

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body	University of the Arts London (UAL)
Professional, Statutory or Regulatory Body (PSRB)	
Teaching Institution	Central Saint Martins
Final Award	MA Culture, Criticism and Curation
Length of Course	One year, 45 weeks
UCAS code	N/A
Date of production/revision	May 2017

This section is available to provide any introductory information on the course. It might include explanation of the position of courses which form a named pathway within an 'umbrella' programme.

MACCC is one of five postgraduate courses and one UG course (BACCC) that comprise the Programme in Culture and Enterprise at Central Saint Martins. The Programme has a global outlook, in terms of its students, its teaching faculty, and its curriculum content. Our students graduate into careers which cross national boundaries, time zones, languages and cultures, and this is reflected in the backgrounds of the staff teaching on our courses, who represent a diverse range of countries including Bulgaria, Colombia, Croatia, Germany, Ireland, Italy, New Zealand, Norway, Serbia, Singapore, Spain, the UK and the US. Their collective professional experience includes work in Europe, Asia, the Americas, and Africa.

MACCC is a one-year taught course that combines scholarly enquiry, research-led practice and project-based work. It is underpinned by a series of 35 seminars that map out critical and historical ideas and provide a foundation to do high-level research into culture, curatorial practice, critical writing and museology. Taught by

a team of tutors specialising in different subject areas, interdisciplinary thinking is emphasised throughout. If MACCC has a 'discipline' it is described as a contra-discipline or ana-disciplinary, as in 'up to, on or above' or 'again or anew'. The diverse subject specialisms of the student cohort (across different academic as well as practice fields) is celebrated and put to work.

The course emphasises both scholarly and practical work, and seeks to find ways to bring them together. It works cyclically, using research to underpin practical enquiry, and the testing of those ideas to adapt or build a new theory. This year we initiated mid-project 'research reviews', in addition to crits and reviews, in the curatorial projects. This has allowed time for sharing and reflection of the role that research plays in project work and appears to have added depth and complexity to them. (What constitutes research has thereby expanded, too.) Also this year we began an annual student-led research project into curatorial practice, introducing students to the potential of a group research project. The course's final requirement of a 10,000-word dissertation and participation in a project, produces an idea of research-led curatorial practice which hopes to be a contribution to the field of curating.

Students learn through doing. Some projects are very short (as in a morning) and others last for seven months. All of them share elements on partnering, researching, testing, organising, reflecting, presenting, realising and documenting. All the units are composed of individual scholarly work and a group project, marked together holistically. The projects are realised as exhibitions and publications, sometimes in collaboration with other courses, and partner organisations outside the University. The final projects have a strong external profile and represent excellent opportunities for students to work together to realise high-level and high-profile events in the public realm.

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to:

Engage with historical and contemporary scenarios of culture, encouraging new knowledge and proposing — through curating and writing — new cultural forms to both specialist and general audiences. The course aims to help students develop a research-led, creative and critical curatorial practice that will enable them to undertake professional work or progress to further study.

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

The outcomes that you will have demonstrated upon completion of the course, are:

Outcome:	A detailed understanding of current forms of curating and critical writing about culture.
Outcome:	An ability to integrate research skills and interests, both for academic writing and curatorial and editorial projects.
Outcome:	Initiative and personal responsibility, decision-making skills in complex and unpredictable situations, and consolidation of independent learning required for continuing professional development.
Outcome:	Practical skills in handling historical and contemporary collections through engagement with museums, archives and creative environments.
Outcome:	An ability to locate yourself within curatorial and critical practice and be committed to advancing your work in a professional, creative or academic context.
Outcome:	An ability to work, contribute and participate effectively and responsibly as an individual and collaboratively, both as part of a team and with external and/or industry partners.

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

- Unit and assessment briefings;
- Inductions and orientation sessions;
- Seminars and lectures;
- Workshops;
- Facilitated project meetings;
- Independent research and project work;
- Visits;
- Guest talks;
- Short independent projects;
- Group and one-to-one tutorials;
- Discussions and critiques;
- Formal presentations of research and project work;
- Group curating and editorial projects to a set brief;
- Tutor-led, peer and self-assessment

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1,800 hours over 45 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

Percentage of time spent in timetabled learning and teaching – 25%

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

The course is credit-rated at 180 credits and comprises three assessed units. Summative assessment is conducted for each unit. All units must be passed in order to achieve the MA but the classification of the award of MA is derived from the mark for Unit 3 only.

Holistic assessment of achievement as demonstrated through work submitted to three units:

Unit 1: Short essay (3,000 words); presentation at a student symposium; contribution to realising a group curating project, including participation in Project Reviews and contributing to project proposals, and final oral and written reports; a Dissertation proposal.

Unit 2: contribution to developing a group curating project including participation in Project Reviews and contributing to project proposals; submission of Dissertation part 1: literature review, outline and bibliography and a presentation of independent research project at a Dissertation Review

Unit 3: Submission of Dissertation part 2 (10,000 words); contribution to realising a group project which includes participation in a Project Review and second project proposal, and final oral and written reports including a Critical Report, a Project Dossier and a Final Individual presentation.

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- FHEQ Level Descriptors (Level 7);
- QAA Subject Benchmark Statement for Art and Design, 2008;
- UAL Creative Attribute Framework;
- HEA Embedding Equality and Diversity in the Curriculum;

- UAL 2015-2022 Learning, Teaching and Enhancement Strategy;
- UAL Equal Opportunities Policy 2016;
- External industry advice and guidance;
- Student and graduate consultation;
- The Future of Jobs, World Economic Forum, 2016

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

The course is made up of three units of 60 credits, each lasting 15 weeks.

Unit 1: Foundations, 60 credits, weeks 1-15

The first unit introduces you to culture, criticism and curation as a body of knowledge, a set of practices and an array of critical concepts. It aims to support the development of practical and intellectual strategies for the interpretation and reinterpretation of culture. The key aim of this unit is to provide an understanding of the study of culture and cultural objects and to introduce key analytical skills.

Unit 1 is supported by a series of seminars, workshops, visits, facilitated project meetings and activities that help you build knowledge, critical thinking and creativity in response to ideas, environments, cultural objects and communities. The curriculum is aligned so that ideas and actions are contingent and can be developed together.

As outcomes, you will produce a piece of critical writing and present it publicly. You will begin research on your dissertation in order to develop a proposal for it. You will also contribute to a group curatorial project during which you will begin to test ways of working together, learning to communicate and share ideas, and negotiating difficulties while doing research and realising an exhibition.

Assignments are outlined in briefs; while these provide guidance and parameters, they equally require research and independent thinking.

Unit 2: Testing, 60 credits, weeks 16-30

The second unit is a continuation of the introduction to culture, criticism and curation as knowledge, critique and practice. As with Unit 1, it is supported by a series of seminars, workshops, visits, facilitated project meetings and activities that help you build knowledge, critical thinking and creativity in response to ideas, environments cultural objects and communities. The curriculum is aligned so that ideas and actions are contingent and can be developed together.

Unit 2 focuses on two projects that follow through into Unit 3, the dissertation and the final group project. These build expressly on the work done in Unit 1, but ask for greater independence, deeper engagement, more experimental practices and a higher resolution for the outcomes. Central to your research and planning will be historical knowledge and ideas, considerations of audience, cultural policies, competing systems of representation, and conventions of exhibitions, writing and oral presentations.

As outcomes, you will develop your dissertation and present it as work-in-progress. You will begin a group project and develop it for review. As with Unit 1, assignments are outlined in briefs; while these provide guidance and parameters, they equally require research and independent thinking.

At this point in the Course, you are expected to be independent and proactive in discussions with other students, tutors, technicians in the College and other people, in and outside the University, who can help you in the development of your work and professional practice.

Unit 3: Articulating and Realising, 60 credits, weeks 31-45

The third unit is the stage where work is realised and you build a position as a cultural practitioner, researcher, writer or curator. Drawing from the topics, themes, practices and critical concepts introduced, explored and tested in the previous two units, and independent work, you will complete two major pieces of work: a dissertation and a group project.

It is supported by a series of seminars, workshops, visits, facilitated project meetings and activities that help you complete your projects and dissertation and prepare for exiting the Course. The curriculum is aligned so that ideas and actions are contingent and can be developed together.

Assessment throughout the course is done holistically and through the consideration of several pieces of work together, spanning academic and practical projects, and taking different forms, such as writing, exhibition and other creative practices, reports and live presentations. These represent and test a range of skills and formats that are relevant to practitioners in curating and critical writing/publishing.

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

1. Within a competitive field of postgraduate courses and training in curatorial practice, MACCC works with two distinctive approaches. The first is its allegiance to 'culture', which is neither narrow (as with a course such as Digital Curation or Photography and Curation), nor mainstream (as with ubiquitous MAs in Curating Contemporary Art). The second is the way the course approaches intellectual and practical work as a joined-up form of enquiry. Theory and research are considered to be foundational to project work; and practice ('learning through doing') is considered fundamental to the course's scholarly pedagogy.
2. Curating and critical writing are seen as critical and creative practices with potential to be adaptable to institutions and to independent or alternative practices. Both are positioned as requiring adaptation and innovation. Students are not taught 'rules of thumb' but instead how to act with agency within complex and changing environments.
3. The course has exceptionally strong links with Central Saint Martins' Museum and Study Collection and the University's Archives and Special Collections Centre, providing students on the course with project work and access to specialist knowledge integral to their field of study.
4. Projects are realised through group work, through which collaboration is discussed, tested and reflected upon. These make use of the College's excellent resources as well as links with external organisations. They lead to partnerships with organisations both internal and external to the University, providing opportunities for students to build their individual 'practice' or professional capacity. These projects are of a very high standard and public profile.
5. Curating and Culture is an identified subject area within UAL, albeit one that can be found as components of many courses. We see such broad

interest and engagement with culture and curation across the University, along with MACCC's niche-approach to the subject and particular ways of teaching theory and practice, as a strong offer that makes UAL both diversified and coherent.

6. Distinctively international cohort. Students have come from the UK, Europe, the Americas, Asia and Australasia.
7. Engages with social and political issues and positions research-led curation as a potent agent of change.
8. Emphasis on interdisciplinary thinking and enquiry. Multiple subject backgrounds in both the staff team and student cohort enriches the experience by placing a diversity of experiences and views in dialogue with one another.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

Selection is based initially on review of the candidate's application and supplementary materials (Project Proposal, Writing sample, Letter of Reference). This is ordinarily followed by an interview.

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

1. Applicants should have an Honours Degree or evidence of equivalent learning, and normally at least one year of relevant professional experience. The relevant disciplines and professional fields include: History; Art History; Culture, Communications or Media Studies; Fine Art or Design; Fashion (history & theory or design); Multimedia or interactive design; Curatorial, gallery, archive or museum work; Research; Collections management or interpretation; Journalism –

digital, broadcast, press and radio; Art criticism or publishing; Marketing and PR; Retail or Business, if culturally related. Applicants should have very good written, speaking and reading skills. They will have social and organisational skills, demonstrated in the application and interview.

2. Applicants will be considered for admission who have not achieved a relevant Honours Degree but who can evidence experiential learning equivalent to a degree or who have three years' relevant professional experience.
3. If English is not one's first language, an IELTS score of 7.0 with a minimum of 6.0 in any one paper, or equivalent, is required. Non-native English applicants whose first degree was taught in English may not have to provide an IELTS result.

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

