



Dartington

Arts School

MA Arts and Place
Programme Quality Handbook
2023/2024



**UNIVERSITY OF
PLYMOUTH**

MA Arts and Place

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The Dartington Trust is the HE provider, in academic partnership with University of Plymouth. Schumacher College and Dartington Arts School are faculties within the Dartington Trust.

Welcome and Introduction

Welcome to Dartington Arts School!

Each year, students from all over the world come to Dartington's Schumacher College and Arts School to share in a uniquely immersive learning experience. Alongside faculty, staff, facilitators, and volunteers you have chosen to become part of a learning community that is truly a creative catalyst for more just and sustainable ways of living.

As you start on your learning journey – whether that's in person or online – you will quickly find yourself part of a vibrant and organic community in which learning transcends the boundaries of the classroom and moves into the gardens, the kitchens, and the more-than-human world around us.

Learning is a deeply shared experience here. Our programmes – in Economics, Design, Arts, Food and Farming, Movement, Ecology and more – are only part of a constellation of experiences that includes every facet of daily life: from the food you eat (much of which is grown right on the Estate), to the performances and films you attend, to the community work you join in, to walks in the woods and wild swimming in the River Dart.

In becoming a student here, you will also add your own experience and expertise to a global network of nearly 20,000 alumni, lecturers, and practitioners who continue the critical work of helping to address the world's tremendous environmental and social challenges.

We are so glad you are here, and we look forward to getting to work with you.

Warmly



Pavel Cenkl
Director of Learning, Dartington Trust

Welcome to our postgraduate programme MA Arts and Place, delivered at Dartington Arts School by the independent HE provider, The Dartington Trust. The postgraduate programmes of The Dartington Trust are validated by University of Plymouth (UoP). Dartington Arts School is one of two faculties within The Dartington Trust, based on the historic Dartington estate. Our sister faculty is Schumacher College. The Dartington Trust is a charity that has been contributing to the development of a more sustainable and equitable world since 1925. Dartington Arts School students join an incredible community of alumni who have experienced progressive learning in the arts at Dartington.

The Arts and Place course puts particular emphasis on collaborative practice in response to an expanded understanding of place. The course offers a unique residency-based learning programme. Arts residencies are a significant part of the contemporary arts industry and of contemporary art making. We are increasingly confronted with complex challenges that require new ways of knowing and forms of collaborative engagement and practice, which can be addressed in this master's enquiry. This course enables you to develop your creative practice and your professional practice knowledge and network alongside each other. Open to practitioners and curators working in any art form including performance, writing, sound art, moving image, photography, digital art and fine art, Arts and Place encourages cross-disciplinary approaches.

The programme was developed by Alan Boldon, Dr Tracey Warr and Dr Jo Joelson together with colleagues at Dartington Trust, University of Plymouth (UoP), and the external residency partners.

Teaching at Dartington is concentrated into a five-week foundation module taught onsite at the Dartington estate, and followed by three modules with a residency network, which each involve 10 days of fieldwork, supported e-learning and independent learning before and after each placement. The final module (dissertation and final project) is supported through an individual tutorial process.

Dr Jo Joelson (Programme Lead/Senior Lecturer) and **Adam Chodzko** (Associate Lecturer) are your primary tutors and you will also engage with a range of creative professionals during your residencies including curators, producers, artists, writers, and visiting lecturers. A key strand of the programme is the development of your professional practice skills, knowledge and creative network. The programme is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including the approved programme specification and module records. Note that the information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: <https://www.dartington.org/about/learning/resources-for-students/>
- Your Module Guides available at: <https://www.dartington.org/about/learning/resources-for-students/>
Also available on the Arts and Place DLE.
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/students-and-family/governance/student-handbook>

Good luck on your learning journey. We very much look forward to sharing that journey with you.

Dr Jo Joelson

Programme Lead – Arts and Place



Programme Specification

University of Plymouth

Academic Partnerships

The Dartington Hall Trust

MA Arts and Place 6866 (ft) 6869 (pt)

1. MA Arts and Place

Final award title	MA Arts and Place
Level 7 Intermediate award title(s)	PGDip MA Arts and Place
Level 7 Intermediate award title(s)	PGCert MA Arts and Place
UCAS code	N/A
HECOS code	101273 Combined Studies, 100059 Fine Art, 100862 Performing Arts

2. Awarding Institution

University of Plymouth

Teaching institution(s):	Dartington Arts School at The Dartington Trust. Registered in England as a company limited by guarantee, Company No. 1485560. Registered charity, Charity No. 279756. Registered office: The Elmhirst Centre, Dartington, Totnes, Devon TQ9 6EL.
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3. Accrediting body(ies)

None

4. Distinctive Features of the Programme and the Student Experience

- Working collaboratively in transdisciplinary dialogue and praxis.
- Development of knowledge and skills in making art in creative engagement with place, complexity, and transdisciplinarity, through short, intensive, and collaborative focus on the subtleties, specificities, and complexities of places.
- Working through a series of residencies at Dartington and a network of hosts around the UK, give the students significant engagement with and input from a range of leading arts and non-arts organisations around the UK.
- Addressing complex challenges that we are confronted with that require new ways of knowing and forms of collaborative engagement and practice.
- Developing methods and concepts to support collaborative practice and inter-transdisciplinary engagement with complexity.
- Making contributions of value to hosts, the settings, and places.
- Engagement with residency-based artwork, which is one of the primary forms of artwork generation and commissioning in the current creative economy.
- Development of professional practice skills throughout the course through a series of real-life engagements.
- Engagement in place-focused enquiries ranging through rural, urban and virtual.
- Development of research techniques through a dissertation or practice-led research project presented in the public domain.
- Interaction with students working on other programmes at Dartington including MA Poetics of Imagination, master's students enrolled at Schumacher College including MA Ecological Design Thinking and participants enrolled on Dartington short courses.

The MA Arts and Place will develop the creative skills of arts practitioners interested in working with place and people. The course encourages collaboration and cross-disciplinary working and dialogue. The curriculum involves a number of short residencies at arts organisations across the UK and through these residencies students will connect with a network of arts professionals enriching and supporting their work in response to place.

The medium of landscape and environment represent a space to encounter, explore and express the complexities of people's relationship to nature – from urban, rural, industrial – protected or damaged – observed or embodied – inhabited, farmed or managed. Land and space have seen irreversible change brought about through industrialisation, urbanisation, conflict and globalisation. These forces have led arts practitioners to engage with the subject of nature, environment and ecology from both aesthetic and critical perspectives, revealing and responding to some of the most complex issues of our time.

Researchers and practitioners are invited to engage with the complexities of 'the field' as a place of practice, to explore its various imaginative as well as material processes. During the Arts & Place MA practitioners will have opportunities to expand upon a repertoire of imagining, experiencing, knowing and representing our relationship to landscape and environment.

The term 'Fieldwork' resonates widely with traditions and techniques of site based research and field studies and will form an important element of the MA throughout the programme residencies. This fieldwork experience will inform students creative practice and develop their knowledge and understanding of place. Various methods and techniques will be explored and developed as routes to experimentation for engaging with site and community and the realities of the lived experience.

Building on the fieldwork experiences students will enhance their practice and knowledge further in the studio, through research, critical reading and desktop studies. Seminars, lectures and practical workshops delivered onsite and online will reflect upon the history, theory and practice of making artworks in residency contexts and in response to place; providing insights into the interdisciplinary nature of art and its relationship to the diverse field of ecology. Investigating projects by artists, curators, activists, ecologists and cultural theorists – various modes of response to territory, the Earth, the Rural and the Urban, and the emergencies of the 21st century will be studied. Students will be encouraged to consider how art might operate within global narratives about the future sustainability of the planet. Students will showcase work through a major project presented in the public domain and extend their research and writing skills through a dissertation.

Methods for collaborative practice and transdisciplinary engagement with complexity will be enhanced by the potential for interactions with students and staff on other programmes at Dartington Arts School and Schumacher College including: Poetics of the Imagination; MA Engaged Ecology; MA Ecological Design Thinking; MA Movement, Mind, Ecology.

The MA Arts and Place is based on the historic Dartington estate. Dartington Trust is an independent higher education provider with two faculties: Dartington Arts School and Schumacher College, focusing respectively on contemporary art and on ecology and social change.

Residency Network Hosts

Cornubian Arts & Science Trust (CAST) – Cornwall

CAST aims to promote participation, appreciation and learning in the visual arts and to encourage interdisciplinary dialogue and collaboration across the arts and sciences. It works with artists, curators, writers and specialists from other fields, locally, regionally, nationally and internationally, to develop professional expertise and exchange, and to create opportunities for audiences of all ages to experience ground breaking cultural activity.



Outlandia – Glen Nevis, Scotland

is an off-grid treehouse, imagined by London Fieldworks (artists Bruce Gilchrist and Jo Joelson). A flexible meeting space in the forest for creative collaboration and research, Outlandia is inspired by wildlife hides and bothies, forest outlaws and Japanese poetry platforms.



OVADA – Oxford

(the Oxford Visual Art Development Agency), is an artist-led organisation – a contemporary art gallery and development space that provides opportunities for both artists and audiences. OVADA presents a dynamic programme of exhibitions and events from their city centre venue and other off-site locations.

Hauser & Wirth – Somerset

Hauser & Wirth Somerset is a pioneering world-class gallery and multi-purpose arts center which acts as a destination for experiencing art, architecture, and the remarkable Somerset landscape through new and innovative exhibitions of contemporary art.



Hospital Rooms – Cornwall

Hospital Rooms is an award-winning arts and mental health charity that believes that everyone in mental health hospitals should have access to extraordinary creative and cultural experiences. Hospital Rooms works collaboratively with artists, patients and staff, NHS Trusts, universities and cultural organisations to bring high quality artistic opportunities to people with Severe Mental Illness (SMI) who are often otherwise ‘completely culturally invisible’ (Staff 2020).



5. Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the SEEC level 7 Descriptors (2010) and QAA guidance. There are no creative arts master’s level subject benchmarks, but this programme has been designed with reference, where relevant, to the Art and Design (2016), Creative Writing (2016), Dance, Drama and Performance (2015) and History of Art, Architecture and Design (2016) bachelor’s benchmarks. However, reference has also been made to the QAA Master’s Degree Characteristics Statement.

6. Programme Structure

Students can take the course full-time over one year, or part-time* over two years. (*The terms of our current UKVI Tier 4 License mean that we are unable to enrol part-time international students.)

The Arts and Place scheduled timetable is designed to optimise the opportunities for students to engage with residencies. Therefore there is a non-standard intake in April which allows the residencies to be active across the spring and summer months.

Full-time

MA Arts and Place				
SCH5454 Approaching Residencies	SCH5455 Urban Places	SCH5456 Contemporary Remote	SCH5457 Themes in Residency	SCH5458 Major Project/ Dissertation
30 credits	30 credits	30 credits	30 credits	60 credits
60 credits <i>term 1</i> (PGCert) FHEQ Level 7		120 credits <i>term 2</i> (PGDip) FHEQ Level 7		180 credits <i>term 3</i> (MA) FHEQ Level 7

MA Arts and Place is a low residential programme with 4 x 30 credit modules and 1 x 60 credit (Major Project/Dissertation) module, all at FHEQ Level 7.

Module one includes:

- Five-weeks engagement with place and foundational skills and project development at Dartington and online.

Modules two, three and four include:

- 10-day fieldwork with one of a network of UK hosts. Selection of hosts is made by the programme tutors in negotiation with students and hosts, and depends on logistical issues for the hosts (maximum number of places available etc.) and focus and development of a student's creative work. Final decisions on hosts selection rests with the Programme Lead.
- During modules two, three and four students will be supported with e-learning and online tutorials.

Module five: Major Project/Dissertation:

- 1-week onsite at Dartington and 12-weeks supported e-learning and online tutorials.
- Major Project to be presented at Dartington or at one of the network locations explored in previous modules. Alternative sites are negotiable.

Part-time

Part-time students would gain their 180 module credits as follows:

MA Part-time pathway (24 months): Students complete three core modules in Academic Year 1, and the fourth core module and the Major Project/Dissertation in Academic Year 2 for the full masters, all at FHEQ Level 7.

MA Part-time pathway (24 months):

MA Arts and Place part-time year 1				
SCH5454 Approaching Residencies (30 credits)		SCH5456 Contemporary Remote (30 credits)	SCH5457 Themes in Residency (30 credits)	
30 credits <i>term 1</i> FHEQ Level 7		60 credits <i>term 2</i> <i>PG Cert 60 credits</i> FHEQ Level 7		
MA Arts and Place part-time year 2				
	SCH5455 Urban Places (30 credits)			SCH5458 Major Project/ Dissertation (60 credits)
30 credits <i>term 1</i> PGDip 120 credits FHEQ Level 7		MA 180 credits <i>term 3</i> FHEQ Level 7		

PG Dip Part-time pathway (24 months): Students complete two core modules in Academic Year 1, and two core modules in Academic Year 2 for the PG Diploma, all at FHEQ Level 7.

PG Dip Arts and Place part-time year 1					
SCH5454 Approaching Residencies (30 credits)			SCH5456 Contemporary Remote (30 credits)		
30 credits <i>term 1</i> FHEQ Level 7			30 credits <i>term 2</i> PG Cert 60 credits FHEQ Level 7		

PG Dip Arts and Place part-time year 2					
	SCH5455 Urban Places (30 credits)			SCH5457 Themes in Residency (30 credits)	
30 credits <i>term 1</i> FHEQ Level 7			60 credits <i>term 2</i> PG Dip 120 credits FHEQ Level 7		

7. Programme Aims

The programme is intended to:

- a) Critically engage with theoretical tools for enhancing creative practice in and for diverse locations and new audiences.
- b) Develop skills in research, critical reading and writing, creative writing or practice, performance and presentation, fieldwork and documentation.
- c) Develop collaborative and comparative engagement with creative methods and approaches, designed to equip students with flexible and ambitious strategies for developing artwork that is responsive to urban, rural or virtual contexts.
- d) Provide vital comparative experiences through diverse fieldwork opportunities from which to develop a repertoire of creative tools and conceptual strategies.
- e) Provide a distinctive critical framework to investigate and experiment with creative practice against a background of environmental awareness and action.
- f) Develop students' desk-based and practice-led research skills – to enable students to undertake a substantial investigation that addresses significant areas of arts theory and practice in relation to place.

8. Programme Intended Learning Outcomes

Graduates from the programme should demonstrate:

8.1 Knowledge and understanding

1. An ability to creatively engage with place, complexity, and transdisciplinarity through arts or curatorial practice.
2. An ability to address complex challenges that we are confronted with that require new ways of knowing and forms of collaborative engagement and practice.
3. A critical understanding of a range of arts residency models.
4. An ability to engage with place through fieldwork and research.

8.2 Cognitive and intellectual skills

1. An ability to select and use appropriate methods and concepts to support individual or collaborative practice and inter-transdisciplinary engagements with complexity.
2. Conceptual understanding that enables the critical evaluation of current research and advanced scholarship in the discipline.
3. Evidence an understanding of a range of methodologies to approach creative work addressing the complexity of place.
4. An ability to engage with peers in critical evaluation, information exchange and constructive feedback.

8.3 Key and transferable skills

1. An ability to lead and/or work in a team and to work collaboratively.
2. Written and verbal presentation skills, including the use of social media.
3. Project management skills.
4. Oral and written project proposal development and fundraising skills.

8.4 Employment related skills

1. Understanding of a number of technologies in relation to the areas studied.
2. An ability to deal with complex issues both systematically and creatively, make sound judgements, and communicate conclusions clearly to specialist and non-specialist audiences.
3. The independent learning ability required for continuing professional development self-direction and originality in tackling and solving problems, and acting autonomously in planning and implementing tasks at a professional or equivalent level.
4. A knowledge and understanding of pertinent professional practice contexts, the ability to develop professional practice project proposals and an ability to engage with social media for professional practice.

8.5 Practical skills

1. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
2. Creative practical skills (which might include designing and undertaking fieldwork, creative writing, printmaking, sound editing, digital film editing, painting, photography, curating etc.).
3. An ability to design and produce project documentation.
4. Project management skills including time management, budget management, project research and development, publicity, use of social media and distribution of outcomes.

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

Qualification(s) required for entry to the MA	Comments
BA (Honours) Degree	A first degree in an arts or humanities subject. All applicants will be required to present a portfolio of work. Where the first degree is not arts or humanities-related, a portfolio of work will be required in support of the application or experience that is equivalent.
Other non-standard awards or experience	A willingness to engage with the field of Arts and Place. Candidates will be considered with appropriate APCL and APEL subject to interview.
Interview requirements	All applicants are required to submit a portfolio of work and attend an interview, either at the School, or by skype.
IELTS or equivalent to an average score of 6.5	All overseas students requiring a Tier 4 visa who normally do not have an undergraduate degree awarded in English.
Independent Safeguarding Agency (ISA) or Criminal Record Bureau (CRB) clearance required.	May be required depending on type of projects and hosts engaged with.

Candidates who declare a disability upon admission will be referred to disability support for assessment and further recommendations regarding study support. The programme includes a number of field trips to network hosts – most are museums or other publicly funded sites that already provide good access for visitors with disabilities. One or two of the hosts (such as Outlandia) have limited access. We will ensure that all students have access to a good range of network hosts. This is clearly communicated to applicants during their admission interviews so they can make an informed decision on whether to accept the offer of a place. Throughout the course a range of options and support for all outdoor work are available to ensure the differing needs of student mobilities are catered for and every student is able to meet the learning outcomes of the modules concerned.

Dartington Hall Trust's application for registration with Office for Students is pending a decision. We have been informed that our application is complete and we should not expect any further queries to be raised. In the meantime, under transitional arrangements, we continue to hold a valid UKVI Tier 4 License enabling us to enrol full-time international students. We currently have no plans to recruit part-time international students. Our website and marketing materials make this clear.

10. Progression criteria for Final and Intermediate Awards

PGCert Arts and Place: successful completion of modules:

- SCH5454 Approaching Residencies (30 credits) +
- SCH5455 Urban Places *or* Contemporary Remote *or* Themes in Residency (30 credits).

PGDip Arts and Place: successful completion of modules:

- SCH5454 Approaching Residencies (30 credits) +
- SCH5455 Urban Places (30 credits) +
- SCH5456 Contemporary Remote (30 credits) +
- SCH5457 Themes in Residency (30 credits).

MA Arts and Place: successful completion of modules:

- SCH5454 Approaching Residencies (30 credits) +
- SCH5455 Urban Places (30 credits) +
- SCH5456 Contemporary Remote (30 credits) +
- SCH5457 Themes in Residency (30 credits) +
- SCH5458 Major Project/Dissertation (60 credits).

11. Non Standard Regulations

None

12. Transitional Arrangements

None

Appendices

Appendix 1: MA Programme Specification Mapping: module contribution to the meeting of Award Learning Outcome

Module	Credits	Core or elective C - E	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y - N	Assessment element(s) and weightings [use KIS definition] E1 - exam E2 - clinical exam T1 - test C1 - coursework A1 - generic assessment P1 - practical			
			8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills								
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					
SCH5454 Approaching Residencies FHEQ Level 7	30	C	X	X	X					X	X	X			X						X	X		Y	C1 100%		
SCH5455 Urban Places FHEQ Level 7	30	C	X	X	X	X			X	X	X	X			X	X	X				X	X	X	X	Y	C1 100%	
Learning Outcomes 60 credits			2	0	2	2	1	0	1	2	2	2			1	2	1	0	1	1	2	2	0				
SCH5456 Contemporary Remote FHEQ Level 7	30	C	X	X		X	X			X	X	X	X			X	X	X			X	X	X	X	Y	C1 100%	
SCH5457 Themes in Residency FHEQ Level 7	30	C	X	X		X	X			X	X	X	X			X	X	X			X	X	X	X	Y	C1 100%	
Learning Outcomes 120 credits			2	2	0	2	2			2	2	2	2			2	2	2			2	2	2	2	1		
SCH5458 Major Project/ Dissertation FHEQ Level 7	60	C	X	X	X	X	X	X			X	X	X	X	X	X	X	X			X	X	X	X	N	C1 100%	
Learning Outcomes 180 credits		1	1	1	1	1	1			1	1	1	1	1	1	1	1	1			1	1	1	1			
Confirmed Award LOs		5	3	3	5	4	1	3	4	5	5	1	4	5	4	1	3	4	5	5	2						

Appendix 2: Module Learning Outcomes

SCH5454 Approaching Residencies, FHEQ Level 7

1. Critically reflect on a range of arts residency models.
2. Articulate an understanding of the relationship between place and arts or curatorial practice.
3. Evidence an ability to develop and present a creative response to being 'in residence' at Dartington.
4. Demonstrate desk research and critical writing skills, along with fieldwork and documentation skills.
5. Demonstrate the development of creative practice skills.
6. Evidence the development of collaborative working skills with other students and with other people encountered in residence.

SCH5455 Urban Places, FHEQ Level 7

1. Critically reflect on the development of arts practice in urban residency contexts.
2. Articulate an understanding of the relationship between place and practice.
3. Engage with an urban residency site through fieldwork.
4. Demonstrate desk research and critical writing skills.
5. Demonstrate an ability to develop an urban residency project proposal.
6. Show a capacity to engage with peers in collaborative practice.
7. Demonstrate the development of professional practice skills.

SCH5456 Contemporary Remote, FHEQ Level 7

1. Critically reflect on the development of arts practice in rural or digital residency contexts.
2. Articulate an understanding of the relationship between place and practice.
3. Show an effective engagement with a rural or digital residency site through fieldwork.
4. Demonstrate desk research and critical writing skills.
5. Demonstrate the capability of developing a rural or digital residency project proposal.
6. Show a capacity to engage with peers in collaborative practice.
7. Demonstrate the development of professional practice skills.

