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**Programme Specification**

**Title of Course: MA Art & Space**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | **MA Art & Space** |
| **Awarding Institution:** | **Kingston University** |
| **Teaching Institution:** | **Kingston University** |
| **Location:** | **Department of Fine Art,** **School of Art and Architecture,** **Kingston School of Art, Knights Park** |
| **Programme Accredited by:** | **N/A** |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The MA in Art & Space is a practical and theoretical course suitable for graduates in fine art, architecture, landscape architecture and spatial design. The course offers opportunities to expand current debates and practices and develop dialogues in the production and presentation of contemporary art located in public space. Modules focus on individual and collaborative practice, new technology, exhibition production and theoretical programmes which are designed to challenge and contextualise individual research. The course also provides a familiarisation with processes necessary to initiate and realise projects in the public realm; such as developing and presenting proposals, and collaborative working structures.

The distinctive ethos of the course is to investigate, promote and reflect an evolving nexus of fine art production, involving the interface of audience, arena, social and cultural context, thresholds of the public and private, virtual and actual, interventionist and benign, for instance. A parallel interface of evolving theory and practice is engaged as an integral component of course delivery.

The School postgraduate staff are research active and practicing artists, curators and writers. This is a vital and integral part of the approach to teaching at Postgraduate level, introducing the students to different aspects of professional art making and the professional field. The staff are all involved with the Contemporary Art Research Centre at Kingston allowing active links and discussion to develop around the staffs specific research interests with the Fine Art students. The on-campus Stanley Picker Gallery is also a lively interface between the professional art world and the students experience, with opportunities for assistant to the Stanley Picker Fellow, internships, student-led events and series of lectures and informal talks.

1. **Aims of the Programme**

This course aims to create a supportive learning environment for full- time and part- time students that will enable them to achieve their potential through the study and practice of contemporary public art practices and explore, through a focus on exhibition making, the potential for creative engagement with a wide variety of sites, spaces and locations. The course aims to:

* Encourage independent practice and critical self-awareness and extend and encourage exchange of ideas through collaboration
* Provide a rigorous forum for students from diverse educational and experiential backgrounds to discuss and engage with the key aspects of contemporary cultural practice and theory that affect the production and interpretation of the visual arts in an interdisciplinary context
* Develop a professional and authoritative knowledge of a critical, historical and contemporary context within the contemporary art field
* Provide skills necessary for further research in theoretical and practical fields
* Enable students to complete and present a substantial independent research project in the form of an exhibition and publication
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Master’s Degree Characteristics 2015 and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) an awareness of the undergraduate subject benchmarks for Art & 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.

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| **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:** |
| A1 | Demonstrate an in-depth understanding of the practical, theoretical, and critical issues involved in commissioning and designing contemporary art exhibitions.  | B1 | Demonstrate extensive research skills of a high level  | C1 | Research and identify the range of professional opportunities available to them, including residencies, exhibitions and events.  |
| A2 | Show an in-depth understanding of the relationship between exhibition space, artwork and audience  | B2 | Research and present self -initiated work of a high level in response to current issues in contemporary Fine Art practice.  | C2 | Publish their work and research digitally through the internet |
| A3 | Demonstrate skills necessary for further research in theoretical and practical fields  | B3 | Become independent, creative learners and practitioners.  | C3 | Achieve self-confidence and skill in presenting their work and ideas alongside those of others.  |
| A4 | Demonstrate an in-depth knowledge of dialogues and critiques surrounding both the production of contemporary art and its dissemination in the form of exhibition/public presentation. | B4 | Collect and assemble a variety of information and data | C4 | 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). |
| A5 | Complete and present a substantial independent research project in the form of an exhibition |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

Applicants should have a good BA (Hons) degree in fine art, architecture, landscape architecture, spatial design or an equivalent British or overseas qualification.

Applicants with relevant work experience will also be considered.

Applicants will be required to upload a portfolio of recent work online on receipt of their application.

A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language.

All shortlisted applicants will be invited for interview. Alternative arrangements for international students based overseas can be made.

### *Recognition of Prior Learning – RPL*

Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for recognition of prior certificated learning (RPCL) and recognition of prior experiential learning (RPEL).

