



Bristol School of Art,  
Media and Design

# **PROGRAMME SPECIFICATION**

## **MA (Research)**

September 2004, updated September 2005



## Contents

## Page Number

### Part One – Programme Specification

1	Basic Data	5
2	Educational aims of the programme	6
3	Learning outcomes of the programme	8
4	Programme structure	14
5	Entry requirements	22
6	Assessment Regulations	22
7	Student Learning: distinctive features and support	22
8	Reference Points/Benchmarks	23

2



## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England, Bristol
<b>Teaching institution</b>	University of the West of England, Bristol
<b>Faculty responsible for programme</b>	Art, Media and Design
<b>Programme accredited by</b>	Not applicable
<b>Highest award title</b>	MA Research (Animation) MA Research (Applied Arts) MA Research (Book Arts) MA Research (Communication Design) MA Research (Design)* MA Research (Drawing) MA Research (Fashion Design) MA Research (Fine Art)* MA Research (Film and European Cinema) MA Research (Graphic Design) MA Research (Graphic Design with Animation) MA Research (Illustration) MA Research (Illustration with Animation) MA Research (Interactive Media) MA Research (Media)* MA Research (Multimedia) MA Research (Sound Design) MA Research (Textile Design)
<b>Default award title</b>	
<b>Interim award title</b>	PG Cert Media (Research)* PG Cert Design (Research)* PG Cert Fine Art (Research)* PG Cert Communication Design (Research)
	<b>* Awards already validated</b>
<b>Modular Scheme title (if different)</b>	Postgraduate Programme Modular Scheme
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Art and Design
<b>On-going/valid-until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2004
<b>Authorised by...</b>	<b>Date:...</b>
<b>Version Code</b>	
3	
<p><i>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</i></p>	

## **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 Communication Media(Research), PGDip/MA Design (Research), PGDip/MA Fine Art (Research)**

- 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 proposal aims to encourage individuals to research and define an historical, critical, cultural and/or professional framework that will inform the development of their own practice. It is intended that initial research will lead to the formation of a research proposal that will be the basis for the development of their practice within this pre-determined framework. Whilst it is anticipated that the process of the research may lead to some modification of initial proposals, it is intended that the broad field of exploration and the location of individual practice within a chosen subject discipline will remain constant.

The structure of the programme invites individuals to base their work in one of the four schools within the Faculty: Communication Design, Design, Fine Art or Media. It is anticipated that the majority of proposals will fall within the academic remit of the schools as defined by the Faculty. However, students whose practice cuts across subject disciplines may negotiate joint supervision.

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

MA Research complement the taught programmes currently on offer within the Faculty and provide a key link between undergraduate Art, Media and Design programmes and research degrees. MA Research 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 Research 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". In addition to independently generated project work, MA Research allows students to contribute to the development of existing projects (managed from within the Faculty\*), by negotiating to undertake a body of work within a pre-determined research/professional practice framework. Professional projects undertaken in collaboration with major public sector companies, such as Lloyds TSB, often involve staff and research assistants in on-site 'live' projects. MA students choose wish to pursue the development of practice-based projects within a given professional context. Such projects are selected according to their potential to create research opportunities and outcomes for staff and research students.

The pedagogic structure of the programme is designed to support mature returnees (see learning and teaching)

- 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 our regional practitioners. MA Research 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 allows 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.

*\*N.B. Site specific projects undertaken with Lloyds TSB and the Bristol Children's Hospital have provided an ideal context for practice-based research. As the Faculty increasingly engages with externally funded research projects, the potential for involving individual masters students increases.*

### 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:**

- i) demonstrate an in-depth knowledge and systematic understanding of artworks, artefacts and texts relevant to the negotiated field of study;
- ii) demonstrate an understanding of relevant theories, methods and methodologies applicable to their chosen field of study;
- 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;
- v) demonstrate awareness of and the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions.

#### **Teaching/learning methods and strategies:**

- i) - Knowledge of relevant texts (visual and written) are identified through the negotiation of the proposal and updated 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) - An understanding of research methods is originally introduced through workshops and tested through set assignments. The application of appropriate methodology is central to the development of the student's creative practice. Students opting to undertake a specifically theoretical approach to their research.
- iii) - The student logbook 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.
- iv), v) - Seminars, tutorials and student presentations support the development of knowledge and academic responsibility, whilst written critical evaluations 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.

