



University of the
 West of England

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	Bower Ashton Campus
Faculty responsible for programme	Faculty of Creative Arts
Modular Scheme title	FCA Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	n/a
Highest award title	Graduate Certificate Participatory Arts and Media Professional Practice
Default award title	n/a
Interim award titles	n/a
UWE progression route Mode(s) of delivery	Part time
Codes	
UCAS code	JACS code W900
ISIS code	HESA code
Relevant QAA subject benchmark statements	Communication, media, film and cultural studies (2008) Art and design/ History of art, architecture and design (2008) Youth and community work (2009)
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	Sept 2009
Original Validation Date:	
Latest Committee Approval...	Date:...

Version Code 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

- To provide a continuing professional development programme that responds to the identified need for professional skills development of the participatory art/media and creative education sector;
- To enable practitioners in the sector to develop understanding of the broader contextual issues that affect this specialist sector.
- To enable practitioners to acquire a range of knowledge and skills which support understanding of the participatory art/media and creative education sector, in order to relate this to individual career development planning.
- To support work based learning by relating specific practical skills development to the experiences of practitioners within this field
- To offer a flexible delivery framework that responds to the needs of individual learners

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

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

On completion of this award, a successful student will be able to:

1. Draw on their personal or formal knowledge-base and set of mental models relating to the area of practice;
2. Develop and evaluate a range of practical theories, ideas and approaches and relate these to the development of their own practice, creative problem-solving and the management of projects.
3. Research, analyse and evaluate information from a wide range of sources to identify relationships and patterns and make informed judgements;
4. Understand and apply the structures, terminology and conventions of contemporary participatory arts practice.

Teaching/learning methods and strategies:

Teaching and learning methods and strategies involve directed study tasks including the use of literature and reflective activities and learning from experience.

Core content is delivered through focused lectures, seminars and workshops. Facilitated learning supports student-led elements which explore the application of knowledge to work-based/live situations.

Additional support is provided through specific learning activities delivered through e-learning, group activities

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.

Assessment:

Assessment of outcomes (1-4) is carried out

	<p>through briefed projects (tasks) which typically comprise of practical and written work relating to the work place. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment includes formative assessment of learning in context and peer/self assessment activities.</p>
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B Intellectual Skills

<p>B Intellectual Skills</p> <p>On completion of this award, a successful student will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on the effectiveness of participatory activity across a range of contexts; 2. Analyse and evaluate the approaches and methods of a range of practitioners in relation to participatory arts practice 3. Identify appropriate solutions to sets of complex problems including complex needs of vulnerable people 4. Identify interrelationships between wider systems in which the area of practice is located 	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through teaching and learning methods and strategies that involve directed study tasks including the use of literature and reflective activities and learning from direct experience.</p> <p>Core content and methods are explored during focused lectures, seminars and workshops and developed further through facilitated activities designed to draw on the students own experiences in the work place.</p> <p>Additional support is provided through specific learning activities delivered through e-learning, group activities</p> <p>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject and to contribute actively to group discussions.</p> <p>Assessment: These outcomes (1-4) are primarily assessed through individual written assignments and presentations which relate directly to the briefed projects (tasks). Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment includes formative assessment of learning in context and peer/self assessment activities.</p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>On completion of this award, a successful student will be able to:</p> <ol style="list-style-type: none"> 1. Research, prepare and present case studies and presentations; 2. Identify practical methods of enquiry and evaluate information that will inform areas of specialist practice 3. Evaluate techniques and theories that relate their practice-based specialism to the wider issues of participatory practice; 4. Understand the ethical issues that affect and inform contemporary participatory arts practice 5. Apply appropriate project management skills relevant to specialist areas of practice. 	<p>Teaching and learning methods and strategies involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Core content and methods are explored during focused lectures and seminars. Practical workshops that offer students the opportunity to develop, demonstrate and reflect upon their skills and ideas to their peers within a supportive environment.</p> <p>Additional support is provided through specific learning activities delivered through e-learning, group activities</p> <p>Throughout, the learner is encouraged to research relevant material from a range of sources and explore the application of subject/professional/practical in relation to their own practice and the wider range of relevant contexts.</p> <p>Assessment: Assessment of outcomes (1-5) is carried out through briefed projects (tasks) which typically comprise of practical and written work relating to the work place. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment includes formative assessment of learning in context and peer/self assessment activities.</p>

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>On completion of this award, a successful student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the implications of different issues and courses of action; 2. Understand and manage dilemmas and value-conflicts; 3. Evaluate the impact of self on different situations. 4. Identify the roles and responsibilities of key partners and respond to the requirements of interprofessional working. 	<p>Teaching/learning methods and strategies:</p> <p>Teaching and learning methods and strategies involve directed study tasks including the use of literature and reflective activities and learning from experience.</p> <p>Core content and methods are explored during focused lectures and seminars. Practical workshops that offer students the opportunity to develop, demonstrate and reflect upon their skills and ideas to their peers within a supportive environment.</p> <p>Additional support is provided through specific learning activities delivered through e-learning, group activities</p> <p>Throughout, the learner is encouraged to research relevant material from a range of sources and explore the application of subject/professional/practical in relation to their own practice and the wider range of relevant contexts.</p> <p>Assessment: Assessment of outcomes (1-4) is carried out through briefed projects (tasks) which typically comprise of practical and written work relating to the work place. Assessment methods are used which reflect both the practical and applied nature of the programme. Assessment includes formative assessment of learning in context and peer/self assessment activities.</p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