1. **Programme Structure**

This programme is offered as a full field in full-time and part-time mode, and leads to the award of MA Art & Space. Intake is normally in October. Entry is at level 7 with Degree or equivalent qualifications (See section D). Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A.

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students 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 theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

The year is made up of three teaching blocks (TB). Each teaching block is normally made up of 2 modules each worth 30 credit points, with the exception of the Master’s Project module worth 60 credits in teaching block 3. A student must complete 180 credits over the course. The MA Art & Space is part of the University’s Postgraduate Regulations (PR), and all students will be provided with the regulations and the Course Handbook. The course is delivered over one year full-time, and two years part-time. Full details of each module will be provided in module descriptors and student module guides.

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| **Level 7 – Full-time** |
| **Compulsory modules** | **Module code** | **Credit** **value** | **Level**  | **Teaching Block** |
| Project 1 | FA7100 | 30 | 7 | 1 |
| Theory - Seminar | FA7103 | 30 | 7 | 1 |
| Digital Art - New Technology | FA7101 | 30 | 7 | 2 |
| Project 2 Collaborative | FA7102 | 30 | 7 | 2 |
| Master’s Project (Exhibition and Research Publication) | FA7500 | 60 | 7 | 3 |

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| **Level 7 Part-time** |
| **Compulsory modules** | **Module code** | **Credit** **value** | **Level**  | **Teaching Block** |
| **YEAR 1** |
| Project 1 | FA7100 | 30 | 7 | 1 |
| Project 2 - Collaborative | FA7102 | 30 | 7 | 2 |
| Digital Art - New Technology | FA7101 | 30 | 7 | 2 |
| **YEAR 2** |
| Theory - Seminar | FA7103 | 30 | 7 | 1 |
| Master’s Project (Exhibition and Research Publication) | FA7500 | 60 | 7 | 2 & 3 |

Students exiting the programme with 60 credits are eligible for the award of PgCert. in Art & Space

Students exiting the programme with 120 credits are eligible for the award of PgDip. in Art & Space

1. **Principles of Teaching Learning and Assessment**

MA Art & Space employs a range of approaches to teaching and learning. A combination of lectures, seminars, tutorials, study visits, student presentations, group presentations, workshops and exhibition assessments support the development of practical and theoretical work. These teaching and learning strategies recognise and take account of the different ways students learn, and, as they progress through the programme, give students the opportunity to take more responsibility for their own learning.

The course builds on the distinctive ethos of student self-management and peer critiquing, creating a learning atmosphere whose chemistry will change from year to year organically, and where critical dialogue is seen as the core creative and intellectual engine for the production of work. This makes for a distinctively shared learning experience, which encourages collaborative and group activity alongside the more traditional individualistic research, mirroring much leading edge contemporary practice in the fine art and public art fields.

MA Art & Space aims to recruit students from a wide range of backgrounds who are encouraged to bring their own specific experiences to bear in discussion, presentations and the development of individual work. The programme promotes equal opportunities and good relations within its structure of group activities, collaborative aspects to the modules and peer learning.

All modules provide formative feedback and ‘feed forward’ opportunities for practice in the form of presentation, exhibition, publication, tutorials and formal discussion designed to help students reach their full potential in summative assessment. Each module is designed to interact with the next in a logical progression –students are encouraged to thread work across from one module moving into the next. The overall assessment requirements are consistent with the specification on assessment loading. There are clear connections and accumulative aspects to each module culminating in the ‘capstone’ final Master’s project, which enables students to synthesise and apply the knowledge and skills that they have acquired throughout the course, and constitutes a body of practical work presented in the context of a public exhibition.

Through the specific modules the curriculum offers opportunities to develop and demonstrate independent learning and thought in the form of exhibition making, presentation, written theory, publication (digital and print). These opportunities are enabled through a combination of tutorials, seminars, lectures and peer learning.

Through each module, the students are expected to present research and connect their own work to current contemporary strategies in the contemporary fine art field. The curriculum is delivered by academics who are also fine art practitioners and their professional experience and position feeds directly into the student experience developed with the module structure i.e. exhibition production, print and digital publication, and presentation of individual student work

The students take advantage of internships offered within the university at the Stanley Picker Gallery. They are given management and curatorial responsibility for the completion of the final MA project directly enhancing their employability. Through the specific modules they gain other skills; digital publication, presentation and organisation of ideas, putting their work in the public realm that are also directly related to the professional contemporary fine art field.

Through their own personal research, the students are encouraged initially during Project 1 (FA7100)and throughout the continuing modules to explore current issues of particular interest to them and connect these to professional contemporary fine art practices addressing similar concerns*.*

Throughout the course there is a focus on student engagement. Through an emphasis on the importance of peer learning at Master’s level, each student is encouraged to engage with their peer group. They learn the importance of peer support, critique and identifying common interests and approaches. This is achieved through a combination of teaching strategies and a build up of independent study culminating in the final capstone Master’s project that they deliver with a large degree of independence.

The School uses the University’s Virtual Learning Environment (VLE)/Canvas, which acts as the main online location and portal for course and School information and news. Course Materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE. Access through the VLE to wider Faculty resources such as Printmaking, Photography, the 3D workshops, as well as all the other School programmes give students further access to the School and Faculty community.

**Lynda.com** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform Lynda.com. 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.

Accessibility and inclusiveness is encouraged and supported through the embedding of interdisciplinarity across the School’s taught postgraduate provision. The School actively encourages and supports individuals from diverse backgrounds to apply and gain places through our interview processes. Regular open days and events which showcase student work are designed to remove barriers and provide easy access for prospective applicants to staff and students and give them confidence to apply and provide a greater understanding of the aims and learning outcomes of the course.

1. **Support for Students and their Learning**

*Teaching Structure*

The teaching structure of the School is built around the principle of individual or teams of tutors who engage directly with a student or small group of students, meeting them twice a week and offering both group and individual 1:1 tutorial opportunities, as appropriate.

The School has a number of events and projects, built into the academic year, which encourage engagement between students and staff across levels:

* The School runs a weekly Stanley Picker guest lecturer programme, which brings together all the students working across the School to engage with contemporary practitioners in the form of a lecture and seminar.
* In the middle of the year, between Teaching Block 1 and 2, the School offers an opportunity for staff and students to engage in presentations and dialogue through the Stanley Picker Public Lecture series, where high profile practitioners and theorists present a series of symposia organised by the School’s research fellow to focus on current issues in fine art/photography and filmmaking practices.
* At the end of the year students from all courses and levels are presented in the Summer Exhibition. Courses and levels are deliberately mixed to encourage interaction and cross-referencing.

The Course Director has a student-facing role and is a senior staff member within the School and within the School Management Structure. The role provides a visible point of contact for students from their initial application, through the years of their postgraduate degree, to their ongoing contact with the School as Alumni. The Course Director is responsible for the coordinated delivery and management of all aspects of student experience beyond the academic course. These include:

* Up to date knowledge of relevant University systems and procedures
* Mentoring Scheme
* Recognition of Prior Certificated Learning (RPCL) / Recognition of Prior Experiential Learning processes
* Student Staff Consultative Committee
* Information on Scholarships and Bursaries
* Alumni and Graduate Experience
* Coordinating Personal Tutor Scheme

**The Personal Tutor Scheme**

Each student is allocated a personal tutor who will maintain regular contact and encourage students to keep in touch and alert students to future contacts from the University. Tutors will act as the default referee for their tutees (although students may ask other members of staff).

Students are further supported by a variety of means:

* A Module Leader for each module
* A Faculty Student Achievement Officer who provides additional pastoral and practical support, especially to students new to higher education studies
* A Student Administration team including a dedicated Course Administrator
* An induction programme and study skills sessions at the start of every academic year
* An Academic Study Skills Centre to provide support and advice to both UG and PG students
* VLE – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* Staff Student Consultative Committees and regular open meetings at School and Faculty levels
* Careers and Employability Services Team – will provide support for students
* A University Careers and Employability Services with responsibility for employability and employer liaison
* Comprehensive University support systems including the provision of advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support
* English language support for international students
* The Union of Kingston Students
* Course Handbook
* An academic team who seek to maintain as far as practicable an open door policy in the spirit of supporting students
* The Contemporary Art Research Centre (CARC)
1. **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 MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

A clear strand of research and practice-led teaching across the School is embedded within all programmes through the Contemporary Art Research Centre (CARC), one of the Universities centres of research excellence. CARC is a critical mass of senior research staff, established and emerging researchers from the School and a substantial body of research students engaged in cross-disciplinary, individual and collaborative research within contemporary fine art practice. This represents a guarantee of subject authority to support and give credibility to the backbone of formative, summative and diagnostic assessment, and the analytical and speculative learning and teaching strategies within the course.