#### **Assessment:**

Development of knowledge and understanding (outcomes 1-5) is tested through a variety of assessment methods throughout the programme of study. The research proposal, 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 log and preparatory work. Studio/ critical logbooks are



	<p>presented as support material throughout the programme of study as a same of evidence of contextual understanding and reflexive practice.</p> <p>2. – An introduction and understanding of research methods is taught in a designated module 'Research Methods' and built on throughout the curriculum. Students are encouraged to attend open 'methodologies' lecturers offered by the field of visual culture.</p>
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<p><b>B Intellectual Skills</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>ii) with minimum guidance can use abstract ideas and concepts to inform the development of their practice;</li> <li>iii) can demonstrate initiative and originality in problem solving and argue alternative approaches through the development and evaluation of a body of work;</li> <li>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.</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>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 and research fellows 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 logbooks and evaluation reports support the development and understanding of relevant concepts.</p> <p>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.</p> <p><b>Assessment</b></p> <p>i – iv - Intellectual skills are assessed through the presentation of practical work and evaluation reports backed up by evidence of critical reflection in the student log. 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 within the parameters of a negotiated project.</p>
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<b>C Subject/Professional/Practical Skills</b>	<b>Teaching/learning methods and strategies</b>
<ul style="list-style-type: none"> <li>i) demonstrate the ability to identify, research, substantiate, realise and disseminate a Masters level project within a chosen field/discipline;</li>   <li>ii) demonstrate the application of comprehensive subject knowledge and a range of specialist skills and knowledge to the development of a body of work;</li>   <li>iii) demonstrate the ability to access and utilise a broad range of facilities and resources as necessary to the development of their work;</li>   <li>iv) demonstrate a high level of technical expertise and efficiency in the execution and organisation of their work;</li>   <li>v) demonstrate a high level of originality, innovation and creative independence in the realisation and evaluation of a body of work;</li>   <li>vi) evidence the relationship between critical reflection, contextualisation and the development of practice.</li> </ul>	<ul style="list-style-type: none"> <li>i) - is initially developed through the production of the proposal 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.</li>   <li>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.</li>   <li>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.</li>   <li>v), vi) - are developed through the development of practice and critical reflection as evidenced in the log book. Gallery/studio and project visits promote the development of contextual understanding. Tutorials and seminars challenge individual motivation and development and encourage creativity and innovation.</li> </ul> <p><b>Assessment</b></p> <p>Work is assessed through evidence from the body of work (portfolio/exhibition/film/text) backed up by critical evaluation reports and presentations. iv) is assessed through appraisal of the nature of work presented for assessment. i) is assessed early on in the programme according to the development of the proposal (module 2); through evidence of methodology (modules 2 and 3); and finally through dissemination strategies (module 4). v) – vi) are both assessed through the evidence provided in the body of work critical evaluation and logbook.</p>

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p>i) deploy and adapt skills to meet the demands of a range of sometimes unpredictable or unexpected situations;</p> <p>ii) demonstrate the means by which self reflection on their own work and that of others can improve performance;</p> <p>iii) demonstrate confidence and autonomy in problem-solving;</p> <p>iv) engage confidently in debate in a professional manner and produce detailed and coherent project evaluations;</p> <p>v) negotiate confidently in a range of situations;</p> <p>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.</p>	<p>i) - is developed through engagement with the programme of study and the multi-disciplinary nature of the peer group. The willingness to gain new skills and apply them to a range of tasks both directed and self-directed. Students from 'specialist' undergraduate pathways work in</p> <p>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 logbook.</p> <p>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.</p> <p>iv) - is developed through the production of a series of evaluation reports at key points in the programme. Notes for Guidance 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.</p> <p>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.</p> <p>vi) - the programme demands stamina in the development, realisation and dissemination of the project. This is supported through one-one 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.</p>

	<p><b>Assessment</b></p> <p>All skills are assessed through the research, development, realisation, evaluation and dissemination of a body of work developed within recognised contextual framework. The different modules place different emphasis on the stages of this process. <b>Module 1</b> – development and reflection of practice; the identification of field of study/evaluation of practice. <b>Module 2</b> – research of the identified field of study and development of practice, understanding of research methods and development of a research proposal. <b>Module 3</b> – the critical implementation of knowledge and understanding in the development and evaluation of a body of work. <b>Module 4</b> emphasises the summation and evaluation of the work together with dissemination and presentation. MA Research encourages students to take increased responsibility and to become increasingly independent in the development of their work. The log books, work in progress, evaluations and presentations reflect the different stages of development as outlined in the course structure.</p>
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## **Section 4: Programme structure**

### **Award Structure**

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.

All students registered on MA Research awards are registered to either the field of Communication Design, Design, Fine Arts or Media. Students take three common core modules in their chosen field to take them to Postgraduate Diploma level. Students select a named 60-credit dissertation/project module to determine the title of their final award. 120-credits must normally be completed in the pre-requisite field in order for students to be eligible for MA specialist awards as follows:

#### **MA Research (Communication Design)\* - core programme**

MA Research (Illustration)  
MA Research (Illustration with Animation)  
MA Research (Graphic Design)  
MA Research (Graphic Design with Animation)

#### **MA Research (Design)\* - core programme**

MA Research (Applied Arts)  
MA Research (Book Arts)  
MA Research (Drawing)  
MA Research (Graphic Arts)  
MA Research (Fashion Design)  
MA Research (Textile Design)

#### **MA Research (Fine Art)\* - core programme**

#### **MA Research (Media)\* - core programme**

MA Research (Animation)  
MA Research (Interactive Media)  
MA Research (Multi Media)  
MA Research (Sound Design)  
MA Research (Visual Culture)

Students may elect to take final modules in a field other than the one originally registered for if the nature of the final proposal requires specialist supervision from one of the other fields. However all students must complete 120 credits before embarking on the final MA module.

### **Stage 1 – Postgraduate Certificate**

Introduction to Practice as Research 1	30 credits
Research Methods	30 credits

Full-time students undertake both introductory modules simultaneously within one semester and part-time students undertake the two modules consecutively over a period of two semesters. The first stage of the awards invites students to contextually appraise and re/- position their practice through the implementation of a range of critical and reflexive tools. Language is viewed as a key tool that students may use to expand the potential of their practice and emphasis is placed on directed reading and reflective evaluation (both written and spoken) alongside the development and critiquing of individual practice. Students are introduced to a range of research methods and invited to develop a proposal based on the construction of a critical and contextual framework for the development of their practice.

Additionally students attend methodology lectures and are encouraged to participate in 'Open' lecture programmes offered across the portfolio of Masters awards. The first two modules operate on the premise that the development of practice can be achieved through a repositioning and recontextualization of the ideas, skills and intentions evident in the student's work. A critical journal is kept throughout the programme to chart the process of critical and contextual engagement.

All stage one students are taught together in interdisciplinary groups

### **Stage 2 – PG Diploma**

Research Practice 1	- 60 credits
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All students follow the same programme and are facilitated through group seminars, individual tutorials and independent practice. The work undertaken during this module builds on the proposal made upon completion of the Postgraduate Certificate and is monitored on a weekly basis. Upon the successful completion of this module, students may wish to apply for transfer to the second year of a PhD. In such cases, the body of work together with the contextual evaluation report are taken as equivalent to the first year progression report required of PhD students. Successful completion of the PGDip does not give students automatic right of entry to the PhD programme. Students must demonstrate that their work has the potential to develop within a doctorate level framework and are subject to a Viva examination which follows the same guidelines as Year One PhD progression exams. Any students wishing to transfer to PhD are interviewed by a staff panel that includes the Research Degrees Co-ordinator and Director of Research

Upon successful completion of 120 credits students elect which project/dissertation module they wish to register for. The final title of their award is dependent on final module registration

### **Stage 3 – MA**

During this 60-credit module, students continue to analyse and synthesise their contextual knowledge and understanding within their practice. The final assessment seeks to evaluate the outcome of the dialogue between the contextually 'researched' framework and the development of personal practice.

Knowledge and creative/technical skill develop incrementally throughout the programme and may therefore be seen as appropriate performance indicators at more than one level of operation. Students are assessed according to progression of core creative, contextual and technical skill.

