

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:  
MA CREATIVE ARTS EDUCATION**

*This document is a hybrid version for 2017/18<sup>1</sup>*

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2017/18]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

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<sup>1</sup>This version combines Section A of the new 2016/17 Programme Specification template (which combines the following sections of the Programme Specification 2015/16: A, B, C, F and table of units) and the following sections of the 2015/16 Programme Specification for the course: Course Aims; Course Outcomes; Summary of Distinctive Features of the Course; Learning, Teaching & Assessment; Enhancing the Quality of Learning & Teaching.

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>2</sup>	
Final Award Title and Type	Master of Arts	
Course Title	Creative Arts Education	
Course Location and Length	Campus: Epsom	Length: 2 years
Period of Validation	2014/15 to 2018/19	
Name of Professional, Statutory or Regulatory Body	Higher Education Authority	
Type of Accreditation	<p>Course aligns to Descriptor 3 (and 2) of the UK Professional Standards framework for teaching and supporting learning in Higher Education with Unit 7007 accredited to Descriptors 3 (and 2)</p> <p>- Successful completion of unit ECAE7007 will enable candidates to prepare a portfolio of evidence in support of a claim for professional recognition as Senior Fellow (&amp; Fellow) with the Higher Education Academy to be determined by the UCA Professional Recognition Panel.</p>	
<p>Entry criteria and requirements<sup>3</sup></p> <p>Post Graduate Certificate in Creative Arts Education (UCA) or,            Post Graduate Certificate in Learning and Teaching/Higher Education Academic practice/equivalent from another institution or,            Diploma to Teach in the Lifelong Learning Sector (DTLLS) or,            Fellowship of the Higher Education Academy,</p> <p>and 5 years (full-time equivalent) supporting learning practice,</p> <p>and 1 day a week or equivalent (minimum) of work in a teaching/supporting learning role at UCA and/or other Further Education and Skills or Higher Education establishment.</p> <p>Consideration will be given to applicants who do not have a PGC in Learning &amp; Teaching (or equivalent) or Fellowship of the HEA but can make a strong case for admission on the basis of substantial teaching experience.</p>		

<sup>2</sup> Regulated by the Higher Education Funding Council for England

<sup>3</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Overall methods of assessment <sup>4</sup>	Written exams:	Practical exams:	Coursework:
Course	0%	0%	100%
Overall Learning & Teaching hours <sup>5</sup>	Scheduled:	Independent:	Placement:
Course	22.4%	47.6%	30%
General level of staff delivering the course <sup>6</sup>	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Mode of Study	Full-time		Part-time ✓
Language of Study	English		
Subject/Qualification Benchmark Statement: QAA Master's Degree Characteristics Professional Standards for the FE and Skills Sector UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education to Descriptor (3) and 2			
Framework for Higher Education Qualifications (FHEQ)			

The course structure

The structure of all of the University's awards complies with the University's

<sup>4</sup> As confirmed for the KIS course stage data: the overall percentage in terms of Written exams; Practical exams and Coursework

<sup>5</sup> As confirmed for the KIS course stage data: the overall percentage by stage

<sup>6</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

Common Credit Framework. All students are registered for a particular award. Exit awards are available to students in line with 6.7 of the Common Credit Framework.

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year 1				
ECAE7004 Critical Issues in Creative Arts Education	7	30	Core	
ECAE7005 Investigating Pedagogy in the Creative Arts	7	30	Core	
Year 2				
ECAE7006 Researching Pedagogy in the Creative Arts	7	40	Core	
ECAE7007 Reflective Account of Professional Pedagogic Practice	7	20	Core	

## COURSE AIMS

In addition to the aims detailed in the PGC, the MA (top-up) aims to:

- A1 develop participants' knowledge of critical issues in creative arts education through a seminar series and independent study
- A2 develop participants' knowledge of creative teaching/professional supporting learning practices through a seminar series and independent study
- A3 enhance participants' knowledge of, and ability to use, a range of research methodologies and methods appropriate to their art and design teaching and/or professional supporting learning practice
- A4 provide an academic environment that supports the development of two substantive pieces of independent research
- A5 enable participants to critically reflect on their teaching/professional supporting learning practice
- A6 align to Descriptor 3 (and 2) of the UK Professional Standards Framework for teaching and supporting learning in higher education and the Professional Standards for the Further Education and Skills Sector and make this alignment explicit throughout the course

## COURSE OUTCOMES

In addition to the course outcomes detailed in the PGC, students are able to demonstrate:

### Knowledge of:

- LO1 a range of critical issues relevant to pedagogy/professional supporting learning practice in creative arts settings
- LO2 a range of appropriate research methods that will facilitate the design and production of a relevant piece of research
- LO3 the relevant professional standards for own context
- LO4 a context relevant topic to form the focus of an in-depth piece of research
- LO5 a wider range of appropriate research methodologies and methods
- LO6 relevant professional standards for own context

### Understanding through:

- LO7 evaluation of, and critical reflection on, a range of critical issues
- LO8 identification of a problem or issues to research
- LO9 designing, developing and undertaking research that is relevant to participants' professional role and context
- LO10 conducting a relevant and robust literature review
- LO11 using appropriate research methods
- LO12 establishing a theoretical framework
- LO13 analysing findings, drawing conclusions and reporting on the investigation
- LO14 evaluating and critically reflecting on the research outcome
- LO15 critical reflection on own professional support for learning and/or pedagogic practice
- LO16 interrogation of own strengths and development needs
- LO17 critical engagement with the relevant professional standards for own context

### Application of:

- LO18 theory to practice to enhance pedagogic/professional supporting learning practice
- LO19 research knowledge to facilitate a robust research output
- LO20 pedagogic research findings to enhance pedagogic practice and student learning

LO21	new ideas and approaches to practice gained through critical reflection on practice
LO22	a range of reflective tools and concepts to facilitate deep critical engagement with practice and future development intentions.

## **SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE**

*“Enquire into pedagogy in connection with issues around creative arts disciplines and professional support. Be encouraged to have an international outlook.”*

Participants are introduced to a wide range of issues and scholarship relating to professional teaching/supporting learning roles and contexts. The issues will open up possibilities for research. Research methodologies and methods will be presented so that participants can construct and implement a research project into an area of interest that is relevant to their context.

In preparation for the second research project, participants will be invited to present two or three possibilities for a further, larger study to their peers. Enticed by a wide ranging bibliography and list of references, participants will be encouraged to use discipline/professional domain related theories and research approaches to explore and disseminate their chosen topic for research.

In the final unit participants have the opportunity to critically reflect on their learning during the MA programme by producing a reflective account of practice. This will include a reflective overview of how their pedagogic/professional supporting learning role has developed over the duration of the course. Research projects undertaken on the course will be used as reflective tools. Participants will use these and other critical reflections to demonstrate alignment to the relevant professional standards, and will provide an opportunity for those whose professional supporting learning practice is located in the higher education context to evidence engagement with the dimensions of the UK Professional Standards at Descriptor 3 (or 2) and if appropriate, may submit the outcome of this unit for review by a Professional Recognition Panel (specifically convened for this purpose) to apply for the award of Senior Fellow (or Fellow) of the HEA..

## **LEARNING, TEACHING AND ASSESSMENT**

In a series of one day seminars, a range of issues and topics will be presented to the participants. Formative tasks in the online environment will typically be used to encourage engagement with, and share ideas about, each of the issues presented. In the investigative unit, through peer and tutor discussion an issue will be identified and presented as a research project design to peers for critique. The production of the research project will be supported through self, peer group and tutorial discussion with formative feedback provided at relevant points. The final submission will be a research project report which does not have to be an entirely written outcome as participants will be encouraged to align the research to their professional supporting learning practice discipline or domain. The focus of assessment submissions and the format/method of dissemination of submissions are guided but open to participants' choice.

Encouraged by a rich and varied list of essential and recommended readings, participants will present several potential research topics to peers for feedback on significance, relevance and viability. Research project development will progress towards a second formative point whereby the entire project design will be presented. Moving through the design to completion, there will be opportunities for self, peer and tutor assessment. Participants will be encouraged to integrate discipline/professional support for learning theory and practice into the design, realisation and final research output. The focus of assessment submissions and the format/method of dissemination of submissions are guided but open to participants' choice.

The final unit provides the opportunity to reflect on the experience of the course and on own professional support for learning practice in order to produce an account of this. Two abstracts or summaries of the research undertaken in the MA will also feed into this reflection by providing an opportunity to consider their importance and impact for future practice and professional development. Self-assessment will be encouraged with course tutors agreeing the final summative grade.

At summative points all work will be first and second marked.

The course focuses on the deep and critical development and use of creative pedagogic/professional support for learning practice in the endeavour to provide a quality experience for students. The inter-relation between creative pedagogic/professional support for learning practice, a positive student experience and quality assurance will be made explicit. The endeavour to enhance the quality of the provision, through own professional development in order to improve teaching, learning and assessment in the creative arts is the underpinning rationale for the course.

The overall design of the course maintains a focus on the development of student potential and enhancement of the student experience through participants' exploration of context-relevant issues and deep reflective engagement on their own professional teaching/supporting learning practice.

## **ENHANCING THE QUALITY OF LEARNING AND TEACHING**

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives