	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MA
4	**Programme Title**	MA Creative Arts Practice
5	**Programme Code**	4134F/P
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	7
9	**Last updated**	February 2012

10	**Programme Aims**

1. to provide a programme which is underpinned by the research activity of the Newcastle Institute for Creative Arts Practice
2. to provide a programme which equips its graduates for professional practice and/or further study in areas of creative practice
3. to combine the study of the theory of creative practice and research methodologies within the creative arts with the opportunity to study two or more disciplines and to undertake a major creative practice project as the capstone of the degree
4. to provide opportunities for transdisciplinary projects which are at the forefront of current creative practice
5. to apply business skills relating to the creative industries
6. to generate a transdisciplinary community of practitioners developing innovative collaborative research practices
7. to generate strong links between academic research and creative enterprises
8. to offer a programme which complies with University policies and procedures and satisfies the requirements of level 7 of the Framework for Higher Education Qualifications

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should:

A1   have a sound understanding of the theoretical foundations of research in the creative arts together with a practical understanding of research methods
A2   have a good appreciation of the capabilities of digital technology in creative arts practice
A3   have a critical and up-to-date understanding of creative arts practice in more than one discipline
A4   have an understanding of how transdisicplinarity affects their creative practice

Teaching and Learning Methods

A range of teaching and learning approaches will be used depending to a considerable extent on the disciplines chosen. The compulsory taught modules will use a mixture of exposition, discussion and practicals to explore key philosophical and technological issues (A1, A2). The discipline-specific modules have a strong emphasis on creative practice and will focus therefore mostly on individual student work with appropriate support. The final project serves as a capstone for the whole programme and requires the student to deliver a major creative project informed by their critical reflection and theoretical understanding (A3, A4).

Assessment Strategy

A range of approaches will be used with equal emphasis being placed on the creative works as on essays, research papers, reports, oral presentations and the reflective and critical commentary accompanying the final projects.

Intellectual Skills

On completing the programme students should be able to:

B1   critique creative projects with reference to underlying theories of practice-based research
B2   review critically the academic literature relevant to their area(s) of interest
B3   operate effectively across a range of creative disciplines

Teaching and Learning Methods

These skills (B1-B3) will be developed principally through undertaking the taught modules, both compulsory and optional, which will use an appropriate mix of exposition, discussion and presentation. Throughout the programme students will have opportunities to critique each other's work and widen their range of experience.

Assessment Strategy

The development of intellectual skills (B1-B3) will be assessed principally through written work, sometimes through oral presentation and through their impact on creative work.

Practical Skills

On completing the programme students should be able to:

C1   use digital technologies in their own creative work
C2   undertake creative projects of a transdisciplinary nature
C3   apply appropriate enterprising and entrepreneurial strategies to their creative practice
C4   undertake major creative projects

Teaching and Learning Methods

C1 will be introduced through HSS8120 but will be further developed through discipline specific modules and developed in practice through the final creative project. Generally the development of these practical skills (C1-C4) will occur through individual and group creative work within the discipline specific modules of the taught programme, but also through the final project. Different disciplines require different approaches, but the emphasis will be on individual student work with support and supervision from academic staff.

Assessment Strategy
These skills (C1-C4) will principally be assessed through creative work both within the taught programme and in the final project.

Transferable/Key Skills
On completing the programme students should be able to: D1   communicate the underlying philosophy of their own creative practice orally and in writing D2   use a range of digital technologies proficiently D3   work co-operatively in groups on creative projects D4   apply project management skills to their practice

Teaching and Learning Methods
The two compulsory taught modules will introduce D1, D2 and D4. Many modules throughout the programme will provide opportunities for co-operative working (D3), which will be actively encouraged. The final creative project and some elements in the discipline strands will provide opportunities for all these transferable skills to be developed.

Assessment Strategy
D1 will principally be assessed through the final creative project, but also in discipline specific modules. D2 will be assessed through the Technologies and Digital Theories module, as well as through elements of the discipline specific modules and the final creative project. Some modules will require co-operative projects and in other cases they will be allowed (D3). D4 will be assessed principally indirectly via the production of creative projects, in particular in the final creative project.

12   Programme Curriculum, Structure and Features
Basic structure of the programme
All students take 40 credits worth of compulsory modules covering the philosophical basis of creative practice, digital technologies, enterprise and research methods. Students then choose at least 40 credits from one of the disciplines on offer – architecture; creative writing; digital film; digital media; fine art; landscape; multi-media communications; museum and art curatorship and music. The remaining 40 credits of the taught programme can be chosen from the creative enterprise stream and/or one or more of the other disciplines, but there is the option to take a further 20 credits in the main discipline. All students undertake a final 60 credit creative project which should normally cross disciplinary boundaries. Students will be expected to articulate the philosophical underpinnings of their work as well as produce a creative product. All students will develop an awareness of the potential for using digital media in their creative practice during the taught element of the programme, but their final creative projects may be in non-digital areas.

Key features of the programme (including what makes the programme distinctive)
The programme's main distinctive features are: a)   the research-led nature of the programme and its affiliation to the Newcastle Institute for Creative Arts Practice (NICAP) b)   the emphasis on creative practice, seen especially in the capstone 60 credit project module c)   the emphasis on transdisciplinary approaches and the option to undertake transdisciplinary projects

d)	The opportunity to become part of a community of creative arts researchers in a wide range of areas which has an interest in cutting edge and transdisciplinary research

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13	**Criteria for admission**

Entry qualifications
Normally a 2:1 degree or equivalent in one of the following subject areas would be required: digital media, film, music, fine art, multimedia communication, media and digital design, visual communication and design, creative writing, architecture, museum and art curatorship or computer science. It is not a requirement to have previous experience of digital media.

Admissions policy/selection tools
By application form combined where relevant with examples of existing creative work

Non-standard Entry Requirements
Relevant work, creative or cultural sector experience may be taken into account in lieu of academic qualifications. Contact the Degree Programme Director before making an application.

Additional Requirements
A portfolio of work may be required.

Level of English Language capability
IELTS 6.5 (or equivalent)

14	**Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support
Each undergraduate and taught postgraduate student will be assigned a personal tutor.*
A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.
*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

Students on the MA Creative Arts Practice will be able to make use of specialist facilities in Culture Lab which provides a specialist repository of high quality digital resources. In addition contributing schools will have their own specialist resources in certain cases.

15	**Methods for evaluating and improving the quality and standards of teaching and learning**

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms
Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

Pass mark
The pass mark is 50

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
i. See and approve assessment papers
ii. Moderate examination and coursework marking
iii. Attend the Board of Examiners
iv. Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure: http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
HSS8120	**Compulsory**	**1,2**	**1**	**1**	**1,2,3**
HSS8121	**Compulsory**	**1,2**	**1**	**3**	**4**
HSS8123	**Compulsory**	**3**	**1,2**	**2,4**	**1, (3)**
ARC8015	Optional	3	1,2	4	
ARC8027	Optional	3	1,2	4	
ARC8016	Optional	3	1,2	4	
ARC8100	Optional	3	1,2	4	
NBS8601	Optional	3	1,2	3, 4	3, 4
NBS8033	Optional	3	1,2	3, 4	3, 4
NBS8138	Optional	3	1,2	3, 4	3, 4
NBS8139	Optional	3	1,2	3, 4	3, 4
SEL8503	Optional	3	1,2	4	
SEL8504	Optional	3	1,2	4	
FMS8353	Optional	3	1,2	4	
COM8002	Optional	3	1,2	4	
COM8003	Optional	3	1,2	4	
FMS8352	Optional	3	1,2	4	
DMS8006	Optional	3	1,2	4	
DMS8102	Optional	3	1,2	4	
DMS8013	Optional	3	1,2	4	
FIN8010	Optional	3	1,2	4	
FIN8011	Optional	3	1,2	4	
APL8000	Optional	3	1,2	4	
APL8001	Optional	3	1,2	4	
COM8069	Optional	3	1,2	4	
COM8061	Optional	3	1,2	4	
COM8001	Optional	3	1,2	4	
ICS8005	Optional	3	1,2	4	
ICS8010	Optional	3	1,2	4	
MUS8137	Optional	3	1,2	4	
MUS8155	Optional	3	1,2	4	
MUS8138	Optional	3	1,2	4	