1. **Employability Statement**

The School has an established reputation within the international community and graduates go on to careers in many areas of the industry from Exhibitions and Curation through film and multimedia to publishing and assisting established practitioners to teaching and further study at Postgraduate Research level. The course enables postgraduates to explore a specialist subject area in-depth and to connect with new thinking in the field of Contemporary Fine Art Practice.

Postgraduate Fine Art graduates will be well placed to be effective in all sectors of a knowledge based society through their capacity for creativity and through the courses emphasis on learning to be independent, creative thinkers. Through the course experience they will be well equipped to become professional artists contributing to the field of contemporary art.

Graduates will be well placed to get a job in most fields that involve some form of creativity. They may work part time as a practitioner whilst simultaneously fulfilling management and academic roles. Commonly graduates will become self- employed and/or be in occupations involving project work and short-term contracts. They are typically found in fine art, media, arts administration or arts education.

Postgraduate Fine Art Students have gone on to study on PhD programmes (Queen Mary University, Belfast), teaching opportunities (UEL, UAL), internships, establish small arts collectives (Beirut), curatorial positions (Seoul, London) and as directors of contemporary art spaces (China).

1. **Approved Variants from the Postgraduate Regulations**

None.

1. **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](http://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

Course Page

<http://www.kingston.ac.uk/postgraduate-course/art-space-ma/>

**Development of Programme Learning Outcomes in Modules**

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

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| --- | --- | --- |
|  |  | **Level 7** |
|  | **Module Code** | **FA7100** | **FA7101** | **FA7102** | **FA7103** | **FA7500** |
| **Programme Learning Outcomes**  | **Knowledge & Understanding** | A1 | S |  | S |  | S |
| A2 |  |  | S |  | S |
| A3 |  |  |  | S | S |
| A4 |  |  | S | S | S |
| A5 |  |  |  |  | S |
| **Intellectual Skills** | B1 | S |  |  | S | S |
| B2 | S | S | S | S | S |
| B3 | S | S | S | S | S |
| B4 | S | S | S | S | S |
| **Practical Skills** | C1 | S |  |  |  | S |
| C2 |  | S |  |  | S |
| C3 | S | S | S | S | S |

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

**MA Art & Space**

**Field Structure Diagrams**

**FULL TIME**

**Teaching block 1 Teaching block 2 Teaching block 3**

Project 2 - Collaborative

**FA7102** 30 credits

Major Project (Exhibition and Research Publication)

**FA7500** 60 credits

**Project 1**

**FA7100** 30 credits

Theory - Seminar

**FA7103** 30 credits

Digital Art – New Technology

**FA7101** 30 credits

**PART-TIME**

 **YEAR 1**

**Teaching block 1 Teaching block 2 Teaching block 3**

Project 2 - Collaborative

**FA7102** 30 credits

**Project 1**

**FA7100** 30 credits

Digital Art - New Technology

**FA7101** 30 credits

**YEAR 2**

**Teaching block 1 Teaching block 2 Teaching block 3**

Master's Project (Exhibition and Research Publication)

**FA7500** 60 credits

Theory - Seminar

**FA7103** 30 credits

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MA Art & Space |
| **Intermediate Award(s):** | PG Cert. Art & SpacePG Dip. Art & Space |
| **Minimum period of registration:** | Full-time 1 year Part-time 2 years |
| **Maximum period of registration:** | Full-time 2 years Part-time 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | N/A |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Art and Architecture |
| **Department:** | Fine Art |
| **UCAS Code:** | N/A |
| **Course Code:** | PFASP1ASP01 (Full-time) PPASP1ASP01 (Part-time) |
| **Route Code:** | PFASP1ASP01 (Full-time) PPASP1ASP01 (Part-time) |