Themes in Residency, FHEQ Level 7

1. Critically reflect on the development of arts practice in themed residency contexts.
2. Articulate an understanding of the relationship between place and practice, in response to a particular theme.
3. Demonstrate the ability to engage with a themed residency site through fieldwork.
4. Demonstrate desk research and critical writing skills.
5. Show a capacity to develop a themed residency project proposal.
6. Demonstrate the ability to engage with peers in collaborative practice.
7. Evidence the development of professional practice skills.

SCH5458 Major Project/Dissertation, FHEQ Level 7

1. Make a contribution to the development of arts and place theory and/or practice.
2. Critically develop and systematically test, analyse and appraise their own inquiries, drawing original conclusions and displaying methodological and theoretical rigour.
3. Critically engage with the theoretical literature relevant to the context they are working in, demonstrating the ability to analyse, evaluate, compare and contrast, and synthesise solutions for the given context.
4. Demonstrate advanced research skills and academic writing and/practice-based research skills.
5. Demonstrate team work in the production of a public project.

Appendix 3: Additional costs to students

The tuition fees for the programme are posted on our webpage:

<https://artsschool.dartington.org/postgraduate-programmes/>

under Programme Tuition Fees.

In addition to tuition fees, students can choose to pay for onsite accommodation and board in the Dartington Learning Community for two weeks for each of the first four modules (see current rate posted on the webpage above under Student Accommodation). They may, alternatively, opt to rent accommodation nearby or commute in and out of the campus if they live locally.

To book accommodation please use the following link:

<https://www.dartington.org/about/learning/resources-for-students/student-accommodation-request-form/>

Students will need to budget for 10 days x 3 modules accommodation and subsistence costs during the residency. These will vary from place to place. Students are advised to budget for approximately £500-£1000 for each of the residency costs.

Unless students are living onsite or locally, they will need to budget for the cost of travel to and from Dartington for the two sets of face-to-face teaching weeks and to and from the three residencies (with a student railcard). See Course Timetable for scheduled onsite teaching.

Other costs that students will incur on the programme are:

- Residency travel and accommodation cost. Students will be in residence at three cultural organisation (hosts), these will vary from year to year but each residency will require travel to and from the host, as far as Cornwall, London, Scottish Highlands. Note the current lists of hosts can be found on the MA Arts and Place website here: <https://artsschool.dartington.org/postgraduate-programmes/courses-ma-art-and-place/>
- Field trips travel. These will vary from year to year, but students will visit galleries and museums, both in conjunction with their residencies placement and as part of their general studies.
- Creative practice materials, specialist workshop facilities, final project production and presentation. These costs will vary depending on the type of creative practice students pursue and the final project that you present. Students should budget for these costs.
- Books and journals. All books and journals to be studied on the programme are available either in the Dartington Library or in University of Plymouth Library, but students may wish to purchase their own copies of a selection of key texts.
- International students will need to budget for the cost of a Tier 4 visa.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCH5454

MODULE TITLE: Approaching Residencies

CREDITS: 30

FHEQ LEVEL: 7

HECOS CODE: 101273 Combined Studies; 100059 Fine Art; 100862 Performing Arts

PRE-REQUISITES: No

CO-REQUISITES: No

COMPENSATABLE: Y (MA/PGDip), N (PGCert)

SHORT MODULE DESCRIPTOR:

A grounding in methods and concepts to support collaborative practice and intertransdisciplinary engagement with complexity. Using the Dartington estate as a residency focus, this module is an introduction to the history, theory and practice of making artworks in residency contexts. Techniques for engaging with site and community in relation to your own practice are developed.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	-	C1 (Coursework)	100%	P1 (Practical)	-
E2 (Clinical Examination)	-	A1 (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Arts and Place

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- a) To provide a grounding in methods and concepts to support collaborative practice and inter-transdisciplinary engagement with complexity.
- b) To critically engage with the history and theory of arts making in residency contexts.
- c) To explore techniques for engaging with sites and communities in residency contexts through creative work.
- d) To develop research, critical reading and writing skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PGCert Award/ Programme Learning Outcomes contributed to	PGDip Award/ Programme Learning Outcomes contributed to	MA Award/ Programme Learning Outcomes contributed to
1.Critically reflect on a range of arts residency models.	8.1.2	8.1.2	8.1.3
2.Articulate an understanding of the relationship between place and arts or curatorial practice.	8.1.1, 8.3.2	8.1.1, 8.3.2	8.3.2
3.Evidence an ability to develop and present a creative response to being 'in residence' at Dartington.	8.2.2, 8.5.1	8.2.2	8.1.1, 8.3.4
4.Demonstrate desk research and critical writing skills, along with fieldwork and documentation skills.	8.1.3, 8.5.2	8.1.3, 8.5.3	8.1.4, 8.5.3
5.Demonstrate the development of creative practice skills.	8.4.1	8.5.2	8.5.2
6.Evidence the development of collaborative working skills with other students and with other people encountered in residence.	8.3.1	8.2.3	8.2.4, 8.3.1, 8.4.1

DATE OF APPROVAL: 28/02/2020	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2020	SCHOOL/PARTNER: The Dartington Hall Trust
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Term 1

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 124

MODULE LEADER: Dr Jo Joelson

OTHER MODULE STAFF: tbc

Summary of Module Content

A range of residency models are explored including creating time and space for artists, production focused, themed, nomadic, virtual, cross-cultural, collaborative. Residencies offer opportunities for artists to create new work, interact with communities, places and issues, build audiences and profile, earn an income. They are of value to both host and artist. They might take place in arts-specific organisations or in non-art organisations. They might involve working to a brief on a theme, working with a particular group, such as children, refugees, people with dementia, or adults with learning difficulties. Students engage with the history, theory and practice of making art in residency contexts and undertake two case studies selected from a range of international artists' residency projects studied (2,000 words total). They will explore the complexities of place and make creative responses to that enquiry.