ENTRY
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level 1	Compulsory modules • • •	Optional modules (full list available at www...) • • •	Interim Awards: • Credit requirements • Other requirements
	Core modules • • •		
level 2	Compulsory modules • •	Optional modules (full list available at www...) • • •	Interim Awards: • Credit requirements • Other requirements
	Core modules • •		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i>		
level 3	Compulsory modules • Participatory Arts; Practice and Context (20 credits) • Professional Practice: Project Management (20 credits) • Participatory Arts Facilitation: Methods and Approaches (20 credits)	Optional modules (full list available at www...) • • •	Prerequisite requirements • Minimum credit/module requirements • other
	Core modules • •		Awards: • Target/highest Graduate Certificate Participatory Arts and Media Professional Practice • Default title Credit requirements 60

→ GRADUATION

Section 5: Entry requirements

Applicants will have a first degree in a relevant subject area and can give evidence of relevant experience in the participatory arts and community media sector.

Or

An equivalent professional qualification with approved experience.

Students without higher education diplomas may be considered for admission to the programme provided they can demonstrate the ability to achieve the prescribed level 3 learning outcomes.

Students wishing non standard entry are assessed by interview and by consideration of written evidence

Applicants whose first language is not English must have a minimum of IELTS score of 6.5

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Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures 2008 variant (insert title of variant)

Fully compliant with UWE Academic Regulations and Procedures.

Section 7: Student learning: distinctive features and support

This is an accredited continuing professional development programme developed in direct response to the needs and requirements of the community art/media and creative education sector. The programme development is funded by the HERDA Higher Skills Pathfinder Project and was set up following extensive research (cited in section 8). The sector has no overarching accrediting body and is keen to benchmark achievement in relation to a qualifications framework.

The design and content of this CPD programme has been developed with the full collaboration of a wide range of stakeholders many of whom contribute to the project's steering group which has met regularly. In addition, the project funding supported the appointment of a small number of consultants who have contributed specialist knowledge to the development of learning materials.

This programme is designed to work within the 'Practitioner Award Scheme for the South West Region' (Shell Award Framework) which was validated in February 2009. The development of this framework was also funded through HERDA.

Teaching and learning strategies across all modules reflect the particular needs of a sector which employs a largely freelance workforce. Module content is project-based with learning offered through short intensive taught sessions interspersed with periods of time dedicated to self-directed work. This time is supported by structured e-learning and set tasks. The student body is likely to be made up of individuals working with different practices in a common field/environment. This mix will stimulate debate and understanding of key issues and is a feature of the taught sessions and the planned cohort interaction (through online communities).

Work based learning is a key feature of this programme. Students are expected to have experience within the community art/media and creative education sector prior to joining the programme and will draw on this during the modules.

All modules are designed to stand alone, with no linear order, to allow students to access learning and accumulate credit towards the graduate certificate in a way that suits their circumstances.

Section 8 Reference points/benchmarks

- QAA Benchmark Statements:
Communication, media, film and cultural studies (2008)
Art and design/ History of art, architecture and design (2008)
Youth and community work (2009)

Health Studies (2008)

Learning Through Work cohort Handbook Section 6 Level indicators

Making it Work report

http://www.firstborn-creatives.co.uk/community-media/Making_It_Work_Full_Report.pdf

Creative Blueprint report (Online) – Creative and Cultural Skills (Sector Skills Council)

www.ccskills.org.uk/regions/scotland/index.asp

Skills for Tomorrows Media report (Online) – Skillset (Sector Skills Council)

www.skillset.org/uploads/pdf/asset_178.pdf?1

HERDA Higher Skills consultation event 24.10.2007 (report available)

NESA “Unique Offer to Artists” report (report available)

- UWE Learning and Teaching Policy
UWE Policy for the development of e-learning 2007-2010
Materials in development through UWE Work Based Learning Group (sub group of LTAC)

- Staff research project:

Shawn Sobers, academic staff lead on this initiative, was also a co-author of the research project that underpins this programme: Making It Work (www.firstborncreatives.co.uk/community-media/Making_It_Work_Full_Report.pdf).

Cumulative findings from the Arts and Health Research Programme led by Professor Norma Daykin in the School of Health and Life Sciences support the development of education, training and CPD for artists who wish to develop their skills within health and social care contexts but who do not need or wish to train as specialist arts therapists.

- Employer interaction/feedback:

This programme has been developed as a HERDA SW Higher Skills Pathfinder Project. It has been prompted by detailed sector needs analysis in the SW that was carried out both by the HERDA SW Intermediary and a research project; Making It Work (www.firstborncreatives.co.uk/community-media/Making_It_Work_Full_Report.pdf).

This specification provides a concise summary of the main features of the programme and the 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 learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.