Programme specification

1. Overview/ factual information

Programme/award title(s)	MA Creative Education: Making Learning
Teaching Institution	Plymouth College of Art
Awarding Institution	Plymouth College of Art
Date of latest validation	April 2017
Next revalidation	2022
Credit points for the award	180
UCAS Code	Not applicable
Programme start date	October 2017
Underpinning QAA subject benchmark(s)	The QAA Masters Characteristics statements have been consulted. Subject benchmarks for BA (hons) Art & Design and BA (hons) Education Studies have also been addressed in the development of the proposed course.
Professional/statutory recognition	Not applicable
Duration of the programme for each mode of study (P/T, FT,DL)	MA: 1 year full-time; 2 years part-time
Dual accreditation (if applicable)	Not applicable
Date of production/revision of this specification	March 2017
External Examiner	Annie Davey Lecturer MA Art and Design Education UCL Institution of Education

2. Programme aims and objectives

2.1 Educational aims and objectives

MA Creative Education: Making Learning:

1. To equip students with the necessary knowledge, cognitive abilities and professional skills to undertake critically-informed practice-based research focused on the relationship between creative and educational practice.
2. To place educational practice within the dynamically changing context of the contemporary art, design and media world.
3. To promote critical thinking and communication of critical thought at an advanced level.
4. To enable the development of students' critical self-awareness, their ability to identify and address strengths and weaknesses, and to be reflective practitioners in their chosen field.
5. To facilitate a critical forum for enquiry into the role of creativity in education across educational levels, in formal and informal learning contexts.
6. To support students to establish an ethical and philosophical framework that enables them to engage with integrity the complex contemporary social, cultural, environmental, economic and local/global issues that affect educational practice.
7. To encourage students to look beyond the locus of their current practice, in order to imagine and extend their 'ways of being' and 'ways of knowing'.
8. To provide a context for the development of intellectually rigorous, theoretically informed and innovative educational research focused on creativity.
9. To enable students cogently to challenge orthodoxy in educational practice by designing, executing and disseminating research in creative education.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This award forms one potential progression opportunity from the College's group of undergraduate awards for students. Students who want to explore the relationship between the arts and learning study on the **MA Creative Education: Making Learning** on submission of an appropriate research proposal.

As indicated in the Background document the **MA Creative Education: Making Learning** does not provide professional accreditation for teaching. In order to attract students of all ages within the widening participation agenda, applicants may be assessed for Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL) in order to ascertain whether their overall academic and professional learning experiences equip them for studying at postgraduate level, Level 7.

3. Programme outcomes

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
At Certificate and Diploma Stage Students will be able to: 1. Display a systematic understanding of current theoretical perspectives that address the relationship between arts and learning. 2. Demonstrate enhanced understanding of how the impact of debates about creativity affect their professional context. 3. Demonstrate knowledge of research methods and issues in education and an ability to select appropriate methods for the study of their own practice. 4. Demonstrate understanding of the ethical demands of research in educational settings. **At Masters Stage:** 5. Demonstrate comprehensive and systematic application of research and scholarship methodologies through a self-initiated practice- or theory-based research project.	**Learning & Teaching strategy** Module Delivery including lectures, seminars and group crits. Module Assignments Peer Interaction, Independent Learning and Private Study-time Group and 1:1 tutorial support. **Assessment strategy** Formative Tutor Assessment Formative Peer Assessment Summative Assessment Module Assignments Group Work (supporting peer interaction) Statements of Expectation and Professional Development Plans.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
At all stages students will be able to: 1. Apply theoretical understanding to reflections on practice or proposed practice. 2. Identify and critique positions and arguments in texts and other discourse in a chosen area of study. 3. Critically evaluate their own practice in light of theory and current debates in a creative learning context, demonstrating an ability to practice reflectively.	**Learning & Teaching strategy** Module Delivery including lectures, seminars and group crits. Module Assignments Peer Interaction, Independent Learning and Private Study-time Group and 1:1 tutorial support. **Assessment strategy** Formative Tutor Assessment Formative Peer Assessment Summative Assessment Module Assignments Group Work (supporting peer interaction) Statements of Expectation and Professional Development Plans.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/assessment methods – across all levels**
At all stages students will be able to: 1. Recognise the diversity of contemporary engagements between contemporary creative arts and education and synthesise this knowledge in practice. 2. Identify, review and evaluate their own learning needs in order to set and monitor personal learning objectives for the course. 3. Apply theoretical perspectives to critically evaluate and improve practice by generating new insights in their chosen professional or creative context. 4. To clearly and succinctly communicate a research project in written and spoken form.	**Learning & Teaching strategy** Module Delivery including lectures, seminars and group crits. Module Assignments Peer Interaction, Independent Learning and Private Study-time Group and 1:1 tutorial support. **Assessment strategy** Formative Tutor Assessment Formative Peer Assessment Summative Assessment Module Assignments Group Work (supporting peer interaction) Statements of Expectation and Professional Development Plans.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods – across all levels**
At all stages students will be able to: 1. Use a range of generally transferable intellectual skills including research methodologies, report writing and the use of relevant ICT. 2. Work effectively as part of a team by applying appropriate participatory approaches and methods and by demonstrating professionalism, flexibility and leadership. 3. Clearly articulate their values in terms of their creative practices, educational ethos and professional commitment. 4. Demonstrate an ability to examine the relationship between creativity and transformative change, as a learner, as an educator, or in relation to wider societal agendas.	**Learning & Teaching strategy** Module Delivery including lectures, seminars and group crits. Module Assignments Peer Interaction, Independent Learning and Private Study-time Group and 1:1 tutorial support. **Assessment strategy** Formative Tutor Assessment Formative Peer Assessment Summative Assessment Module Assignments Group Work (supporting peer interaction) Statements of Expectation and Professional Development Plans.

4. Programme Structure

	Year 1/level 7		
Part-time year 1	**Teaching block 1**	**Teaching block 2**	**Teaching block 3**
	101 - 30 Credits	102 - 30 Credits	201 - 60 Credits

	Year 2/level 7		
Part-time year 2	**Teaching block 1**	**Teaching block 2**	**Teaching block 3**
	301 - 60 Credits		

5. Distinctive features of the programme structure

The most distinctive feature of the **MA Creative Education: Making Learning** is its setting, the 'continuum of creative learning' that includes PCA and PSCA. The programme is able to draw upon PCA and PSCA staff and activities to place theoretical insights in the context of a live investigation, spanning from pre-school to postgraduate, into the practice of creative education. This setting provides a unique opportunity to develop research using innovative methodological and theoretical approaches, informed by the network provided by an institution that is committed to creative pedagogy and where creativity is explored and problematised.

The programme structure is devised in order to foster dialogue between practitioners across education levels and between formal and informal learning contexts, including educators and artists, makers, curators and other who want to deepen their understanding of creativity and learning. This ambition, we feel, makes sense because of the rich resources provided by the 'continuum of creative learning' at PCA and PSCA.

The programme structure for the **MA Creative Education: Making Learning** is informed by experience gained from delivering cross-disciplinary practice-based Masters programmes in the Graduate School at Plymouth College of Art. MA delivery in the Graduate School uses a generic module structure (3 x 60 credit modules) with common learning outcomes for all of the courses on its suite of MA programmes:

- MA Fine Art
- MA Painting
- MA Drawing
- MA Printmaking
- MA Illustration
- MA Photography
- MA Contemporary Crafts
- MA Entrepreneurship for Creative Practice.

The benefit of this common structure is that it allows discipline specific practice-based research to be complemented by cross-disciplinary taught delivery that encourages investigation of boundaries, hybridisation of disciplines and encourages collaborative practice, the latter being a key feature of today's Creative and Cultural Industries. Our existing programmes are delivered successfully using this model.

The **MA Creative Education: Making Learning** will draw upon elements of our experience with this delivery model in order to provide cross-disciplinary context for research into creative learning, available to educators, artists, makers and curators. However, the 3 x 60 credit module structure will be adapted to address the relationship between somewhat different research context for studies into the relationship between arts and learning. The key difference in structure is that the PG Cert will be divided into two 30-credit modules.

*Covered in **Module 101: Arts and Learning*** (30 credits)

- Refresh, enliven and embed key research skills and capability.
- Give licence to experiment and go beyond normal/comfortable modes of practice.
- Introduce theoretical, historical and international context for relationship between arts and learning.
- Experiment with different written modes and methods of documenting creative activity

*Covered in **Module 102: Practice as Research*** (30 credits)

- Introduce key methodologies for research into creative learning and practice-based research in art and design.
- Introduce and apply principles of research design.
- Identify key issues for research ethics in creative education.
- Develop academic writing, reading and research skills.
- Write a preliminary research proposal.

*Covered in **Module 201: Creativity, Critique and Social Transformation*** (60 credits)

- Understand the diversity of approaches to creativity beyond the arts.
- Develop cognitive, practical and professional skills by undertaking research that explores the social context of creative experience.
- To explore critical approaches to creativity and personal and social transformation.

*Covered in **Module 301: Final Masters Project*** (60 credits)

- Students produce a substantial piece of educational research or practice-based creative research and evaluation which intervenes in the creative learning field.

The programme structure allows cross-disciplinary practice and perspectives in the modules 101, 102, 201 and 301 that will generate a healthy environment of knowledge transfer between disciplines, encourage critical exchange between educational research and practice-based research in art and design and stimulate collaborative practice.

The overarching ambition which informs the ethos of the **MA Creative Education: Making Learning**, and the other MA delivery in the PCA Graduate school, is to activate postgraduate students so they can become critically-informed change agents in their chosen field(s).

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering and assessing particular programme learning outcomes.

Knowledge and Understanding

Module	A1	A2	A3	A4	A5
101	x				
102			x	x	
201		x	x		
301					x

Cognitive Skills

Module	B1	B2	B3
101		x	
102	x		
201		x	
301			x

Practical and professional skills

Module	C1	C2	C3	C4
101	x			
102		x		
201			x	
301				x

Key/transferable skills

Module	D1	D2	D3	D4
101	x			
102		x		
201				x
301			x	

Annex 2

Masters Programmes – Learning, Teaching and Assessment Strategy

The Learning and Teaching strategy developed for the MA, Postgraduate Certificate and Diploma has been designed to address the needs for a project-led programme that incorporates significant elements of critical cultural study, and/or sustainability study, and practice. Creative practice development is seen as synergistic to these key needs by engaging the student in the acquisition of a range of creative, intellectual and professional practice related practical skills.

As the programme progresses, we increasingly expect students to be testing themselves and what they have learned by operating as practitioners. As part of this *modus-operandi* the students themselves are encouraged to play an active role in ensuring that their newly developed knowledge, including that derived from taught sessions, research, project-based initiatives, internship and work-related experiences, is relevant to their practice needs and future career aspirations. The programme assists them in this requirement to continually reflect on the inter-relationship between aspiration, programme content and practice, through a variety of methods and requirements; for example, written proposals and assignments, collaborative work, presentations, tutorials and critiques, etc.(see list below)

Module Delivery:

The modules will be delivered in two distinct ways. Generic elements of modules involving core research skills and other shared elements will be delivered through a combination of whole group taught lectures, group workshops, small projects, presentations and seminars, resulting in students applying this knowledge to their field of practice. The core curricula areas will be supplemented by tutorial support which is tailored to the specific needs of students with regard their institutional setting and/or creative role as teacher, artist-educator, artist, designer or curator.

Both theoretical and practice-based elements will initially be taught through lectures and workshops to underpin the essential masters level research, contextualisation, reflection, analysis and synthesis, but will increasingly become more student-led with the cohort expected to facilitate seminars, presentations, conferences, exhibitions and discussions around topics and themes relevant to their evolving practice.

Of particular value at postgraduate level within multi-disciplinary practitioners is the peer-to-peer discussion, knowledge exchange and critique, which we refer to as 'mutual learning'. This type of learning is encouraged throughout the life of the programme. See below – 'peer interaction'.

Across the whole programme, delivery will be in the form of lectures; seminars; group/individual tutorials; set and individually tailored reading; group critiques and discussions; workshop demonstrations; the production of research essays; the giving of presentations, the concise communication of concepts and practice outputs, exhibitions and other appropriate teaching and learning approaches.

The whole programme will be delivered in workshops, seminars, tutorials and online through the College's VLE. Other online resources are used as appropriate to reinforce skill building, meeting Learning Outcomes and building networking skills, such as wikis, nings, web sites and blogs.

Module Assignments:

Assignments, of varying length, are the main platforms for structured learning in both practice and theory within all modules. Either individual or group-based, they are designed to develop appropriate skills and knowledge as specified in the module descriptors. Assignment supporting documentation will include, as appropriate: guidance notes (including notes on literature searching/web searching); research and information resources (print and web-based, and handouts); and opportunities to apply theoretical perspectives in practice. Reflecting the level and student-orientated focus, many assignments will invite varying responses and levels of interpretation, as they require students to react in relation to their practice needs.

Peer Interaction, Independent Learning:

Inter-student interaction to discuss and negotiate ideas and methods is a compelling way of learning – referred to above as 'mutual learning'. For these reasons peer interaction and independent learning are all considered key components in the learning strategy and are reflected throughout the programme - from the overall structuring of the programme levels, through individual modules, to specific assignments which direct and establish outcomes that lend structure to these activities. Students will also be expected to continue these discussions through setting up and running seminars, utilising group online forums and by inviting specific speakers and visiting artists to make presentations on topics relevant to common themes.

Statements of Expectations and PDPs:

Critical reflection and self-evaluation are essential elements of these Masters level programmes, thus encouraging and enabling the selection of, and discrimination between, appropriate actions and outcomes. For this reason critical reflection and self-evaluation are embedded across the programme.

Goal setting, evaluation, and position statements are used throughout the postgraduate programme as they enable the student and supervisor/tutor to negotiate modes of working and outcomes that both satisfy the learning outcomes whilst challenging and supporting the students' developing practice. At the end of each assignment students will be asked to reflect on their learning, examine what has been achieved to date and to look to the next module and the future to identify ongoing issues and development needs.

Assessment strategy
Assessment is entirely by coursework and relates directly to the intended learning outcomes as stated in the definitive module records and assignments. It is the College's intention that assessment should not merely be the submission of finished work for grading but an active learning opportunity. Additionally, in this programme it is vital that the work required supports the individual's practice and development needs.

Formative Tutor Assessment:
Extensive use is made of formative assessment and feedback to support student progress and evaluate knowledge and understanding throughout the programme. All the activities identified under 'Module Delivery' in the Teaching and Learning Strategy (see above) constitute formats for providing formative feedback. Formative Assessments at the halfway point in assignments prove invaluable to students' understanding of their progress and issues to address for the Summative Assessment – this is achieved by tutors and peers providing verbal and written feedback to oral presentations by students of their work.

Formative Peer Assessment
Peer assessment requires the student to place themselves in the role of the assessor and make judgments, based on the assessment criteria, about the strength and validity of their own and others' work. It not only helps the student to develop more than just a surface understanding of others' work and develops critical and evaluative skills it also helps to foster a supportively critical studio/workshop environment.

Peer assessment usually takes place in group critiques. The assessment is structured around discussion followed by anonymously completed peer assessment feedback sheets. These written sheets are collected by the tutor and are either copied directly to the students or useful comments are collated by the tutor for feedback to the student in tutorials.

Summative Assessment
Summative assessment takes place upon completion of a module assignment and includes the assessing and grading of the outcomes. These outcomes will include: research and preparatory work, production artefacts, group work (where this forms an important and necessary part of the assignment), structured verbal discourses, presentations, seminars, conferences, essays and reports. Summative assessments will be double-clean marked by two members of the student's supervision team.

Module Assignments:
Information relating to the requirements for presentation of completed assignment work and its assessment will be specified within each assignment. It will include a description of the assessment protocol for group work where such work forms an important and necessary part of the assignment.

Group Work (supporting peer interaction):
Where group work forms an important and necessary part of an assignment the performance of the group will be an element within the summative assessment of that assignment. However, students will be expected to keep thorough records and critical reflections on their own and their peers activities and performance, which will be used to define individual's grades.