This module will use the Dartington estate as a 'residency' in which students explore and develop techniques for engaging with site and community in relation to their own practice. Students will pursue studio-based development of a project proposal as an outcome of the residency, which may involve, for examples, the development of drawings, models, prototypes, pilot performance, compositions, creative text, curated events. Students are encouraged to develop a residency project in collaboration, either with the whole class or with one or more members of the class. Students will participate in group feedback sessions with peers and tutors. Students will begin individual or group blogs, which they will maintain throughout their study.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	10	3 x face to face and 2 online lectures delivering the module introduction and critical presentations on the module topic and materials
Demonstrations	9	Library induction, creative practice workshop inductions
Practical classes and workshops	16	Fieldwork skills, research methods, documentation, writing blogs, online journal workshops
Supervised time in studio/workshop	6	Developing residency project with peers and tutor support
Seminars	6	2 x face to face
Independent Fieldwork	18	Fieldwork around the Dartington estate to a brief
Tutorials	1	Tutorials on project development and case studies
Guided independent study	234	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	Presentation of creative work in progress, accompanied by a portfolio comprising 500-word critical reflection on creative work in progress, two x 1,000-word case studies of residency projects studied	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	Portfolio comprising documentation of creative work completed during the module and two x 1,000-word residency case studies	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCH5455

MODULE TITLE: Urban Places

CREDITS: 30

FHEQ LEVEL: 7

HECOS CODE: 101273 Combined Studies; 100059 Fine Art; 100862 Performing Arts

PRE-REQUISITES: No

CO-REQUISITES: No

COMPENSATABLE: Y (MA/PGDip), N (PGCert)

SHORT MODULE DESCRIPTOR:

This module explores the development of arts practice in an urban residency context through fieldwork with a residency host and the development of a project. Students extend their understanding and creative engagement with the complexity of place into urban contexts.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	-	C1 (Coursework)	100%	P1 (Practical)	-
E2 (Clinical Examination)	-	A1 (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Arts and Place

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- e) To critically engage with the development of arts practice in urban residency contexts
- f) To develop an urban project proposal
- g) To develop research, critical reading and writing skills
- h) To develop creative practice in response to place.
- i) To develop fieldwork and documentation skills.
- j) To develop professional practice skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PGCert Award/ Programme Learning Outcomes contributed to	PGDip Award/ Programme Learning Outcomes contributed to	MA Award/ Programme Learning Outcomes contributed to
1.Critically reflect on the development of arts practice in urban residency contexts.	8.1.1	8.1.1, 8.1.2, 8.5.1	8.1.3, 8.4.2
2.Articulate an understanding of the relationship between place and practice.	8.1.1, 8.3.2	8.1.1, 8.3.2, 8.4.3, 8.5.3	8.3.2, 8.5.2, 8.5.3
3.Engage with an urban residency site through fieldwork.	8.1.3	8.1.3	8.1.4
4.Demonstrate desk research and critical writing skills.	8.1.3	8.1.3	8.5.1
5.Demonstrate an ability to develop an urban residency project proposal.	8.2.1, 8.2.3, 8.3.3, 8.3.4, 8.5.1, 8.5.2	8.2.2, 8.3.3	8.1.1, 8.2.1, 8.2.3, 8.3.4
6.Show a capacity to engage with peers in collaborative practice.	8.3.1	8.2.3, 8.3.1	8.2.4, 8.3.1
7.Demonstrate the development of professional practice skills.	8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3	8.3.4, 8.4.1, 8.4.2, 8.4.4, 8.5.2	8.4.1, 8.4.4

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 124

MODULE LEADER: Dr Jo Joelson

OTHER MODULE STAFF: tbc

Summary of Module Content

This module will explore development of arts practice in urban residency contexts, through fieldwork at one of the host locations. It offers an opportunity to deepen collaboration, explore forms of collaborative interdisciplinary engagement, offer value to the host and contribute to a network of learning about complexity and grand challenges. The hosts provide an orientation and introduction to the context and give feedback on the final proposals developed.

Working in collaboration with peers and with support from your tutor you will develop a new residency project proposal. You will give an oral presentation on the proposal to your peers, hosts and tutors. The presentation should be supported by visual, performative, sonic or sculptural material, a model or schematic, a creative text or any other pertinent means of materialising your ideas. You will write a 500-word critical account of the project development process and outcomes and your role within it.

You will further enact techniques for engaging with place introduced in the first module, such as walking/deriving, photography (still, moving, drone), sketching, extending through imaginary transpositions, interviews, historical research and so on.

This module also includes development of professional practice skills, which continues throughout the course. These skills include understanding contracts and briefs, writing proposals, gaining funding, pitching ideas, giving presentations, blogging, developing workshop and facilitation skills, enhancing time management and project management skills.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	8	2 x face to face and 2 online lectures delivering the module introduction and critical presentations on the module topic and materials
Seminars	12	2 x face to face and 4 online
Fieldwork	30	Guided fieldwork at the host location over 10 days
Workshops	8	Professional practice workshops
Supervised work in the studio/workshop	6	Developing the residency project
Tutorials	1	Face to face and online tutorials
Guided independent study	235	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	Oral Presentation on Residency Project	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	3,000 word critical reflection on residency project	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCH5456

MODULE TITLE: Contemporary Remote

CREDITS: 30

FHEQ LEVEL: 7

HECOS CODE: 101273 Combined Studies; 100059 Fine Art; 100862 Performing Arts

PRE-REQUISITES: No

CO-REQUISITES: No

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

This module explores the development of arts practice in a rural or digital residency context through fieldwork with a residency host and the development of a project. It further develops students creative engagements with the complexities of place.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	-	C1 (Coursework)	100%	P1 (Practical)	-
E2 (Clinical Examination)	-	A1 (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Arts and Place

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- k) To critically engage with the development of arts practice in rural or digital residency contexts
- l) To develop a rural or digital project proposal
- m) To develop research, critical reading and writing and creative practice skills.
- n) To develop fieldwork and documentation skills
- o) To develop collaborative working skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PGDip Award/ Programme Learning Outcomes contributed to	MA Award/ Programme Learning Outcomes contributed to
1.Critically reflect on the development of arts practice in rural or digital residency contexts.	8.1.1	8.1.2
2.Articulate an understanding of the relationship between place and practice.	8.4.3, 8.5.2, 8.5.3	8.1.1, 8.5.2
3.Show an effective engagement with a rural or digital residency site through fieldwork.	8.1.3	8.1.4
4.Demonstrate desk research and critical writing skills.	8.2.1, 8.5.1	8.2.3, 8.3.2, 8.5.1
5.Demonstrate the capability of developing a rural or digital residency project proposal.	8.3.4, 8.4.2, 8.5.4	8.3.4, 8.4.2, 8.5.3
6.Show a capacity to engage with peers in collaborative practice.	8.2.1, 8.2.3, 8.3.1	8.2.1, 8.2.4, 8.3.1
7.Demonstrate the development of professional practice skills.	8.3.2, 8.4.1, 8.4.4	8.4.1, 8.4.4

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 124

MODULE LEADER: Dr Jo Joelson

OTHER MODULE STAFF: Adam Chodzko

Summary of Module Content

This module explores the development of arts practice in rural or virtual residency contexts, through fieldwork at one of the host partners. It offers an opportunity to deepen collaboration, explore forms of collaborative interdisciplinary engagement, offer value to the host, and contribute to a network of learning about complexity and grand challenges. The hosts will provide an orientation and introduction to the context and give feedback on the final proposals developed. Working in collaboration with peers and with support from your tutor you will develop a residency project proposal. You will create and present a blog or other online documentation of your work in progress and final outcomes. You will write a 500-word critical account of the project development process and outcomes and your role within it.

This module also includes development of professional practice skills, which continues throughout the course. These skills include understanding contracts and briefs, writing proposals, gaining funding, pitching ideas, giving presentations, blogging, developing workshop and facilitation skills, enhancing time management and project management skills.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	8	2 x face to face and 2 online lectures delivering the module introduction and critical presentations on the module topic and materials
Seminars	12	2 x face to face and 4 online
Fieldwork	30	Guided fieldwork at host location over 10 days
Supervised work in the studio/workshop	6	Developing the residency project
Workshops	8	Developing professional practice skills
Tutorials	1	Online tutorials
Guided independent study	235	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	Presentation of Residency Work in Progress and Outcomes through a blog or other online means with 500-word critical reflection	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	3,000-word critical reflection on residency project	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCH5457

MODULE TITLE: Themes in Residency

CREDITS: 30

FHEQ LEVEL: 7

HECOS CODE: 101273 Combined Studies; 100059 Fine Art; 100862 Performing Arts

PRE-REQUISITES: No

CO-REQUISITES: No

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

This module explores the development of arts practice in response to themed residency contexts through fieldwork with a residency host and the development of a project. It allows students to make work in response to key issues such as social justice, climate change, the role of cultural workers in contemporary society and well-being.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	-	C1 (Coursework)	100%	P1 (Practical)	-
E2 (Clinical Examination)	-	A1 (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Arts and Place

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- p) To critically engage with the development of arts practice in themed residency contexts
- q) To develop a themed project proposal
- r) To develop research, critical reading and writing skills
- s) To develop creative work in response to place.
- t) To develop professional practice skills.
- u) To develop collaborative working skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	PGDip Award/ Programme Learning Outcomes contributed to	MA Award/ Programme Learning Outcomes contributed to
1.Critically reflect on the development of arts practice in themed residency contexts.	8.1.1	8.1.2
2.Articulate an understanding of the relationship between place and practice, in response to a particular theme.	8.4.3, 8.5.2, 8.5.3	8.1.1, 8.3.2, 8.5.2
3.Demonstrate the ability to engage with a themed residency site through fieldwork.	8.1.3	8.1.4
4.Demonstrate desk research and critical writing skills.	8.2.1, 8.5.1	8.2.3, 8.5.1
5.Show a capacity to develop a themed residency project proposal.	8.3.2, 8.3.4, 8.4.2, 8.5.4	8.2.1, 8.3.4, 8.4.2, 8.5.3, 8.5.4
6.Demonstrate the ability to engage with peers in collaborative practice.	8.2.3, 8.3.1	8.2.4, 8.3.1
7.Evidence the development of professional practice skills.	8.3.3, 8.4.1, 8.4.4	8.4.1, 8.4.4

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 124

MODULE LEADER: Dr Jo Joelson

OTHER MODULE STAFF: Adam Chodzko

Summary of Module Content

This module will explore development of arts practice in themed residency contexts, through fieldwork at one of the host partners. For example, fieldwork in locale might focus on developing a residency project proposal on one of the themes of wellbeing, impacts of climate change such as flooding, art and astronomy. The module offers an opportunity to deepen collaboration, explore forms of collaborative interdisciplinary engagement, offer value to the host, contribute to a network of learning about complexity and grand challenges. The hosts will provide an orientation and introduction to the context and give feedback on the final proposals developed. Working in collaboration with peers and with support from your tutor you will develop a residency project. You will write a 500-word critical account of the project development process and outcomes and your role within it.

This module also includes development of professional practice skills, which continues throughout the course. These skills include understanding contracts and briefs, writing proposals, gaining funding, pitching ideas, giving presentations, blogging, developing workshop and facilitation skills, enhancing time management and project management skills.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	8	2 x face to face and 2 online lectures delivering the module introduction and critical presentations on the module topic and materials
Seminars	12	2 x face to face and 4 online
Fieldwork	30	Guided fieldwork at host location over 10 days
Supervised work in the studio/workshop	6	Developing the residency project
Professional practice workshop	8	Online workshop on professional practice skills
Tutorials	1	Online tutorials
Guided independent study	235	Students will be expected to spend significant time during the module, and in the completion of their projects studying independently.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	Public exhibition of work in progress residency project in situ or at Dartington accompanied by a 500-word critical reflection	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	Documentation of work in progress residency project accompanied by 1,000-word critical reflection	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-

To be completed when presented for Minor Change approval and/or annually updated

Updated by:
XX/XX/XXXX

Date:

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCH5458 **MODULE TITLE:** Major Project/Dissertation
CREDITS: 60 **FHEQ LEVEL:** 7 **HECOS CODE:** 101273 Combined Studies; 100059 Fine Art; 100862 Performing Arts
PRE-REQUISITES: 180M Level credits **CO-REQUISITES:** No **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR:

The Major Project/Dissertation enables students to pursue a creative project of their own interest, or an academic essay interrogating arts and place, arts practice in residency theory and practice, or a combination of both (50/50). The outcome is presented in the public domain at Dartington or at one of the host residency locations.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)

E1 (Examination)	-	C1 (Coursework)	100%	P1 (Practical)	-
E2 (Clinical Examination)	-	A1 (Generic assessment)	-		
T1 (Test)	-				

SUBJECT ASSESSMENT PANEL to which module should be linked: MA Arts and Place

Professional body minimum pass mark requirement: Not applicable

MODULE AIMS:

- Enable students to undertake a substantial investigation that addresses significant areas of arts and place theory and practice;
- Enhance students' ability to develop a well-thought out, detailed project proposal and to present artwork in the public domain
- Extend students' powers of critical evaluation drawing on, and synthesising a range of ideas and information in innovative ways in a substantial investigation addressing a significant area of theory and/or practice;
- Develop understanding and ability to evaluate research techniques;
- Develop ability to work in a team;
- Develop professional practice skills and knowledge.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	MA Award/ Programme Learning Outcomes contributed to
1. Make a contribution to the development of arts and place theory and/or practice;	8.1.1, 8.1.2, 8.1.3, 8.4.2, 8.5.2
2. Critically develop and systematically test, analyse and appraise their own inquiries, drawing original conclusions and displaying methodological and theoretical rigour.	8.1.4, 8.2.1, 8.4.3
3. Critically engage with the theoretical literature relevant to the context they are working in, demonstrating the ability to analyse, evaluate, compare and contrast, and synthesise solutions for the given context.	8.2.2, 8.5.1
4. Demonstrate advanced research skills and academic writing and/practice-based research skills.	8.3.2, 8.4.1, 8.5.3
5. Demonstrate team work in the production of a public project.	8.3.1, 8.3.3, 8.3.4, 8.5.4

DATE OF APPROVAL: 28/02/2020	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 01/09/2020	SCHOOL/PARTNER: The Dartington Hall Trust
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: Term 3

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023/2024

NATIONAL COST CENTRE: 124

MODULE LEADER: Dr Jo Joelson

OTHER MODULE STAFF: Adam Chodzko

Summary of Module Content

Having completed the grounding residency and three further explorations of place and complexity, for their final project, students will research, form, convene, and curate a further place-based project to apply the knowledge, skills, and experience they have acquired. The focus would be on exploring the potential of their new skills and experience to deepen knowledge of complexity and make a contribution of value to hosts, the settings, and places. The major project/dissertation module enables students to undertake a substantial investigation that addresses significant areas of arts and place theory and practice. This might take the form of a 15,000-word dissertation, or an arts project presented in the public domain, or a 50/50 combination of the two. It will arise from a subject of the students' choosing and agreed upon with their supervisors. Students develop their proposals and projects in consultation with their project/dissertation supervisor. The work builds on the development of knowledge and understanding and the research methodology skills acquired in the previous modules. Assessment will be made of the student's ability to apply knowledge gained over the course of the taught elements of the master's in innovative ways. Students may work collaboratively or independently.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Research skills and methods	12	Advanced research skills workshops.
Tutorials	6	The supervisor will provide 6 hours of tutorial support and advice over the course of the major project/dissertation.
Peer-to-peer learning	20	Students will participate in regular self-organised peer-to-peer seminars and work in progress feedback sessions over the course of the major project/dissertation module, some of which will be face to face and others will be online
Supervised time	12	Tutor support for student-led end of year public event and/or publication
Independent Project	556	Students will be expected to have the capacity to devise, develop and deliver an arts and place project, or academic dissertation that advances arts and place theory and practice, managing their time and the dissertation process, critically analysing both the discipline and their own practice. They are expected to demonstrate innovative and independent practice at this stage, either individually or working in collaboration.
Total	600	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Test		-
Coursework	15,000-word dissertation, or creative practice-led research project presented in the public domain, or a 50/50 combination of the two	100%
Practical		-
Clinical Examination		-
Generic Assessment		-

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		-
Coursework (in lieu of the original assessment)		-
Coursework	15,000-word dissertation	100%
Practical		-
Clinical Examination		-
Generic Assessment		-
Test		-