<b>A. Knowledge and Understanding</b>	<b>PG.Cert Stage 1</b>	<b>PG Dip Stage 2</b>	<b>MA Stage 3</b>
i) demonstrate an in-depth knowledge and systematic understanding of artworks, artefacts and texts relevant to the negotiated field of study			✓ (in-depth)
ii) demonstrate an understanding of relevant theories, methodologies and research methods in applicable to their chosen field of study;	✓		
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 the processes and practices relevant to the field of study;	✓	✓	✓
v) demonstrate awareness of and the ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions			

<b>B. Intellectual Skills</b>	<b>PG.Cert Stage 1</b>	<b>PG Dip Stage 2</b>	<b>MA Stage 3</b>
i) can analyse new and/or abstract and complex some of which may be incomplete or contradictory, synthesis 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.		✓	✓



<b>C. Subject/Professional/Practical Skills</b>	<b>PG.Cert Stage 1</b>	<b>PG Dip Stage 2</b>	<b>MA Stage 3</b>
i) demonstrate the ability to identify, research, substantiate, realise and disseminate a Masters level project within a chosen field/discipline;	✓ (identity and research)	✓ (substantiate and develop)	✓ (realise and disseminate)
ii) demonstrate the application of comprehensive subject knowledge and a range of specialist skills and knowledge to the development of a body of work;	✓	✓	✓
iii) is able to access and utilise a broad range of facilities and resources as necessary to the development of their work;	✓	✓	✓
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;			✓
vi) evidence the relationship between critical reflection, contextualisation and the development of practice.	✓	✓	✓

<b>D. Transferable Skills and other attributes</b>	<b>PG.Cert Stage 1</b>	<b>PG Dip Stage 2</b>	<b>MA Stage 3</b>
i) deploy and adapt skills to a meet the demands of a range of sometimes unpredictable or unexpected situations;	✓	✓	✓
ii) demonstrate the means by which self reflection on their own work and that of others can improve performance;	✓	✓	✓
iii) demonstrate confidence and autonomy in problem-solving;		✓	✓
iv) engage confidently in debate in a professional manner and produce detailed and coherent project evaluations;		✓	✓
v) negotiate confidently in a range of situations	✓	✓	✓
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.			✓

**Section 4: Programme structure**  
**PROGRAMME STRUCTURE MA RESEARCH**

Introduction to Practice as Research 1 UA1A5A-30-M 30 credits	Research Methods UA1AAW-30-M <b>30 credits</b>	Research Practice 1 UA1AAX-60-M 60 credits	Research Practice 2 (Media) UA1A7C-60-M 60 credits	<b>MA MEDIA (RESEARCH)</b>
			OR	
			Research Practice 2 (Film and European Cinema) UA1A9Q-60-M 60 credits	<b>MA FILM AND EUROPEAN CINEMA (RESEARCH)</b>
			OR	
			Research Practice 2 (Multimedia) UA1A9S-60-M 60 credits	<b>MA MULTIMEDIA (RESEARCH)</b>
			OR	
			Research Practice 2 (Sound Design) ] UA1AV-60-M 60 credits	<b>MA SOUND DESIGN (RESEARCH)</b>
			OR	
			Research Practice 2 (Interactive Media) UA1A9U-60-M 60 credits	<b>MA INTERACTIVE MEDIA (RESEARCH)</b>
			OR	
			Research Practice 2 (Animation) UA1AA5-60-M 60 credits	<b>MA ANIMATION (RESEARCH)</b>
			OR	
			Research Practice 2 (Visual Culture) UA1A9R-60-M 60 credits	<b>MA VISUAL CULTURE (RESEARCH)</b>
			OR	
			Research Practice 2 (Visual Culture Dissertation) UA1AAQ-60-M 60 credits	<b>MA VISUAL CULTURE (RESEARCH)</b>

