

**UNIVERSITY FOR THE CREATIVE ARTS**

**PROGRAMME SPECIFICATION FOR:**

**MA IN CREATIVE EDUCATION**

**PROGRAMME SPECIFICATION [ACADEMIC YEAR 2018/19]**

*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.*

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>1</sup>		
Teaching Body	University for the Creative Arts		
Final Award Title and Type	Master of Arts		
Course Title	Creative Education		
Course Location and Length	Campus: Epsom	Length: 2 years	
Mode of Study	Full-time		Part-time ✓
Period of Validation	2018/19 to 2019/20		
Name of Professional, Statutory or Regulatory Body	N/A		
Type of Accreditation	N/A		
Accreditation due for renewal	N/A		
<p>Entry criteria and requirements<sup>2</sup></p> <p>60 academic credits of relevant, prior learning achieved through either a:            Postgraduate Certificate in Creative Education (UCA) or,            Postgraduate Certificate in Learning and Teaching/Higher Education Academic practice/equivalent from another institution or,            Diploma to Teach in the Lifelong Learning Sector (DTLLS)</p> <p><b>and</b> 5 years (full-time equivalent) teaching or supporting learning practice,</p> <p><b>and</b> 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>			
Overall methods of assessment <sup>3</sup>	Written exams:	Practical exams:	Coursework:
Course	0%	0%	100%
Overall Learning & Teaching hours <sup>4</sup>	Scheduled:	Independent:	Placement:
Course	17.2%	49.6%	33.3%
	206 hours	595 hours	399 hours

<sup>1</sup> Regulated by the Higher Education Funding Council for England

<sup>2</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

<sup>3</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

General level of staff delivering the course <sup>5</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.
Language of Study	English
Subject/Qualification Benchmark Statement: <ul style="list-style-type: none"> <li>• QAA Master's Degree Characteristics</li> <li>• Professional Standards for the FE and Skills Sector</li> <li>• UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education to Descriptors 2 &amp; 3</li> </ul>	
Framework for Higher Education Qualifications (FHEQ)	

### The course structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

The MA in Creative Education is a 120-credit 'top-up', and requires applicants to have achieved 60 credits of relevant, prior learning.

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
<b>Year 1</b>				
ECED7003 The Big Issues in Creative Education	7	30	Core	
ECED7004 Learning How to Research	7	30	Core	
<b>Year 2</b>				
ECED7005 What's Your Problem?	7	40	Core	
ECED7006 Impact	7	20	Core	

<sup>5</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

## Section B - Course Overview

Education is a valuable opportunity to develop ourselves and improve the world around us. Creativity should be at the heart of education, enabling students to build on existing knowledge and work innovatively to solve new and persistent problems. But rewarding creativity is often overlooked at the expense of achieving discipline-specific outcomes which can obstruct the development of a truly creative, student-centred culture.

The MA in Creative Education addresses this issue by providing you with the opportunity to explore creativity in the context of your educational work and develop your creative confidence as a teacher or supporter of learning. The course is suitable for educators from a range of disciplines who want to transcend the constraints of their current practice by developing knowledge, skills and tools to bring about positive changes. Drawing on the creative pedagogies of arts disciplines, the course enables you to develop and apply new knowledge about creative education to your professional practice.

The course begins by exploring The Big Issues in Creative Education (Unit 1). During this unit you will relate your educational practice to relevant research, and use this research to critically examine the constraints that impact your teaching and supporting learning work. This unit introduces you to creative education in a variety of contexts with the intention of identifying key issues that you may wish to investigate further in Year 2. As part of your work on this unit, you will explore potential audiences for the work that you will develop later on in the course to help you begin to develop a focus for your research.

The second unit, Learning How To Research, enables you to evaluate a range of educational methodologies and methods. The purpose of this unit is to develop your ability to think critically and work creatively as an educational researcher, and you will use creative thinking to design a research question informed by key issues in creative education. The week-long residential early in this unit provides you with research methods training, and also constitutes a valuable opportunity for you to meet with your fellow participants. By undertaking a small-scale research project, you will learn how to identify and review relevant literature, develop a robust research design, and collect and analyse data. Your project can either be practice-based, where you explore an aspect of arts-based practice to explicitly feed into your role in supporting learning, or undertaken using a range of social science or history methodologies. You will work collaboratively using a range of technologies to evaluate different ways of doing research, and you will consider the implications of the creative decisions available to you as an educational researcher. You will also identify potential audiences for your research and consider their role in shaping your approach to the design of your project.

In Unit 3, What's Your Problem?, you will draw on the knowledge you have gained during Units 1 and 2 to develop a research question and project into an area of creative education that interests you. Your question may arise out of an issue that is of interest to an audience you identified in Unit 2, or from an aspect of your educational or professional practice that you wish to investigate. You will design a research project that enables you to respond to your research question, and you will use a range of technologies to produce a creative research journal and report.

The final unit, Impact, provides an opportunity for you to disseminate your research by communicating the findings with appropriate audiences. By consolidating your learning on the course, you will critically reflect on your own professional development and consider your next steps as an educational professional.

