Programme Specification
Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MRes Curatorial/Knowledge
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	1 year full-time or 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100306) History of Art
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Visual Cultures

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview

This programme is for students who are interested in critical approaches to curatorial practices and their relation to contemporary forms of knowledge production. It recognises that in order to function as a curator in contemporary globalised culture, one needs a far-reaching educational base, a range of diverse cultural references, and the ability to ask new questions. The world of art today spans not only cultures across the globe but also activities that include social organising, publishing and disseminating, working with local communities, and linking to institutions of education and governance.

The programme is specifically designed for cultural and curatorial practitioners who want to engage in longer-term research on questions and concerns linked to their fields of practice. Offering a challenging, advanced, and flexible scheme of study which explores a range of theoretical perspectives, the programme encourages students to undertake an exploratory interrogation of the relationships between critical theory and curatorial practice understood broadly.

The MRes in Curatorial/Knowledge is linked to the MPhil/PhD programme in Curatorial/Knowledge and thus offers multiple opportunities of exchange with other researchers and professional practitioners in the field. In order to offer maximum flexibility for students who are employed in jobs or engaged in projects of their own, seminars take place six times a year for several days each. However MRes students will also have the option to choose a pathway which involves weekly taught modules.

Programme entry requirements

The standard requirement is of an upper second class BA or equivalent degree in Curating, Fine Art, History of Art & Design, Visual Culture, Cultural Studies, Philosophy, Film Studies, or in a related discipline such as Literature or Music. Above all, students should be able to demonstrate an aptitude for theorised enquiry in the field of curatorial practices, contemporary art and critical studies, and/or in the humanities more broadly. This may be evident in candidates who do not have the above requirements, and, depending upon assessment at interview, it may be possible for them to be admitted with knowledges and competences developed outside of academia in the world of work. If these are deemed insufficient, however, candidates may be advised to take a preparatory year of study in the Department

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of Visual Cultures: either the Graduate Diploma in Contemporary Art History or the MA Contemporary Art Theory. Applications are welcomed from EU students (full-time or part-time) and overseas students (full-time only). Non-English language speakers are required to have passed the International English Language Testing System (IELTS) with at least 6.5 overall.

Aims of the programme

This programme is specifically designed for students with an interest and/or experience in the expanding field of contemporary curatorial practices, and a desire to engage in research on the 'curatorial' as an area of inquiry going beyond the immediate concerns of 'curating' or exhibition-making.

Through both teaching and research, the programme aims to:

1) expand students' knowledge of, and engagement with, contemporary critical debates and curatorial practices

2) convey a systematic understanding of the inter- and trans-disciplinary nature of contemporary academic discourses in visual culture and curatorial research

3) profoundly investigate complex entanglements between curatorial practices and contemporary modes of knowledge production

4) enhance independent critical and analytical skills through research and intense methodological discussion

5) encourage students' self-development by practicing skills of research and communication in written, oral, and visual domains

6) facilitate a learning environment that offers an appropriate foundation for further scholarly research into curatorial concerns and related humanities fields.

This Programme will attract applicants who are interested in doing a post-graduate degree with a stronger focus on research than a normal MA Degree. This Programme will produce graduates with a better preparedness for doctoral research.

What you will be expected to achieve

Students who successfully complete the programme with an MRes in Curatorial/Knowledge will have completed 1) one MA Special Subject module OR one specific module on Methodology and Textual Analysis (see Programme Structure and Requirements below), and 2) attended the Research Seminar in Curatorial/Knowledge. They will also have delivered a 45 minute oral presentation of their research at the Research Seminar and have written a 20,000 word dissertation.

They will be able to:

Knowledge and Understanding		Taught by the following modules
A1	demonstrate a comprehensive knowledge of contemporary discourses and advanced academic scholarship in visual culture and curatorial research	All modules
A2	demonstrate a profound and operational understanding of complex ideas, concepts and methodologies relevant to inter- and trans-disciplinary research in the field	All modules

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A3	display mastery of a complex and specialised area of knowledge within the field, drawing, as appropriate, upon the discourses of art history, performance studies, philosophy, political theory, psychoanalysis, queer theory, post-colonial studies, and museology	All modules, specifically Seminar in Methodology and Textual Analysis and MA Special Subject modules

Cognitive and Thinking Skills		**Taught by the following modules**
B1	develop complex and rigorous arguments that are informed by, but not wholly dependent on, relevant theories and practices in the field	All modules
B2	critically respond, at an advanced level, to existing theoretical discourses and suggest new concepts and approaches	All modules
B3	creatively set up a dialogue between relevant theories and practices so as to propose new subjects of inquiry, new forms of problematisation and new hypotheses	All modules, specifically Research seminar in Curatorial/ Knowledge
B4	evaluate methodologies and develop coherent critiques of them or original ways of operationalising them	All modules, specifically Seminar in Methodology and Textual Analysis and MA Special Subject modules

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	be inventive in thinking theoretically about the novel affects, experiences and representations afforded by contemporary curatorial practices	Research seminar in Curatorial/Knowledge
C2	identify and articulate broader sets of concerns related to curatorial projects and practices	Research seminar in Curatorial/Knowledge
C3	integrate practical and theoretical considerations, so as to enhance both theoretically informed curatorial and artistic practices and practically informed modes of knowledge production	All modules

Transferable Skills		**Taught by the following modules**
D1	analyse theoretical argument at an advanced level and critically assess the value and significance of objects and practices	All modules
D2	bring evidence or ideas of different sorts, or from different sources, together in a productive and original way	All modules
D3	present and defend their research orally according to the conventions of the academic conference paper, supporting it with relevant visual, audio-visual and/or other documentation	Research Seminar in Curatorial/Knowledge
D4	pursue a major research project through independent study	One-to-one tutorials, dissertation

How you will learn

Students on the MRes in Curatorial/Knowledge follow a taught programme consisting of two modules:

- The Research Seminar in Curatorial/Knowledge

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- A Seminar in Methodology and Textual Analysis attached to the Research Seminar, OR one MA Special Subject module (see Programme Structure Below)

- At the same time, they work on their own research culminating in their dissertation under the guidance of a personal supervisor:

- Research Project / Dissertation

As stated above, the programme is intended to offer maximum flexibility for students who are employed in jobs or engaged in projects of their own. Therefore the Research Seminar in Curatorial/Knowledge and the Seminar in Methodology and Textual Analysis take place in concentrated blocks several times during Autumn, Spring, and Summer Terms (usually 6 times a year for 2 + 1 days each time). However students who wish to have weekly classes in the Autumn and Spring Terms also have the option to take one MA Special Subject module offered by the Department of Visual Cultures instead of the Seminar in Methodology and Textual Analysis. Both options are designed to support the research process through intense discussion of relevant literature and methodological questions within specific subject areas related to the students' research projects.

The Research Seminar in Curatorial/Knowledge is simultaneously a teaching module for postgraduate research and a mechanism for bringing together the experiences of working within art institutions and environments with modes of theoretical reflection and analysis being explored within the university. It comprises 1) lectures by the programme tutors; 2) lectures and presentations by, and discussions with, invited guest speakers; 3) extended research presentations by students pursuing longer-term research projects at either MRes or MPhil/PhD level.

The Seminar in Methodology and Textual Analysis is specifically designed to enhance awareness of methodological questions within a broader set of concerns and considerations, and more specifically improve students' reading and textual analysis skills which are essential to the engagement with contemporary critical thought and the pursuit of well-informed independent research. The texts read and discussed in this module will be selected by the students, so as to ensure their specific relevance to the students' research projects.

The MA Special Subjects are based on the current research interests of staff and enable you to focus on an aspect of contemporary art, cultural theory or contemporary thought that particularly interests you. These modules are weekly taught courses which start in the Autumn Term immediately after Reading Week and continue throughout the entire Spring Term (15 weeks). The MA Laboratory is one of the Special Subjects, providing an interactive and experimental environment for engaging with a question that is central to the programme as a whole: the exploration of notions of 'Critical Practice' as these might be played out within the contexts of visual practice/theory. For MRes students, the choice of a particular Special Subject module should be aligned with their research/dissertation project and will be discussed with their supervisor at the beginning of the year.

(Note: Part-time students take the Seminar in Methodology and Textual Analysis OR one MA Special Subject during the first year, and the Research Seminar in Curatorial/Knowledge in the second year.)

The Research Project, culminating in a 20,000 words dissertation, represents the core of the MRes degree. Its main aim is to give students an experience of implementing a larger-scale research project of their own design and develop a reflexive and critically engaged contribution to debates in curatorial research. Students will be allocated a personal project supervisor who will oversee the development of the research and be available for one-to-one tutorials. The research process will also be supported by the other modules and learning across the duration of the programme. However students are encouraged to work on this module from the start of their degree through guided independent study.

In addition, students are encouraged to attend the regular Visual Cultures Public Programme, which

takes place on Thursday evenings throughout the Autumn and Spring Terms. These give them the chance to participate in discussing the current work of different theorists, artists, curators and critics, as well as watch and discuss emergent and classic artists' films and video works.

Students also have the opportunity of auditing the MA Core Course Strands (comprising Part A or C and Part B or D) during the first five weeks of the year. The Core Course strands introduce you to the problematic that resides at the heart of the MA programme: how to explore the relations between critical theory and contemporary visual arts practices. Core A,C & B,D present differently articulated contemporary perspectives on 'art' and 'theory' drawn from a variety of traditions (e.g. Post-structuralism, Performance Studies, Contemporary Continental Philosophy, Phenomenology, Psychoanalysis and Post-Colonial Studies). Please note that as Auditors, the MRes Students are not required to submit a diagnostic essay at the end of the Core Course Strands.

How you will be assessed

Formative Assessment:

- Depending on the chosen pathway, students on the MRes in Curatorial/Knowledge will first be required to:

- EITHER present a text of specific thematic or methodological importance to their research in the Seminar in Methodology and Textual Analysis;
- OR undertake coursework for their Special Subject module.

Summative Assessment:
- Students will then be required to deliver an oral presentation of approximately 45-60 minutes duration on an aspect of their MRes dissertation project at the Research Seminar in Curatorial/Knowledge. This oral presentation is expected to be a focused investigation of the dissertation topic. It should not be a simple 'report' on books read or the different ideas the students have been thinking about. It is expected that the student delivers a coherent, well argued presentation of their work-in-progress. Though tied to the dissertation the oral presentation is assessed as a separate and autonomous piece of examined work.
- At the beginning of Summer Term, students will need to submit, again depending on the chosen pathway: EITHER a critical literature review of 5-6,000 words, covering a body of literature relevant to their research project;
- OR their Special Subject essay.

- Finally, in addition to fulfilling the attendance/assessment requirements for the two main elements of the taught programme, the students will also be required to submit a final 20,000 words dissertation.

- Tutorial consultation on the dissertation project is available from the beginning of the year, but will intensify during the Summer Term for full-time students and during the Summer Term of year 2 for part-time students. Full-time students are required to hand in a dissertation proposal at the end of the Spring Term whereas part-time students are required to hand in a dissertation proposal by the end of the Spring Term in the second year.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Overall an exceptional level of response to the set tasks. The work is rigorously researched; the conceptual coherency of the work is advanced and ideas are researched and deployed within a clearly defined contextual framework. Work demonstrates high levels of

			independence of thought, which might include the identification of new areas of inquiry. Research shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks. Text-based work/individual & group presentations: work is exceptionally well structured. Ideas are articulated and synthesised clearly through a cogent argument. The work demonstrates a nuanced understanding of appropriate relationships between the form and the content of the argument presented. Correct scholarly procedures employed throughout with care and accuracy.
70-79%	Distinction		Overall an excellent level of response to the set tasks. The work is rigorously researched; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework Work demonstrates independence of thought. Research shows ample evidence of sustained academic enquiry; the work draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks. Text-based work/individual & group presentations: work is extremely well structured and ideas are articulated and synthesised clearly through a cogent argument. Correct scholarly procedures employed throughout with care and accuracy.
60-69%	Merit		Overall a very good level of response to the set tasks. Evidence of strong research; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. Research shows evidence of sustained academic enquiry; the work draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks Text-based work/individual & group presentations: work is well organised, with sound underlying structure. Ideas are articulated clearly. Correct scholarly procedures employed throughout with accuracy.
50-59%	Pass		Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate. Ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. Research shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical, contextual and critical skills but these are inconsistently employed. Text-based work/individual & group presentations: work is structured around an argument although the focus is not always clear; largely correct scholarly procedures employed.

30-49%	Fail	Overall the work may not be without merit but not Masters standard. Inadequate level of response to the set task; the realisation of the concept does not utilise a sufficient range of sources and processes; level of response is not always appropriate or consistent. Research shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical, critical and contextual skills. Text-based work/individual & group presentations: work is lacking structure and/or a sound argument; the focus is not clear; incorrect scholarly procedures, inaccurate references.
10-29%	Bad fail	Overall the work may not be without merit but not Masters standard. The concept is realised inappropriately or is under developed. Research: Range of sources is very limited; little interpretation or analysis; lacking breadth or awareness of relevant contextual frameworks. Text-based work/individual & group presentations: Weak organisational structure lacking in discussion and commentary; unfocused or lacking coherent argument; incorrect scholarly procedures employed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Full-time, pathway 1:

Six concentrated three-day seminar blocks per year (from October to June), comprising:

- Research Seminar in Curatorial/Knowledge
- Seminar in Methodology and Textual Analysis Full-time, pathway 2:
- Six two-day blocks of the Research Seminar in Curatorial/Knowledge (from October to June)
- Weekly Special Subjects module (from mid-November to the end of March) Part-time, pathway 1: Year 1:
- Seminar in Methodology and Textual Analysis, six full-day sessions (from October to June) Year 2:
- Six two-day blocks of the Research Seminar in Curatorial/Knowledge (from October to June) Part-time, pathway 2: Year 1:
- Weekly Special Subjects module (from mid-November to the end of March) Year 2:
- Six two-day blocks of the Research Seminar in Curatorial/Knowledge (from October to June) Optional:
- Visual Cultures Public Programme throughout the Autumn and Spring Terms (Thursdays)
- MA Core Courses during the first 5 weeks of the Autumn Term (Tuesdays or Thursdays)

Academic Year of Study 1   Pathway 1

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Module Title	Module Code	Credits	Level	Module Status	Term
Research Seminar in Curatorial/ Knowledge	VC71090A	30	7	Core	1,2,3
Seminar in Methodology and Textual Analysis	VC71091A	30	7	Core	1,2,3
Research Project / Dissertation	VC71092A	120	7	Core	3

Academic Year of Study 1   Pathway 2

Module Title	Module Code	Credits	Level	Module Status	Term
Research Seminar in Curatorial/ Knowledge	VC71090A	30	7	Core	1,2,3
MA special subject: one 30 credit module to be chosen from a list of approved options		30	7	Core	1,2
Research Project / Dissertation	VC71092A	120	7	Core	3

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support

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services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

As the existing MPhil/PhD programme in Curatorial/Knowledge is a professional practice-based programme, it is often difficult for those in full employment to take a long period of time off. Offering an MRes, which in many respects operates as a scaled- down PhD, allows us to more flexibly respond to a constant high level of expression of interest from potential candidates in combining reflection upon curatorial practices with genuine research orientations.

We have several fundraising initiatives for overseas students who would like to pursue this shorter pathway: two overseas studentships are already approved for the academic year 2015/16 (funded by Magic of Persia, London, and FICA, Delhi). Curatorial/Knowledge is the only programme of its kind internationally and the MRes will support the continuing development of the project of Curatorial/Knowledge on a global scale.

MA and MRes students graduating from the Department of Visual Cultures go on each year to undertake research degrees in Art History, Visual Culture, Cultural Studies, Performance Studies, Philosophy and related subjects both in the UK and abroad. Others find employment – again both here and abroad – in the spheres of arts administration, curating, teaching, arts journalism, community arts projects and other museums and galleries work. Some students opt to do a PGCE and go on to teach art / art history in schools and further education colleges.

More specifically, linking the MRes in Curatorial/Knowledge to the existing MPhil/PhD programme in Curatorial/Knowledge will not only provide the highest possible level of exchange between different researchers, but – given that all of our participants are young curators or artists working either institutionally or independently – also foster new networks and collaborations.

In this way, the new MRes in Curatorial/Knowledge provides for pathways into many institutions and networks of contemporary art and culture at various different levels.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate

Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Rules:

Part-time students must pass EITHER the Seminar in Methodology and Textual Analysis OR one Special Subjects module in order to progress to year 2

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: https://www.gold.ac.uk/programme-costs

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

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