Introduction to Practice as Research 1 UA1A5A-30-M 30 credits	Research Methods UA1AAW-30-M 30 credits	Research Practice 1 UA1AAX-60-M 60 credits	Research Practice 2 (Design) UA1A59-60-M 60 credits	<b>MA DESIGN (RESEARCH)</b>
			OR	
			Research Practice 2 (Fashion Drawing) UA1A9T-60-M 60 credits	<b>MA FASHION DRAWING (RESEARCH)</b>
			OR	
			Research Practice 2 (Drawing) UA1AA6-60-M 60 credits	<b>MA DRAWING (RESEARCH)</b>
			OR	
			Research Practice 2(Applied Arts) UA1A9W-60-M 60 credits	<b>MA APPLIED ARTS (RESEARCH)</b>
			OR	
			Research Practice 2 (Textile Design) UA1A9X-60-M 60 credits	<b>MA TEXTILE DESIGN (RESEARCH)</b>
			OR	
			Research Practice 2 (Books Arts) UA1A9Y-60-M 60 credits	<b>MA BOOK ARTS (RESERACH)</b>
			OR	
			Research Practice 2 (Visual Culture) UA1A9R-60-M 60 credits	<b>MA VISUAL CULTURE (RESEARCH)</b>
			OR	
			Research Practice 2 (Visual Culture Dissertation) UA1AAQ-60-M 60 credits	<b>MA VISUAL CULTURE (RESEARCH)</b>

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

Research Methods  
UA1AAW-30-M  
30 credits

Research Practice 1  
UA1AAX-60-M  
60 credits

Research Practice 2 (Fine Art)  
UA1A8C-60-M  
60 credits

OR

Research Practice 2 (Visual Culture)  
UA1A9R-60-M  
60 credits

OR

Research Practice 2 (Visual Culture  
Dissertation)  
UA1AAQ-60-M  
60 credits

**MA FINE ART  
(RESEARCH)**

**MA VISUAL CULTURE  
(RESEARCH)**

**MA VISUAL CULTURE  
(RESEARCH)**

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

Research Methods  
UA1AAW-30-M  
30 credits

Research Practice 1  
UA1AAX-60-M  
60 credits

Research Practice2  
(Communication Design)  
UA1AAC-60-M  
60 credits

**MA COMMUNICATION  
DESIGN  
(RESEARCH)**

OR

Research Practice2 (Graphic Design)  
UA1AA3-60-M  
60 credits

**MA GRAPHIC DESIGN  
(RESEARCH)**

OR

Research Practice 2 (Illustration)  
UA1AA4-60-M  
60 credits

**MA ILLUSTRATION  
(RESEARCH)**

OR

Research Practice 2 Graphic Design with  
Animation  
UA1AA7 -60-M  
60 credits

**MA GRAPHIC DESIGN WITH  
ANIMATION  
(RESEARCH)**

OR

Research Practice 2 (Illustration with  
Animation)  
UA1AA8 -60-M  
60 credits

**MA ILLUSTRATION WITH  
ANIMATION  
(RESEARCH)**

OR

Research Practice 2 (Visual Culture)  
UA1A9R-60-M  
60 credits

**MA VISUALCULTURE  
(RESEARCH)**

OR

Research Practice 2 (Visual Culture  
Dissertation)  
UA1AAQ-60-M  
60 credits

**MA VISUAL CULTURE  
(RESEARCH)**

**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 Communication Design, 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:

- All students are allocated to a core programme on entry to the course: MA Research (Communication Design); MA Research (Design); MA (Research) Fine Art; MA Research (Media). The core programme is generally chosen to reflect the likely resource and supervisory needs of the student. During the first two modules all students meet as one cohort on a weekly/fortnightly basis – on alternate weeks students meet for studio seminars at which point students are grouped according to perceived shared needs and interests (this may or may not mean that all students from one core discipline are together).
- 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 allocation of students to interdisciplinary groups supports students in considering new approaches to their practice. The tasks and assignments set during the first two modules 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.

- The programme allows suitable applicants the opportunity to apply for transfer to PhD upon completion of the first four modules (120 credits). Students applying for such a transfer must demonstrate that the work undertaken has been of comparative standing to that of students who have already completed one year of a PhD programme. The extent to which individual proposals can fulfil the criteria demanded of PhD proposals together with the potential of the submission to reach Doctorate level is taken into consideration by an independent panel chaired by the Research Degrees Co-ordinator.
- The programme allows students to select a the 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 logbooks/studio 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

