



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	<b>Curating and Project Management</b>				
Module Code	UAAAS9-30-M	Level	M	Version	1
Owning Faculty	ACE	Field	Art		
Contributes towards	MA Curating, MFA Curating				
UWE Credit Rating	30	ECTS Credit Rating		Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	30 <sup>th</sup> May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>Upon successful completion of this module students will be able to :</p> <ol style="list-style-type: none"> <li>1. Demonstrate a refined understanding of the contemporary context for curating and consolidate key resources for contemporary practice in their chosen field (component A)</li> <li>2. Design a project management plan that evidences a thorough understanding of context, audience(s), and feasibility (component A)</li> <li>3. Work collaboratively and effectively with teams in cultural organisations to develop project management plan (component A)</li> <li>4. Analyse and respond to difficulties and challenges faced in the curatorial process and project implementation (component A)</li> <li>5. Demonstrate an in-depth understanding of their particular field and engage with current issues through project planning and practice (component A)</li> <li>6. Demonstrate a thorough understanding of the regulatory and policy framework for contemporary cultural institutions (component A)</li> <li>7. Critically reflect on and analyse contemporary curatorial practices and negotiate practical solutions to facilitate successful project completion (component A)</li> <li>8. Provide clear evidence of understanding and planning of a project, including: roles, resources, budgets and risks (component A)</li> </ol>

Syllabus Outline	<p>This module requires students to map contemporary curatorial practices, in relation to the institutions with which the students are working and in direct connection with their proposed project. The syllabus will include contributions from partner organisations which give students insight into contemporary practice and policy; group discussions and seminars which enable students to situate their practice in relation to wider current developments. The emphasis is on situating students' projects firmly within the contemporary curatorial scene, and in relation to cultural, policy issues and comparable practices which are happening at the same time. Students will be encouraged to use a wide range of methods to identify and document contemporary developments – these could include interviewing, participant observation, visiting similar events, and communicating with others involved in similar cultural developments in the UK and internationally.</p> <p>Students are supported by academic and partner mentors in building on the proposal and project brief developed in previous / simultaneous modules and situating this within the current field of practice, building experience a network of connections which will also contribute towards employability after graduation.</p> <p>Specific sessions will cover related project management skills (such as practical realisation and professional presentation skills), and will include overviews of current cultural developments in Britain and internationally from professionals in the field.</p>
Contact Hours	<p>Students will have 36 hours scheduled contact time, including lectures, master classes, seminars, or tutorials, or workshops, online contact time and field trips. In addition, students on the MA and MFA in Curating are required to spend time working with a partner organisation.</p>
Teaching and Learning Methods	<p>This module requires students to work independently. There is regular one-to-one tutorial contact, but students also have the opportunity to share experiences and provide peer support through online and face-to-face group meetings. Readings will be recommended individually by tutors, or researched independently by the student</p> <p><b>Scheduled learning</b> includes one-to-one tutorials and group meetings during which students report and reflect on progress and offer peer support, plus one group meeting at the end of the module, where students present their work.</p> <p><b>Independent learning</b> includes hours engaged with reading, researching and undertaking the project.</p> <p><b>Work-based learning</b> throughout the MA/MFA Curating each student work with a partner institution, with a mentor allocated to them. The learning and assessment on this module will involve their engagement with this partner.</p>
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them and through systems such as UWE online.</p> <p>Any essential reading is available in the Bower Ashton Library and will be indicated clearly in the module brief. The currency of information may wane during the life span of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, these will be revised annually.</p> <p>Under the university's Copyright Licensing Agency (CLA) permit, reading packs with relevant</p>

	chapters or excerpts from books will be given to students where applicable, supplied at the beginning of the module. Text excerpts from books published in the UK may also be available via UWE Online Digital Collections, where permissible, during the module period.
Indicative Reading List	<b>Indicative Reading List:</b> Reading will be agreed between student and tutor as appropriate to the student's specific project, and a bibliography will be drawn up by the student as part of their on-going practice.

<b>Part 3A: Assessment</b>															
Assessment Strategy	<p>All module assessment is summative but students receive formative feedback through individual and group tutorials.</p> <p>Component A, Element 1: Presentation (20%)</p> <p>Component A, Element 2: Project Planning Document (80%) (2,000 words illustrated document or equivalent)</p> <p><u>Assessment Criteria:</u></p> <p>Students will be assessed on the following</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assessment Criteria</th> <th style="text-align: left;">Relating to Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>1. Evidence of substantial engagement in curatorial practice (component A)</td> <td>1, 4, 6, 7</td> </tr> <tr> <td>2. Ability to effectively and creatively develop and manage a project plan (component A)</td> <td>1, 2, 5, 8</td> </tr> <tr> <td>3. Ability to work efficiently and collaboratively with organisations (component A)</td> <td>2</td> </tr> <tr> <td>4. Direct engagement with current field and evidence of networking, research and project design (component A)</td> <td>3, 7</td> </tr> <tr> <td>5. Evidence of understanding of the regulatory and policy framework for contemporary cultural institutions (component A)</td> <td>4, 5, 6, 7, 8</td> </tr> <tr> <td>6. Clear expression of ideas in verbal, audio-visual and written forms, as appropriate, and clear orientation to the brief. (component A)</td> <td>1-6</td> </tr> </tbody> </table>	Assessment Criteria	Relating to Learning Outcomes	1. Evidence of substantial engagement in curatorial practice (component A)	1, 4, 6, 7	2. Ability to effectively and creatively develop and manage a project plan (component A)	1, 2, 5, 8	3. Ability to work efficiently and collaboratively with organisations (component A)	2	4. Direct engagement with current field and evidence of networking, research and project design (component A)	3, 7	5. Evidence of understanding of the regulatory and policy framework for contemporary cultural institutions (component A)	4, 5, 6, 7, 8	6. Clear expression of ideas in verbal, audio-visual and written forms, as appropriate, and clear orientation to the brief. (component A)	1-6
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Identify final assessment component and element	Project Planning Document	
	<b>A:</b>	<b>B:</b>

	<b>100</b>	<b>0</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Project Planning Document	80	
2. Presentation	20	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1.	0	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Project Planning Document	80	
2. Audio-visual presentation	20	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1.	0	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		