to take notice of each other's work and discuss issues informally. Peer learning also takes place through other activities such as group crits and seminars.

• **Independent Study** - It will be recognised that all students engage in forms of independent learning in relation to the broad issues of the subject. Formal tuition will often be based upon the expectation of some level of self-motivated personal development. Independent study and the individual selection of a range of projects, both set and self-initiated, lead to the development of individual portfolios of work in the later stages of the course and for entry into the student's individual choice of career.

• **The VLE (Virtual Learning Environment)** - is an online environment that aims to make the most effective use of a range of virtual teaching and learning tools. The School is involved in the development of online materials to support course, School and Faculty content. The aim is to develop a flexible set of virtual resources demonstrating skills, processes and methods valuable for enhancing creativity and knowledge throughout the School. Additionally the VLE seeks to enhance communication, a sense of community and inter-course discussion and debate.

• **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

• **Work Placement –** the integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available,

E. Support for Students and their Learning

The Personal Tutor Scheme
The Aims of the Personal Tutor Scheme:
- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide an holistic overview and guidance for individual study and the development of personal practice.
- To provide a formalised structure for the ongoing process of formative feedback and personal development embedded in studio culture and teaching.
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed forward to best advantage.

Key Features of the Personal Tutor scheme:
- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout their year/s of study.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

The School of Art & Design History employs permanent staff members to lead level 7. The permanent nature of the staff affords them substantial and visible presence for students and as such is designed to be supportive and helpful. Teaching and learning within the course is enhanced through the strategic use of HPL staff with project related skills, knowledge and expertise. Under the personal tutor scheme permanent staff will assume this role and their responsibilities will include:

Level 7
- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision

Students are supported by:
- The Design Museum as a place of learning.
- A Module Leader for each module
- A Course Director to help students understand the programme structure
- Personal Tutor to provide academic and personal support
- Support on placements
- Technical support to advise students on IT and the use of software
- A designated programme administrator
- An induction and welcome week at the beginning of each new academic session
- Staff Student Consultative Committee
- The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- An Academic Success Centre that provides academic skills support for undergraduate and postgraduate students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Disabled student support
- Careers and Employability Services – will provide support for students prior to undertaking work placement(s)
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
- The Union of Kingston Students

The curating course is also taught one day a week in the Design Museum educational space. The teaching spaces provide an available environment for peer-to-peer learning and group work. It also accommodates 1:1 contact and individual learning. A strategic programme of lectures, seminars and workshops supports the curating learning experience.

Staff Structure The staff support structure maps to the studio system. Course Directors co-ordinate the course and studio space. They are operational figureheads who work together with staff teams and Hourly Paid Lecturers [HPLs] (incorporating Module Leaders) to deliver the appropriate learning and teaching experience. Staff members mediate this experience across each stage of the course, moving from an explicit to implicit role in students' development, enabling students to learn how to learn and become more progressively independent.

Infrastructure The School adopts an infrastructure of learning support means beyond the immediacy of academic courses. These broadly divide into key mechanisms and enhancement opportunities, including:

- Up-to-date knowledge of relevant University systems and procedures
- Student Support Office
- NUS (National Union of Students)
- Mentoring Scheme
- RPCL (Recognition of Prior Certificated Learning) / RPEL (Recognition of Prior Experiential Learning) processes
- SSCC (Staff Student Consultative Committee)
- BOS (Board of Study)
- Annual Monitoring
- Erasmus Exchange programmes
- Information on Scholarships and Bursaries
- Alumni and Graduate Experience
- Coordinating Personal Tutor Scheme

ASSESSMENT

Assessment is both summative and formative. Primarily, summative assessment is intended to identify what has been learned (assessment of learning) and therefore assessed mark counts towards the module grade awarded. Formative assessment is intended to help students to learn (assessment for learning) and provides opportunities for students to identify their strengths and weaknesses, and focus on areas they need to work on and improve. The assessment strategy and criteria are clearly described in every written brief and mapped appropriately to the module learning outcomes. The assessment criteria are generally additionally communicated verbally at each project briefing.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:
- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs) and a Postgraduate Survey
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

All courses in the School of Critical Studies & Creative Industries address the issue of employability through engaging directly with industry and external partners and institutions.

This is supported in course teaching by the professional and industrial expertise of course teams as well as visiting specialist practitioners. This ethos of professionalism is planned and delivered through the course curriculum at all levels so that students are effectively equipped for the world of work on their graduation from the course.

The course and School have strong and well-established links to industry both nationally and internationally. This is significant for the course as a high percentage of students are from and, post-graduation, return to a wide range of international locations. Modules within the course structure are intended to address the changing nature of curating design and the emerging global workplace. The course works in collaboration with organisations and business – recent projects have been undertaken with the British Council, The National History Museum and the Architecture Foundation. The course also organises a regular programme of professional lectures and contemporary sites of curatorial practice. An additional aspect to these activities has been in the development of collaborative projects like Dream Lab with the British Council and connections with international universities such as China Academy of Art and Hongik University in Korea.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

H. Other sources of information that you may wish to consult

QAA Master's Degree Characteristics 2015
http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
Course Page:
http://www.kingston.ac.uk/postgraduate-course/curating-contemporary-design-ma/
The Design Museum:
https://designmuseum.org/

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		WP7002	HA7201	CD7105	CD7106	CD7107	CD7108
Knowledge & Understanding	A4		S	S	S	S	S
	A3		S	S	S	S	S
	A2		S	S	S	S	S
	A1		S	S	S	S	S
Intellectual Skills	B4		S	S	S	S	S
	B1		S	S	S	S	S
	B2		S	S	S	S	S
	B3		S	S	S	S	S
Practical Skills	C4		S	S	S	S	S
	C3		S	S	S	S	S
	C2		S	S	S	S	S
	C1		S	S	S	S	S
	C5	S					

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.