University of the
West of England
UWE
BRISTOL

PROGRAMME SPECIFICATION

MA Art, Media and Design by Project
(Fine Art)
(Design)
(Media)

Faculty of Creative Arts
2013

Contents *Page Number*

Part One – Programme Specification

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England, Bristol
Teaching institution	University of the West of England, Bristol
Faculty responsible for programme	Faculty of Creative Arts
Programme accredited by	Not applicable
Highest award title	MA Art, Media and Design by Project (Media) MA Art, Media and Design by Project (Design) MA Art, Media and Design by Project (Fine Art)
Default award title	
Interim award title	PG Dip Art, Media and Design by Project PG Cert Art, Media and Design by Project
Modular Scheme title (if different)	Postgraduate Programme Modular Scheme
UCAS code (or other coding system if relevant)	W12612
Relevant QAA subject benchmarking group(s)	Art and Design
On-going/~~valid until*~~ (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2012

Authorised by…   **Date:…**

Version Code
5.1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

General aims of the postgraduate modular scheme

- to become the recognised West/South West regional centre for postgraduate study and research in Art, Media and Design;

- to create a portfolio of postgraduate awards which reflects the developing needs of Bristol as a centre for the creative and media production industries;

- to establish clear links between staff and student research, teaching and learning;

- to create programmes of study which are sympathetic to the needs and interests of regional and international students;

- to provide flexible programme structures, thus enabling individuals to take advantage of a wide range of learning situations and thereby increasing potential for participation at postgraduate level.

Educational aims of the postgraduate modular scheme

The aims of the Faculty of art, Media and Design modular scheme are as follows

- to provide students with the academic foundation, intellectual background and study skills necessary to pursue programmes of study at advanced level;

- to recognise the acquisition of knowledge and understanding, conceptual clarity, innovation and originality as being key characteristics of postgraduate level art, media and design practice;

- to enable individuals to consolidate and build on previous academic experiences, thereby further preparing themselves for work or further study;

Educational Aims PGDip/MA Media and Design by Project (Fine Art), PGDip/MA Media and Design by Project (Design), PGDip/MA Media and Design by Project (Media)

- to provide opportunities for graduates to define a contextual framework within which to develop creative Art, Media and Design practice at Masters level;

  This aim acknowledges the relationship between contextualisation and the development of creative practice. The assignments aim to encourage students to develop a coherent body of work through a combination of contextual knowledges, critical reflection and the implementation of appropriate research strategies and methodologies.
  . This programme of study advocates contextual knowledge and understanding as being critical to the development of reflexive creative practice. At all stages of the award students are required to provide contextual, critical analysis of their practice in relation to a range of appropriate contemporary, historical, cultural, social and professional reference points.

- to create links between undergraduate study and postgraduate research for graduates whose practice may form the basis for future research;

  MA Art, Media and Design by Project complements the taught programmes currently on offer within the MA and research degrees. MA Art, Media and Design by Project encourages graduates to understand the process of contextual evaluation as a 'stepping stone' to further work at research degree level. Many students involved in undergraduate degrees are required to present a body of work and a dissertation in order to qualify for a BA (Hons) degree. The evaluation of artworks, artefacts, texts and ideas within a negotiated critical framework, whilst often taken as implicit within the undergraduate learning experience, is necessarily limited by the

level and demands of the curriculum.

MA Art, Media and Design by Project builds on the contextual understanding of graduate students whilst at the same time make explicit the reference points within which their practice is being developed. While for some the methodology offered by the programme will help to establish and develop creative and professional practice, for others it may lead to research at doctoral level.

- to create a flexible structure which maximises the range of postgraduate learning opportunities;

The University's policy governing work-based learning (WBL) defines WBL as "learning for work; learning at work and learning from work". Throughout the programme, in addition to independently generated project work, students are encouraged, when and where appropriate, to exploit the opportunities that emerge through projects generated by the research centres, as well as undertaking self generated professional practice either on-site or as part of a placement. Throughout the programme students meet with practitioners from a broad spectrum of professional environments and dedicated modules allow students to explore and evaluate their creative and entrepreneurial ideas in a professional context.
The pedagogic structure of the programme is designed to support mature returnees

- to create a programme which encourages established practitioners to contribute to the development of specialist research projects within the Faculty;

The development of this MA contributes to the range of postgraduate programmes on offer to meet the needs of regional practitioners. MA Art, Media and Design by Project encourages those practitioners whose work, skills and abilities in design, fine and applied arts can both support and benefit from the faculty research agenda.

The flexibility of the programme may allow for periods of research to be undertaken off-site, subject to negotiation and the nature of the project. This award supports the developing relationship between teaching, learning and research, by linking students to staff mentors and/or involving them in the development of collaborative projects.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: …

A Knowledge and understanding:	Teaching/learning methods and strategies:
i) demonstrate an in-depth knowledge and systematic understanding of artworks, artefacts and texts relevant to the negotiated field of study;	i) - Knowledge of relevant texts (visual and written) are identified through seminars, tutorials and presentations. This knowledge expands as student's progress through the programme and identify 'texts' appropriate to their specific field of research.
ii) demonstrate an understanding of relevant theories, methods and methodologies applicable to their chosen field of study;	ii) - An understanding of research methods is originally introduced through taught sessions and tested through set assignments. The application of appropriate methodology is central to the development of the student's creative practice.
	iii) - The student critical journal encourages the recording of personal development in relation to a range of contexts. During the first two modules students complete a series of assignments which incrementally build a contextual framework for the further development of their practice.
iii) demonstrate knowledge and understanding of the professional, critical, historical and cultural contexts relevant to the field of study;	
iv) demonstrate knowledge and confidence in the manipulation and articulation of processes and practices relevant to the field of study;	iv), v) - Seminars, tutorials and student presentations support the development of knowledge and academic responsibility, whilst written assignments, critical evaluations and the generation of a critical journal encourage the identification, analysis and exploration of key issues and contexts. Processes and practices are initially developed through workshops (where applicable) and tutorials/seminars. Regular exhibition and presentation of work encourages understanding of the demands and ethical implications of public presentation*.*
v) demonstrate awareness of and the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions.	
	Assessment:
	Development of knowledge and understanding (outcomes 1-5) is tested through a variety of assessment methods throughout the programme of study. The written work, evaluations and presentations are all key sources of evidence of the relative achievement of programme learning outcomes. The body of work is assessed through a portfolio, exhibition or site specific presentation. Evidence of methodology is assessed through sketchbooks/notebooks, critical journal, preparatory work and written assignments. critical journals are presented as support material throughout the programme of study as a same of evidence of contextual understanding and reflexive practice.

B Intellectual Skills	Teaching/learning methods and strategies
i) can analyse new and/or abstract and complex ideas some of which may be incomplete or contradictory, synthesise information and communicate their findings effectively; ii) with minimum guidance can use abstract ideas and concepts to inform the development of their practice; iii) can demonstrate initiative and originality in problem solving and argue alternative approaches through the development and evaluation of a body of work; iv) can implement a level of conceptual understanding that will allow her/him to critically evaluate and accurately assess their own work and that of others.	i – v - Students receive guidance in the use of appropriate critical terminology via seminar discussions, one to one tutorials and through reading of the subject discipline. Peer group learning and integration with PhD students assists in the development of appropriate language and in the understanding terms of reference. Seminars and presentations enable students to develop and test concepts. Critical journals, written assignments and evaluation reports support the development and understanding of relevant concepts. Intellectual skills are developed through seminars, tutorials and studio-based presentations. Assessment feedback is used throughout the programme to inform the development of individual projects. Notes for guidance and student handbooks offer support in the presentation of practical and written work for assessment. Throughout the programme students are required to contribute to peer group discussions of developing practice. **Assessment** i – iv - Intellectual skills are assessed through the presentation of practical work and evaluation reports backed up by evidence of critical reflection in the critical journal. The relationship between the critical evaluation and the development of practice is central to the assessment process. Presentations test the ability of students to demonstrate conceptual and critical skills as well as their ability to communicate their understanding of the relationship between the development of the depth and breadth of their knowledge. Student presentations focus on the critical evaluation of the development of creative practice.

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
i) demonstrate the ability to identify, research, substantiate, realise and disseminate a Masters level project within a chosen field/discipline;	i) - is initially developed through the introductory module and the initial identification of a contextual framework. This work is built on throughout the programme and is updated and reviewed in seminars, tutorials presentations and at formal assessment points. As students progress through the modules, realisation and dissemination became the focus for the development of practice. Students are allocated individual tutorial support and supervision according to the nature of their projects.
ii) demonstrate the application of comprehensive subject knowledge and a range of specialist skills and knowledge to the development of a body of work;	ii) - may include workshop attendance according to the demands of the particular project. Specific knowledge is gained through directed and self-directed study, tutorial, seminars and attendance at lectures (where appropriate). The interdisciplinary nature of the programme may lead to the development of 'hybrid' knowledge, skills and methodologies.
iii) demonstrate the ability to access and utilise a broad range of facilities and resources as necessary to the development of their work;	iii), iv) - students at this level are expected to develop the confidence necessary to access resources according to need. Induction's and workshops support the development of specific skills according to the perceived needs of negotiated projects.
iv) demonstrate a high level of technical expertise and efficiency in the execution and organisation of their work;	
v) demonstrate a high level of originality, innovation and creative independence in the realisation and evaluation of a body of work;	v), vi) - are developed through the development of practice and critical reflection as evidenced in the critical journal. Gallery/studio and project visits promote the development of contextual understanding. Tutorials and seminars challenge individual motivation and development and encourage creativity and innovation.
vi) evidence the relationship between critical reflection, contextualisation and the development of practice.	
	Assessment Work is assessed through evidence from the body of work (portfolio/exhibition/film/text) backed up by critical evaluation reports, critical journals and presentations. iv) is assessed through appraisal of the nature of work presented for assessment. i) is assessed early on in the programme according the to the development of the written assignment, through evidence of methodology and through dissemination strategies evidenced in the presentation of work in the final module. v) – vi) are both assessed through the evidence provided in the body of work critical evaluation and critical journal.

D Transferable skills and other attributes	**Teaching/learning methods and strategies**
i) deploy and adapt skills to meet the demands of a range of sometimes unpredictable or unexpected situations;	i) - is developed through engagement with the programme of study and the multi-disciplinary native of the peer group. The willingness to gain new skills and apply them to a range of tasks both directed and self-directed.
	ii) - is developed through engagement with ones peers at both MA and PhD level and through participation in tutorials and presentations. These skills are also developed through directed reading and the explicit representation of ideas relating to the formation and development of practice in a critical journal.
ii) demonstrate the means by which self reflection on their own work and that of others can improve performance;	
	iii) - is learnt through presentations, discussions and the independent development of a body of work. These skills development is supposed through tutorial and peer group discussions.
iii) demonstrate confidence and autonomy in problem-solving;	iv) - is developed through the production of a series of written assignments and evaluation reports at key points in the programme. Notes for Guidance and tutorial support assist students in this work. Assessment feedback helps students to reflect on both practice and written evaluation. The sustained development of both the creative and reflective/contextual knowledge and understanding supports the development of a range of practical and critical skills.
iv) engage confidently in debate in a professional manner and produce detailed and coherent project evaluations;	
	v) - through engagement with research students must access a range of information sources, staff and resources. After initial induction sessions and workshops, students must implement strategies and methodologies to support their learning.
v) negotiate confidently in a range of situations;	vi) - the programme demands stamina in the development, realisation and dissemination of the project. This is supported through one toone and peer group tutorials culminating in the final evaluation and presentation of practical work. The ambition and appropriateness of the dissemination will be assessed against the recognised aims/audience and professional orientation of the project.
vi) sustain the management , realisation and dissemination of a masters level project in such a way to suggest that the student has the level of independence required for continuing professional study.	

	Assessment
	All skills are assessed through the research, development, realisation, evaluation and dissemination evident in the body of work and critical journals presented for assessment. The documentation of critical evaluation further tests the ability of students to progress independently and deploy and adapt appropriate skills in the realisation of their work.**. The final module** emphasises the summation and evaluation of the work together with dissemination and presentation. MA Art, Media and Design by Project encourages students to take increased responsibility and to become increasingly independent in the development of their work. The critical journal, work in progress, evaluations and presentations reflect the different stages of development as outlined in the course structure.

Section 4: Programme structure

Award Structure

MA Art, Media and Design by Project (Design)

MA Art, Media and Design by Project (Fine Art)

MA Art, Media and Design by Project (Media)

The programme is structured to encourage the parallel development of studio practice with contextual knowledge and understanding. Throughout the programme students are required to analyse and evaluate their progression within a negotiated contextual framework. This component ensures that students are able to view themselves as professional artists working in the context of other practitioners whose working/professional life may have some significance for their future progression. The programme aims to prepare students to work professionally and student are required to be well informed and knowledgeable in a range of contemporary practices relevant to their particular creative pathways.

This approach to professional practice and creative development is further supported through the module entitled 'Art, Media and Design by Project Practice in a Professional Context' which requires that all students prepare and present a body of work within a negotiated professional context. The programme's structure encourages the development of creative practice whilst ensuring that students have the skills and knowledge necessary to continue their practice beyond the Faculty. The proximity and integration of research degree staff and students with Masters level students reinforces the view that students should be aware of developments within the field and actively engage with external organisations.

Most students join the course after a sustained period of creative practice. The majority of students joining are mature returnees who have practiced for several years before opting to return to study. Students have normally completed an honours degree at some stage in their careers. All students must demonstrate, through their own practice and at interview that they could benefit from the programme of study.

4.2   Interim award requirements

4.2.1 Postgraduate Certificate in Art, Media and Design by Project (Part Time)

30 credits
UA1AFR-30-M Research *Practice*   30 credits

4.2.2 Postgraduate Certificate in Art, Media and Design by Project (Full Time)

UA1A5A-30-M Introduction Practice as Research   30 credits
UA1AE8-30-M Research Practice 1   30 credits

4.2.3 Postgraduate Diploma in Art, Media and Design by Project (Part Time)

UA1AE8-30-M Research Practice 1   30 credits
UA1AE9-30-M art, Media and Design: Practice in a Professional Context   30 credits

4.2.4 Postgraduate Diploma in Art, Media and Design by Project (Full Time)

UA1AE9-30-M art, Media and Design: Practice in a Professional Context   30 credits
UA1AFR-30-M Research Practice   *30 credits*

4.2.5 MA Art, Media and Design by Project (Art), (Media) or (Design)
Research Practice 2 UA1A5K-60-M (Design) or UA1A7C-60-M (Media) or UA1A8C-60-M (Fine Art)
                                                                           60 credits

4.3 **Module diet, including compulsory/core/optional modules**

4.3.1 Postgraduate Certificate in Design MA art, Media and design by Project

Students take the following:

Postgraduate Certificate in Art, Media and Design by Project (Part Time)
Research Practice
UA1AFR-30-M
30 credits

Postgraduate Certificate in Art, Media and Design by Project (Full Time)
UA1A5A-30-M Introduction Practice as Research (core)   30 credits
UA1AE8-30-M Research Practice 1 (core)   30 credits

PG Cert - total credits   **60 credits**
30 credits
UA1AE9-30-M Art, Media and Design: Practice in a Professional Context (core)   30 credits

Postgraduate Diploma in Art, Media and Design by Project (Full Time)
UA1AE9-30-M art, Media and Design: Practice in a Professional Context (core)   30 credits
UA1AFR-30-M Research Practice   *30 credits*

PG Dip – total credits   **120 credits**

4.3.3   Master of Arts in Art, Media and Design by Project (Design), (Fine Art), (Media)

Students take the following:

MA Art, Media and Design by Project (Art), (Media) or (Design)
Research Practice 2 UA1A5K-60-M (Design) or UA1A7C-60-M (Media) or UA1A8C-60-M (Fine Art)
 (core)   60 credits

MA – total credits   **180 credits**

 All students must complete 120 credits before embarking on the final MA module.
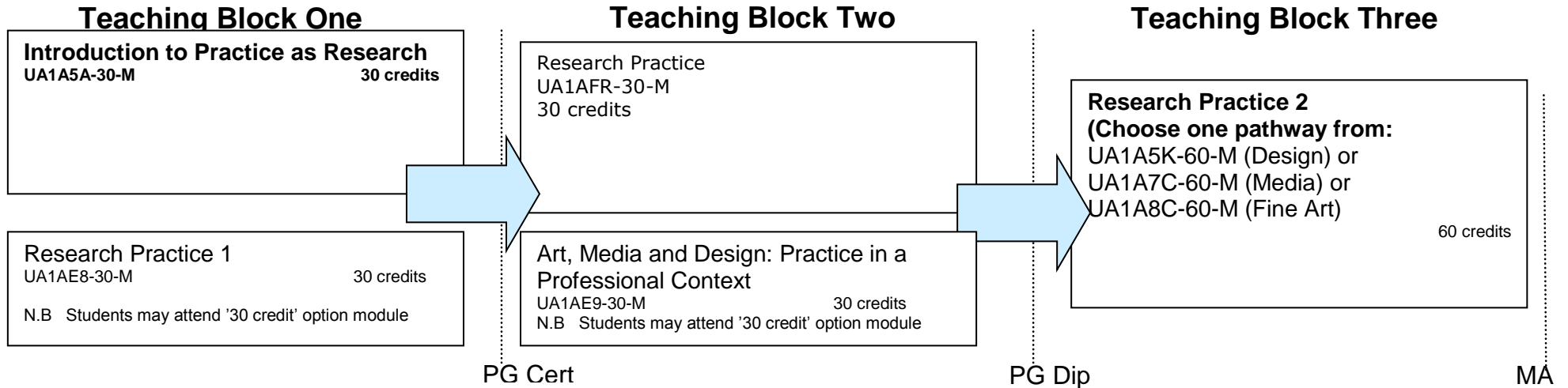

4.3.2   Postgraduate Diploma Art, Media and Design by Project
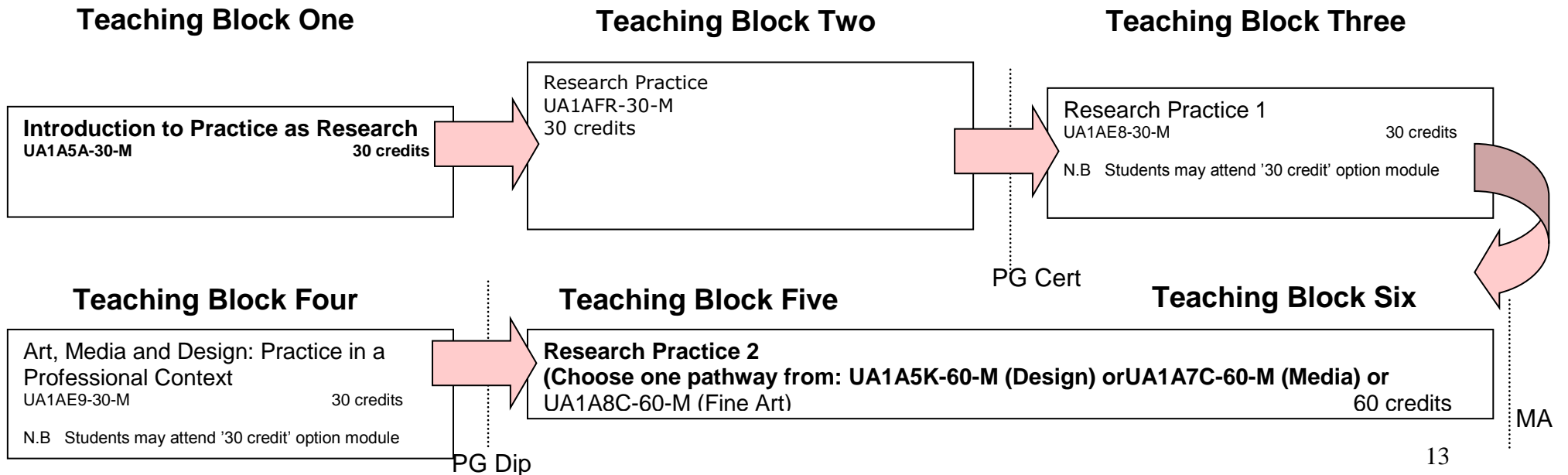
Students take the following:

Postgraduate Diploma in Art, Media and Design by Project (Part Time)
UA1AE8-30-M Research Practice 1 (core)

MA ART, MEDIA AND DESIGN BY PROJECT

FULL-TIME (3 TEACHING BLOCKS) 18 MONTHS

Teaching Block One

Introduction to Practice as Research
UA1A5A-30-M **30 credits**

Research Practice 1
UA1AE8-30-M   30 credits

N.B   Students may attend '30 credit' option module

Teaching Block Two

Research Practice
UA1AFR-30-M
30 credits

Art, Media and Design: Practice in a Professional Context
UA1AE9-30-M   30 credits
N.B   Students may attend '30 credit' option module

Teaching Block Three

Research Practice 2
(Choose one pathway from:
UA1A5K-60-M (Design) or
UA1A7C-60-M (Media) or
UA1A8C-60-M (Fine Art)

60 credits

PG Cert   PG Dip   MA

PART-TIME (6 TEACHING BLOCKS) 36 MONTHS

Teaching Block One

Introduction to Practice as Research
UA1A5A-30-M   **30 credits**

Teaching Block Two

Research Practice
UA1AFR-30-M
30 credits

Teaching Block Three

Research Practice 1
UA1AE8-30-M   30 credits

N.B   Students may attend '30 credit' option module

PG Cert

Teaching Block Four

Art, Media and Design: Practice in a Professional Context
UA1AE9-30-M   30 credits

N.B   Students may attend '30 credit' option module

PG Dip

Teaching Block Five

Research Practice 2
(Choose one pathway from: UA1A5K-60-M (Design) orUA1A7C-60-M (Media) or
UA1A8C-60-M (Fine Art)   60 credits

Teaching Block Six

MA

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Section 5: Entry requirements

Criteria and Procedures for Admissions

The programme recruits students who can demonstrate evidence of a well-developed practice and the commitment and determination to develop that practice within the broad fields of Design, Fine Art and Media. All students have completed a first degree at same stage in their careers although the majority of students are mature returnees. All successful applicants must demonstrate their potential for further development and be able to convince the interviewing panel of their understanding of the process by which creative practice may be developed. All students are interviewed (international students by telephone or video link) and during this interview the programme of study is explained (See Appendix 2).

The interview process is intended to ascertain whether the candidate can meet the demands of the institution and is suited to the programme of study and to determine whether the course meets the needs and expectations of the candidate. Candidates will normally have undertaken a sustained period of independent development outside of any institution prior to application and have the resources to undertake self-directed study. The interview also determines whether or not the institution has the resource and expertise to supervise the area of study in which the candidate is interested.

The programme is taught in English and all students are expected to have obtained an appropriate level of English literacy (TOEFL 6.5 or above). A candidate's ability to express their ideas is tested through interview and written application.

Section 6: Assessment Regulations

a) **MAR**   Regulations are wholly in accordance with MAR

b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

The distinctive features of the programme are as follows:

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- The programme is developed around a methodology that promotes contextual understanding as a means of developing research into individual practice. In this sense the programme has been designed to promote an understanding of the relationship between personal practice, critical evaluation, professional application and dissemination with a context determined individually by each student.

- The tasks and assignments set during the course demand that students reconsider the context and position of their practice in order to develop new strategies for the progression of their practice. The experience of running the course to date has enabled us to structure the programme very deliberately to support students with a highly developed practice who have taken several years out of the education system before returning to undertake MA study. For this reason the programme is structured around a series of 'achievable' tasks designed to achieve the following:

    1. an increase in contextual knowledge and understanding;
    2. the development of their existing visual language through a series of personally designed short projects;
    3. the development of vocabulary as a means of extending the potential of their practice;
    4. the acknowledgement of an institutionally based peer group;
    5. the acknowledgement of a contextual peer group of practitioners whose work may inform the development of their practice;
    6. the consideration of key themes and issues in their practice;
    7. the record of a process of critical reflection.

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- The programme allows students to select a named route of their final award according to the field in which they have elected to work. Students are enrolled on a final -60 credit module which reflects the nature of their practice and the context in which they are working.

- Assessment strategies within the programme reflect the Policy of the University and the Faculty. Assessment is seen as an integral part of the overarching teaching and learning strategy. Formative and summative assessments are designed to support the monitoring of progress by both tutors and students and provide the opportunity for students to understand and reflect upon their progress. Assessment methods include:

    1. Peer group presentations (formative assessment)
    2. Tutorials and seminar presentations (formative assessment)
    3. End of module presentations (summative assessment)
    4. Tasks and Assignments (formative and summative assessment)
    5. Critical journals (formative and summative assessment)

- All modules have specified criteria which students receive at the point of enrolment onto a module. Threshold performance indicators are included in student handbooks. All students receive written and verbal feedback on their performance in each module.

Section 8 Reference points/benchmarks

The programme has been developed in relation to the following reference points:

- QAA Benchmark statements – driving principles only since these still have to be fully developed for postgraduate programmes;
- QAA National Qualifications Framework
- SEEC level descriptors and threshold performance statements
- UWE Vision, Mission and Strategy
- UWE Assessment Policy
- Student Feedback
- The supervisory capacity and research development within the Bristol School of Art, Media and Design