At the heart of the course is a commitment to inclusivity. Two key outcomes of the course are that you appreciate the broad and varied needs of diverse groups of students, and that you are able to adapt your teaching and/or supporting learning accordingly. The MA therefore models

inclusive teaching, learning and assessment strategies so that you are able to experience these as a student, then reflect on how you might incorporate these strategies into your own practice. This ensures that you have opportunities to consider the factors affecting student progression in relation to gender, educational background, or ethnicity, and critically examine how these factors impact your own educational work.

### Section C - Course Aims

A1 To equip you with the knowledge and skills to exert a positive influence on colleagues as an educational professional

A2 To provide opportunities to learn collaboratively

A3 To equip you with the knowledge and skills to undertake pedagogic research

A4 To encourage creativity

A5 To develop your ability to analyse and criticise their professional context

A6 To provide an intercultural and inclusive framework for researching creative education

A7 To enable you to engage with and analyse a range of current and emerging learning technologies

A8 To develop your confidence in designing and using creative approaches to learning, teaching, assessment and research

### Section D - Course Outcomes

Upon successful completion of the course, you are able to:

#### Knowledge and understanding

- Work collaboratively to create new knowledge about creative education
- Articulate an intercultural and inclusive perspective on creative education
- Analyse and implement a range of current and emerging learning technologies

#### Application

- Plan, undertake and reflect on research
- Apply theory in a creative way to your own professional context
- Use literature to develop a critical approach to your own professional work

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The MA in Creative Education is underpinned by three main educational philosophies. The first is an emphasis on creative pedagogy as developed in arts disciplines, where a central goal is to encourage creative outcomes, autonomy and individual judgment (Eisner, 2005). By enabling you to apply creativity to your own educational context, you are able to determine the focus of your learning.

The second is Critical Pedagogy (Freire, 2006) which reflects the University's commitment to working with students as partners, and is an effective way to ensure that learning and teaching is both critical and creative. At the heart of the MA is a desire to create and use educational opportunities to address issues of social sustainability and social justice through a critical and creative application of creativity to curriculum design and delivery. Critical Pedagogy repositions tutors as co-participants in learning, and applying the philosophy of Critical Pedagogy ensures that learning and teaching on the course is both inclusive and maximises the creative potential of a diverse and intercultural cohort.

The third guiding philosophy is the Connected Curriculum (Fung, 2017), which emphasises the importance of values in programmes of learning. The values underpinning the MA in Creative Education are 'connecting, critical, creative, collaborative, inclusive, intercultural, and research-informed', and these have been used to inform the Learning Outcomes of each unit on the course.

The use of technology in learning and teaching activities reflects the desire to model creative approaches to learning, and provide opportunities to attract a greater diversity of applicants. The emphasis on collaboration throughout the course enables you to explore a range of existing and emerging technologies to support learning, teaching and research. The use of collaborative platforms is intended to maximise opportunities for you to learn independently of tutors and construct your own learning through dialogue and critical reflection. Through the use of appropriate technologies to identify and communicate with relevant audiences, you also develop your awareness of employment opportunities along with relevant technical skills to enhance your employability as a creative educator.

The course enables you to explore and develop the pedagogies that underpin your professional and educational practice, while reflecting on how this knowledge informs your ability to work creatively with students. All activity on the course is underpinned by critical engagement with relevant academic literature, and you will have extensive opportunities to discuss the reading material you encounter as part of your studies. You will also engage with literature that enables you to critically reflect on the relationship between your educational practice and social sustainability, and your responsibility as an educator for helping students develop sustainable approaches to creative practice.

### Assessment Strategy

The course assessment strategy is founded on the principle of assessment for learning. The curriculum is constructively aligned to ensure a clear relationship between teaching, learning and assessing. Each unit constitutes a building block, and successful completion of summative assessment in each unit prepares you for the learning and assessment in the following unit. In unit 1 you will be introduced to the assessment requirements of the course so that you can see how the assessment tasks of subsequent units relate to each other, and to your overall learning outcomes.

The course makes extensive use of formative assessment to enable you to develop your work in each unit. Formative assessment points involve extensive dialogue between you, your fellow participants, and your tutors, to enable you to develop a comparable understanding of assessment to your tutors (Sadler, 1989). Through informal discussion of your work and formal peer-review tasks, you will learn how to critically reflect on and assess your own work and the work of your peers. These activities ensure that you develop your assessment literacy and become confident in your ability to select and apply appropriate approaches to assessed tasks in creative contexts (Price et al., 2012).

Assessment on the MA is designed to be valid, authentic and relevant. Validity is assured through extensive dialogue and negotiation of assessment tasks, both to enable creative approaches and to help you see how the tasks assess the intended learning. The use of a 'connected' approach to assessment (Fung, 2017) ensures that assessed tasks are authentic and meaningful, as they are intended to connect with real, rather than imagined, audiences. Finally, the relevance of assessment is achieved through your design of tasks that enable you to investigate issues of importance to your own professional context.

This student-centred approach to assessment is inclusive and actively involves you in the negotiation and design of assessment tasks that satisfy your needs and those of the course. You will have regular opportunities to collaborate on formative and summative assessment, and group tasks are a core feature of your learning on the course. You will use a range of technologies in the preparation and discussion of your assessed work, and this is intended to introduce you to creative ways of evidencing learning that you can use and adapt in your own educational work.

## **Section F - 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 with the applicable national Subject Benchmarks and references 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