

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Master of Arts - Global Contemporary Art <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Global Contemporary Art • Postgraduate Certificate (Pg Cert) - Global Contemporary Art
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Subject Benchmark Statement for Art and Design 2020
Professional statutory or regulatory body	
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Global Contemporary Art, Full-time, September start - 1 year standard length • Global Contemporary Art, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2024/5

Additional Course Information

The course is part of a wider matrix of courses including the *MA Expanded Photography* and *MA Art and Emerging Technologies*. The structure allows students to tailor their learning through a flexible set of open option modules shared across the courses that address contemporary challenges, advanced digital approaches, and specialised professional contexts, and facilitate collaborative opportunities and cross-disciplinary learning with students from the other courses. Our students also undertake the Professional Practice module and the Masters Project alongside students from the other MA art programs, thus benefiting from collaborative opportunities and cross-disciplinary learning.

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The Master of Arts in Global Contemporary Art is a practice-led course that aims to foster professional, critical, and collaborative skills needed to pursue impactful, globally literate and socially responsible artistic and curatorial practices. Informed by the work of our research academics, the course recognises that there has been a fundamental change in the vision and purpose of contemporary art in global and translocal contexts.

This course approaches global contemporary art as a set of artistic and curatorial practices that respond to contemporary societal and ecological challenges, and that experiment with collaborative methods to imagine other kinds of futures, or to propose desirable social, environmental, and relational transformations.

The curriculum is designed to offer wide-ranging opportunities for students to develop collaborative artistic and curatorial projects across diverse sites, contexts, and platforms. The curriculum activities emphasise learning through inquiring into global real-world scenarios, and engagement with real world examples, practitioners, organisations, platforms, and technologies. Students are encouraged to experiment with collaborative and interdisciplinary artistic and curatorial methods and are given opportunities to develop independent or collaborative projects connected with key research and practice themes developed by the School's research platforms and partners. These include: sustainable ecosystems, alternative futures, and reclaiming collective identities.

As part of a wider matrix of courses which includes the **MA Expanded Photography** and **MA Art and Emerging Technologies**, students can tailor their learning through a flexible set of open option modules, which address contemporary challenges, advanced digital approaches and specialised professional contexts. The programme is underpinned by a philosophy of preparing practitioners for intervention and influence in their chosen discipline.

Through a core, 40-credit *Professional Practice in the Creative Industries* module shared within the wider MA Arts matrix, students will develop an understanding of contemporary cultural industries and the expertise to build networks, apply for funding and manage their development of digital, creative and management skills applicable to both the cultural sector as well as a range of other creative industries and disciplinary career pathways.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

This course is organised around an immersive model of teaching and cohort-based learning that supports both individual and collaborative practices. Through this it offers independent and co-working skills that have been identified as vital for a range of graduate professional settings. Through being matched with an internal or external mentor-tutor students will receive individual professional advice and guidance on career development, supporting them to develop networks across professional, industry and academic settings.

With assessment opportunities to develop projects with external partners, students will be well placed to take up graduate roles within a range of professional settings, including policy development, research and development, third sector and artist-based cooperatives. The course concludes with a significant self-directed Masters project which develops student independence, project management skills and development of their portfolio of work to showcase their practice for future employers.

The Professional Practice in Creative Industries module aims to identify and support student progression beyond the MA, providing mentorship sessions, career seminars and practical workshops in a range of areas of professional and personal development, relevant to the creative industries landscape, including applications for grants and funding. Workshops help build confidence in research, writing, and the development of a professional practice portfolio, which outlines the necessary steps for launching sustainable careers and may include: Live briefs, competitions and commissions, Coaching skills for self-development, Galleries, museums and archives, Ethics of emerging imaging technologies, Authorship, copyright and intellectual property, Publishing, Curation, Academia and teaching, Networking, promotion and marketing across multiple channels, Project Management, Collaboration, networks, participatory practices and community engagement. The activities within the Professional Practice module also provide opportunities to engage with the Careers and Employability service and the Westminster Enterprise Network (WEN) to help students to identify career and personal development opportunities.

Through these and other extra-curricular activities, students may also apply for the Westminster Employability Award at Postgraduate level. This is an employability achievement award, providing students with a guided pathway, supported through Engage, which helps them to gain relevant experience and key skills, and identify and evidence them for employers.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- 01 Design innovative, ethical practices through iterative processes of experimentation and evaluation in relation to an understanding of current practices in the field (KU)
- 02 Apply entrepreneurial skills that address real-world opportunities and challenges, working independently or collaboratively with partners from the cultural and creative industries and community on live briefs and shared outcomes (PPP KTS)
- 03 Design and create a substantial practice-led research project synthesising understanding and expertise around applications and practices relevant to the discipline and topic, engaging with discourses, communities, and practice relevant to a well-defined context and audience (KU)
- 04 Formulate an independent research approach that is grounded in critical analysis of historical and contemporary sources, and effectively communicate ideas in a range of appropriate forms to diverse audiences (PPP)
- 05 Critically evaluate their own work and articulate a well-defined personal voice that is grounded in theoretical knowledge, technical experimentation, and a clear sense of personal vision (KTS)
- 06 Experiment, analyse and interrogate the use of emergent technologies within your discipline, from a critical and ethical perspective (KU PPP CS)
- 07 Communicate, analyse and deliver insights into engagement in collaborative, sustainable, environmentally and socially engaged practices (KU)
- 08 Use professional artistic and/or curatorial methods to create/co-create knowledge and practice that is relevant to trans-local and global challenges including environmental issues, social and ecological justice (PPP)
- 09 Develop and advance personal communication and collaborative/organisational skills needed to undertake and provide leadership and vision applied to chosen fields or subjects in academia or appropriate professions (KTS)
- 10 Develop independent curatorial or artistic research grounded in critical analysis of historical and contemporary sources to effectively communicate ideas, vision, or personal/collaborative philosophy across a range of appropriate forms to diverse audiences (PPP)

How will you learn?

Learning methods

The model for delivery of teaching is built upon providing an authentic, inclusive, and progressive learning environment that allows students to experience modes of learning across individual, co-creative or collaborative practices and projects. Students are supported to identify individual and/or collaborative pathways alongside developing independent scholarly or professional studies focused upon their chosen academic and professional contexts and ambitions.

This takes place through:

- Live projects that develop individual and/or collaborative voices through
- Socially engaged activities that allow for real world interactions, collective studio practices and artistic innovation are supported through self-directed or collaborative agreements.
- Events, online publications, screenings, exhibitions and social, ecological, or situated projects that build real-world dissemination experience.

In the broader context of the MA Matrix, students' involvement with professional development enables them to identify personal strengths, abilities, and motivations, whilst learning about broader professional issues across changing cultural and creative disciplines post-graduation.

Course EDI Statement

We are proud to teach such a diverse range of students at Westminster. Students are at the core of everything we do, and we encourage everyone to draw on their own experience when approaching creative work, centring their practice at the heart of their and our communities and producing work that reflects diverse perspectives and experiences.

We will work to ensure equality of opportunity in all teaching, learning and assessment methods through support of a broad range of projects, approaches and global practices that allow for diverse working with collectives and other external organisations, whilst maintaining our focus on inclusivity through issues relevant to CREAM and its work around trans local and global concerns that align with students aspirations, personal or collective identity.

Community and Collaboration

We are actively working to decolonise our curriculum and to include diverse voices, perspectives, and histories in course

materials and curricula. We listen to our students and support them in all aspects of the programme to develop their own creative practice and shape their individual journey through the course. Students come to Westminster from many different and varied backgrounds, and this rich cultural heritage enables an exciting atmosphere of mutual support, where students learn about other communities as well as find the space to explore their own. The course design ensures that students can take charge of their projects, based on their own knowledge and cultural interests. Students have the opportunity to collaborate with peers and participate in community-oriented spaces, as we seek to expand education beyond the classroom and to contribute to society in a meaningful way.

Inclusion and equality

Our commitment to inclusivity drives us to address inequality wherever we find it. We welcome applications from students of all backgrounds and needs. We provide a safe and inclusive environment for all, so that everyone feels valued and contributes to our program, and throughout the program we embed diversity and inclusion in all that we do. This goes right from a student's first day on the course to well beyond graduation, as the course is designed to enhance career options for everyone.

We provide career enhancement opportunities that allow our community of students to flourish well beyond graduation, whether that is in the art world, in the creative industries and beyond. Our course provides opportunities for students to gain practical experience through regular contact with industry professionals, such as work placements, guest talks by industry experts, participation in mentorship programs, and field trips to labs, studios and industry partners. These experiences help students to become familiar with industry practices and provide them with a sense of agency and confidence, while also enhancing their employability prospects. This can be particularly beneficial for students who may not have access to wider networks.

Neurodiversity and disability

Creative courses often attract a wide range of students and staff members, including those who are neurodiverse. Our course team is experienced in providing the necessary support to meet the unique needs of our students and we are committed to creating course materials and assessments that are accessible to all students, regardless of their learning style or ability. We work closely with the disability team to ensure that our course is structured in a way that is truly inclusive, with sessions that cater for a range of learning styles and needs, and we ensure that our assessments and teaching formats are adapted to fully accommodate our diverse student body.

Active learning strategies

We use active learning strategies that encourage students to participate in group work, discussions, and collaborative projects. We provide multiple modes of content delivery, including audio-visual and written materials. We encourage student feedback throughout the course to ensure that their needs and concerns are being met. We also offer mentorship and support to students, particularly those from under-represented groups, to help them succeed in their studies and future careers.

Technology and inclusive approaches in assessment

We support and celebrate diversity as something that contributes to individual and collective creativity. We embrace change and technological developments to bring these to students from all backgrounds, promoting social mobility in the creative industries. We are committed to removing any barriers that prevent students from succeeding. Our assessment methods – including portfolios, presentations, live briefs, group exhibitions, and publications – are designed to contribute to building equality for all. When possible, we include 'authentic' assessment methods that replicate real-world scenarios and tasks that students might encounter in their future careers or professional lives.

Teaching methods

Alongside standard teaching models, such as lectures, seminars, workshops and tutorials (group and individual), the course embeds the mentor-tutor role and partner organisations (including CREAM) into the learning experience. Presentations, events, and reviews are designed for students to present their work in progress to a wide range of audiences, with the aim of obtaining formative feedback from their tutors, peers and professional partners.

Fieldwork and site-based teaching activity is seen in equivalence to studio practices. Students can undertake the course successfully with local travel for fieldwork and visits in London Zones 1-6. There may be some support for students undertaking projects further afield. All students will have equivalent access to professional practitioners and artist talks, on or offline. Some interdisciplinary collaborative activities, gallery visits, work-based and placement learning activities will need to be in person, although arrangements can be made for students who plan to remote-work with external organisations.

Staff expertise in undertaking practical projects, individually and in collaboration with others are recognised as contributing to our World Leading research culture. We will ensure that teaching methods, curriculum, syllabus, and

learning are integrated with such professional research practices and approaches.

Assessment methods

Formative and summative assessment is performed in every module to evaluate the student's learning throughout the course. Module assignments are usually shorter and more directed earlier in the course, with students gaining greater independence in their projects, and producing larger bodies of work as they progress in their studies.

Formative assessments take the form of project proposals, reviews and critiques and presentations; these are aimed at supporting students to develop the critical and evaluative skills to meet the course and module Learning Outcomes.

Formative assessments involve both tutor-led and peer-to-peer review of ongoing projects.

Practical projects serve to assess the student's ability to produce a coherent body of photographic work that is critically informed and presented to a professional standard. Assessment on their projects also evaluates their technical competence and ability to communicate ideas in a visual form. When produced in groups, these projects also assess the students' ability to work collaboratively. Collaboration is assessed through joint submissions and report writing – where relative collaborative input is identified by the students involved alongside partner/mentor supporting statements

Written and visual essays are used to assess the student's understanding of critical and historical photographic contexts as appropriate to each module. These essays also serve to evaluate the student's ability to conduct independent research, articulate ideas, organise them logically, and communicate their arguments in a written and visual format.

Individual and group presentations are used both formatively and summatively to assess the students' ability to present their practice and research in public. These can take form of work reviews, research talks or interactive sessions as appropriate. In their final semester, students produce a Masters Project, which serves to assess the overall learning achieved throughout the course.

Submissions typically include practical projects and project proposals, written essays and alternative output formats, which serve to evaluate the student's ability to conduct independent research, articulate ideas, organise them logically, and communicate their arguments in a written and visual format. Individual and group presentations are used to assess the students' ability to present their practice and research in public. These can take form of work reviews, research talks or interactive sessions as appropriate. In their final semester, students produce a Masters Project, which serves to assess the overall learning achieved throughout the course.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	01, 03, 04, 05, 06, 07, 08, 09
Literate and effective communicator	03, 04, 05, 07, 08, 10
Entrepreneurial	02, 06, 09, 10
Global in outlook and engaged in communities	02, 03, 04, 08, 09, 10
Socially, ethically and environmentally aware	01, 02, 04, 06, 07, 08, 10

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

In Semester 2, students select **two** of the Optional Module choices (NOTE: the options available can be subject to change each academic year)

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7CTAD011W	Contemporary Art & Collaboration	Core	1	20	10
7CTAD012W	Contemporary Art Platforms	Core	1	20	10
7CTAD013W	MA Arts - Masters" Project	Core	2	60	30
7CTAD014W	MA Arts - Professional Practice in The Creative Industries	Core	2	40	20
7CTAD015W	Curatorial & Social Practices	Option	1	20	10
7CTAD016W	Future Archives	Option	1	20	10
7CTAD017W	Global Arts & Sustainable Futures	Option	1	20	10
7IMAG029W	Image Futures	Option	1	20	10
7CTAD018W	Interactive Art and Storytelling	Option	1	20	10
7IMAG030W	Virtual Photography	Option	1	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

N/A

Course management

Course Management

The MA Global Contemporary Arts, is hosted in the Westminster School of Arts (WSA), within the College of Digital, Creative and Design Industries (DCDI). It is directly managed by a course leader within the Westminster School of Arts. Each module also has a designated module leader responsible for the administration and monitoring of its design and delivery. The MA is directly linked to two other postgraduate courses, the *MA Expanded Photography* and the *MA Art & Emerging Technologies* through a shared pool of options, and within the *Professional Practice in the Creative Industries* shared core module, where students undertake both specific activities relevant to the course and have the option of engaging in shared activities workshops with the other courses and students where appropriate, enhancing opportunities for cross-disciplinary collaboration.

Because of the wide-ranging topics covered by the MA, the course teaching team consists of a large number of staff in WSA. Key members of the course team meet regularly each year, including with students, to identify and address ways of improving the design and delivery of the course. Staff undergo annual appraisal and observation of their teaching by colleagues and are engaged staff development through course attendance and/or research and knowledge exchange, public engagement, and scholarly activity.

The MA Art and Emerging Technologies intersects with and draws upon the institutional resources provided by the wider set of events and cultural initiatives co-ordinated by staff within the School as well as the Centre for Research and Education in Arts and Media (CREAM) and other relevant programmes hosted by the School and elsewhere in the university, allowing it to draw on research findings and resources from a wider range of creative subjects.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations.

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at westminster.ac.uk/academic-learning-development.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>.

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.

- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

Additional Details

Course Diagram:

