



The Faculty of Media and Communication

MA Creative and Media Education

PROGRAMME SPECIFICATION

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PROGRAMME SPECIFICATION

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1 BASIC PROGRAMME DATA

Originating institution	Bournemouth University
Awards and programme title(s)	PG Cert Creative & Media Education PG Dip Creative & Media Education MA Creative & Media Education
UCAS Programme Code	N/A
External Reference points	<ul style="list-style-type: none">• QAA Framework for Higher Education Qualifications• .QAA's Communication, Media, Film and Cultural Studies and Education Studies benchmark statements. These are used for mapping purposes as these are <i>undergraduate</i> benchmark statements.• QAA Code of Practice for Collaborative Provision and Flexible and Distributed Learning (including e-learning)
Professional, Statutory and/or Regulatory Body links	N/A
Place of delivery	Bournemouth University (The Faculty of Media and Communication)
Mode(s) of delivery	Part-time Distance Learning
Credit Structure	PG Cert: 60 (ECTS 30) PG Dip: 120 (ECTS 60) MA: 180 (ECTS 90)
Duration	Minimum 18 months (MA) Maximum 5 Years (MA)
Date of original approval	December 2007 (Version1)
Date of first intake	May 2011 (Version2)
Placements	N/A
Partnership institutions	None
Date and version number of this Programme Specification	January 2017, v2.0-0917

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2 PROGRAMME CONTEXT, AIMS & OUTCOMES

2.1 Context

The Media School at Bournemouth University is the largest centre of professionally based Higher Education for the media and communications industries in the UK, offering high-quality, industry-recognised courses in Media Production, Journalism and Communication, Computer Animation and Corporate & Marketing Communications. The School has a strong reputation in the media industries, a large number of alumni in senior positions, a range of distinguished visiting fellows and industrial advisers, and considerable experience in developing and delivering media programmes.

In 2005 the Media School undertook a review of its programme portfolio and conducted extensive market research, revealing that there was a need for masters programmes to be delivered in a flexible part-time mode in order to accommodate the educational needs of busy professionals. This group is unable to attend full-time face-to-face programmes or part-time programmes in Bournemouth where students 'fit in' with the activities of full-timers. Such programmes have often proved unsatisfactory for both the student and the programme teams.

Since then the School has developed an increasingly strong reputation for the design and delivery of successful blended distance learning programmes. These programmes are designed and delivered with the following principles at their centre:

- To accommodate the lifestyles and educational needs of today's learners.
- To offer a planned, reflective and continually challenging approach to self-development.
- To harness new technologies where appropriate.
- To connect with work-based activity, building on life experiences.
- To allow learning goals and routes to be negotiated.
- To provide opportunities for professionals to engage in life-long learning.

The MA Creative & Media Education was developed in accordance with the above principles in order to support the changing landscape of school and FE media provision, which makes new and significant demands upon teachers.

The course was developed by the Media School's Centre for Excellence in Media Practice (CEMP). CEMP is a research and innovation centre based in the Media School at Bournemouth University. It was awarded its status in 2004 by the Higher Education Funding Council for England. Over a five-year period it has established itself as a leading centre for pedagogic research in the media area. Its reputation has been built through its conferences (The Media Education Summit), its publications (*The Media Education Research Journal*) and, critically, its own teaching and learning activities, to which MA Creative and Media Education is central.

The key features of the degree are that students are able to

- Learn through reflective activities arising from work.
- Learn together in an online community.
- Learn through authentic tasks.
- Communicate their new understandings through an e-portfolio and exhibition.

The programme is designed to be relevant to the employment needs of both students and their organisations. Students negotiate their own learning contracts and individual pathways with their learning facilitator, ensuring that the outcomes are relevant to their needs. Students are able to fashion their course to suit their personal needs within their own work setting. The programme enhances the students' work so that work time contributes to the requirements of the units and feeds into, and improves, working practice.

Most MA Creative & Media Education students have qualified teacher status (QTS) and/or are practising full or part-time teachers (in School, FE or HE) for the duration of the course; others are employed in relevant educational support and development areas.

The programme is a flexible workplace degree that can be completed in a minimum of 18 months. The course is predominantly delivered online with four three-day face-to-face sessions (residential) which will include students meeting with their personal tutors, masterclasses from external experts and skills development workshops.

The aim of the degree is to provide students with knowledge and skills relating to both current debates and practices in the creative industries, and the teaching and learning of media, through sustained professional enquiry. This results in students developing as critical, knowledgeable and responsible leaders of creative and media education, capable of initiating, developing and embedding new understandings and techniques in the classroom and beyond.

2.2 Overall Programme Aim

The aim of the degree is to provide students with knowledge and skills relating to both current debates and practices in the creative industries, and the teaching and learning of media, through sustained professional enquiry. This will result in students developing as critical, knowledgeable and responsible leaders of creative and media education, capable of initiating, developing and embedding new understandings and techniques in the classroom.

2.3 Programme Learning Outcomes

This programme provides opportunities for students to develop and demonstrate knowledge, understanding, and skills, as follows:

A Subject knowledge and understanding

Any subjects/topics which lie within the media benchmarks, as appropriate to the student's own discipline/ production area.

In particular, the student should demonstrate the ability to:

1. Identify and apply appropriate models and approaches in order to critically analyse significant areas of the media industry;
2. Analyse areas of practice paying particular attention to evolution, historical context, present structure and future development;
3. Identify and critically evaluate significant concepts in the theoretical literature related to their practice;
4. Critically evaluate relevant media education literature and practice.

Learning and Teaching Methods and Strategies

Subject-based learning outcomes will be achieved through a variety of teaching and learning methods.

The Learning Facilitator will work with the student to identify appropriate learning resources and reflection and action inquiry opportunities, in order to enable the student to explore the boundaries of their discipline, and to embed their findings in their professional practice.

This is further developed through student-centred learning that explores particular topics in more depth. Further reading and focused discussion are also key elements of cognitive/subject based knowledge acquisition.

Assessment

Assessment will be through submission of a portfolio. In particular, subject knowledge and understanding will be assessed by professional presentations using an approach / medium appropriate to the student's work as well as an exhibition and evaluative commentary.

B Intellectual Skills

In particular, the student should demonstrate the ability to:

1. Critically examine and apply new knowledge to their current teaching practice;
2. Identify and critically analyse issues or problems in their own teaching practice which merits further investigation and research;
3. Defend and argue persuasive solutions to production issues and debates.

Learning and Teaching Methods and Strategies

Intellectual skills learning outcomes will be achieved through a variety of teaching and learning methods.

The Learning Facilitator will work with the student to identify appropriate learning resources and reflection and action inquiry opportunities, in order to enable the student to explore their teaching practice

This is further developed through a range of specially designed e-learning materials which explores particular topics (action inquiry, models of reflection etc) in more depth. Directed reading and the presentation of a reasoned argument are also key elements of intellectual skills development.

Assessment

Assessment will be through submission of a portfolio. In particular, patchwork text/media (use of different genres and media), a presentation or report using a structured framework and a written report including self and peer assessment.

C Subject specific skills

Within the student's own discipline, the student should demonstrate the ability to:

1. Produce a project which displays creativity and originality to demonstrate their understanding and exploration of concepts;
2. Produce an appropriate and convincing response to the issue or problem identified.

Learning and Teaching Methods and Strategies

Subject skills learning outcomes will be achieved through a variety of teaching and learning methods.

A key area will be work based learning. Students will develop skills in their workplace as directed by their Learning Facilitator and supported by their nominated Professional Advocate (where appropriate). The student's Learning Facilitator will work with the student to identify key incidents or issues from their professional experience that require development.

This is further developed by the use of a range of online masterclasses and e-learning provided by visiting media professionals. Self directed learning is also a key element of subject skills development.

Assessment

Assessment will be through submission of a portfolio. In particular, subject skills will be assessed by professional presentations using an approach / medium appropriate to the student's work, as well as an exhibition and evaluative commentary.

D Transferable skills

In particular, the student should demonstrate the ability to:

1. Work autonomously as a professional;
2. Evaluate their own work both critically and reflectively and evaluate the work of another student;
3. Communicate effectively, orally, in writing, and in appropriate media, in academic and professional contexts;
4. Prepare and present succinct and engaging presentations in a variety of contexts.

Learning and Teaching Methods and Strategies

The Transferable Skills learning outcomes will be achieved through a variety of teaching and learning methods.

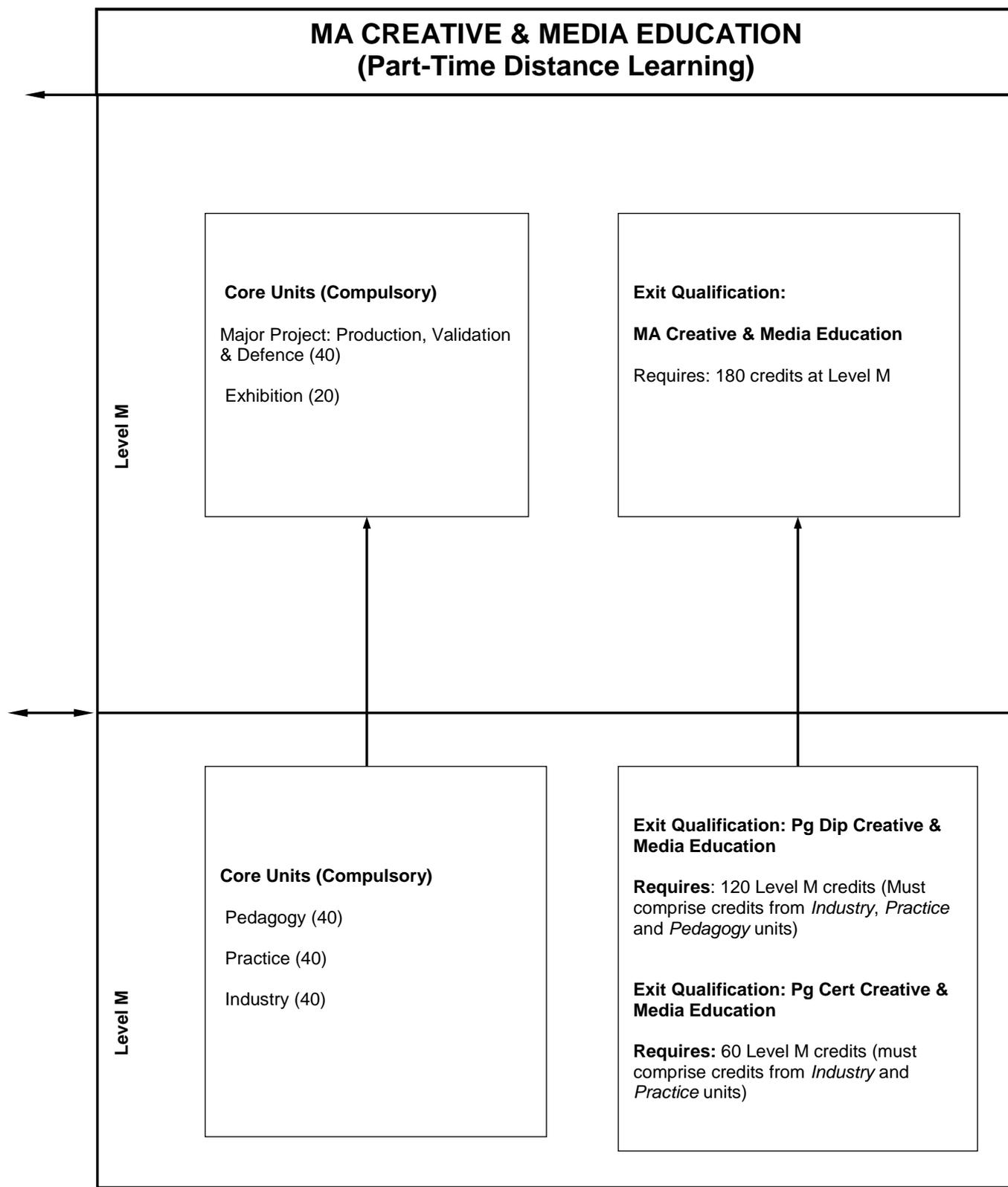
Students will develop their transferable skills through negotiation with other students and staff in the online community, and through interaction with media professionals providing online masterclasses. In addition, students will reflect upon and evaluate these transferable skills in their professional setting, supported by their nominated advocate, where appropriate.

Assessment

Assessment will be through submission of a portfolio. In particular, transferable skills will be assessed by self and peer assessment including reflective and evaluative commentary, presentations and vivas.

The Programme Learning Outcomes are mapped against the individual units in the following matrix, Figure 1.

3 PROGRAMME DIAGRAM



4 ADMISSIONS REGULATIONS

The regulations for this programme are the University's standards Postgraduate Admission Regulations with the following exceptions:

4.1 Entry Requirements

4.1.1 Applicants should have a basic set of skills and attributes required to fulfill the demands of the programme:

- mature academic knowledge and skills, normally at or above honours degree level, normally in related disciplines;
- teaching experience.

1.1.2 Applicants should confirm their ability to study at postgraduate level by presenting evidence of:

- appropriate achievement at first degree level, normally a 2.1 (Upper Second Class Honours) or equivalent;

or

- equivalent intellectual maturity through experience demonstrated in portfolios or records of achievement and/or by tasks set at interview, confirmed by employer reference/s;

or

- any combination of academic, vocational and experiential qualifications, to be considered and accredited using Accreditation for Prior Experiential Learning (APEL) principles.

4.1.3 Applicants whose first language is not English should present evidence of English language proficiency via the Cambridge/British Council English Language Testing Service (IELTS) with an average score of 7.0 and for each component 6 or above or an equivalent level of attainment, for example The Media School's Preparatory English Language Programme.

4.1.4 Applicants should have sufficient motivation to benefit from the programme, based on a mature understanding of what it involves.

4.1.5 All suitable applicants will be interviewed to assess motivation, commitment and general suitability for the programme either face to face or by telephone.

5 ASSESSMENT REGULATIONS & SUBMISSION OF WORK

5.1 Assessment Regulations

The regulations for this programme are the University's Standard Postgraduate Assessment Regulations.

5.2 Submission of Work

All student work is submitted electronically, along with an Assignment Submission Form, and is time and date stamped. Full details are provided in the Induction. The Programme Administrator will acknowledge receipt of work by an email to the student normally within three days of receipt.

All students contribute to the online community and are required to publish drafts of their work, to comment on the drafts of other students' work, and to defend their own assignment. They also have an individual Learning Facilitator who tests and reviews proposals and drafts. The programme team is confident that these controls ensure that the programme is as protected against plagiarism, impersonation and other academic offences as other Media School programmes. All students will also be required to sign a statement at enrolment confirming that they are aware of the penalties for Academic Offences, and the Assignment Submission Form (to accompany submitted work) includes a statement confirming that what is submitted is the student's own work.

The online community is technically robust. The community space is hosted on one of the most advanced servers within Bournemouth University and the live server is backed up regularly. The site is authenticated using LDAP to a Microsoft active directory which is used widely in education.

6 POINTS OF REFERENCE FOR PROGRAMME DESIGN

6.1 The Media School's Mission

The Media School's mission statement is outlined within the briefing document. In this context, the MA Creative & Media Education programme is relevant because it:

- offers a vocational, postgraduate programme that is relevant to the needs of teachers working in the field of creative and media education;
- equips students with the knowledge, skills and insights to contribute effectively as media teachers, practitioners or researchers;
- provides students with appropriate professionally and academically relevant transferable skills.

6.2 Subject Benchmarks

The MA Creative & Media Education programme is informed by the Communication, Media, Film and Cultural Studies and Education Studies benchmark statements. These are used for mapping purposes, since the Programme Team recognises that these are *undergraduate* benchmark statements.

6.3 QAA Qualifications Framework

The MA Creative & Media Education is consistent with the Framework for Higher Education Qualifications. The programme is offered at Level M requiring graduate entry, involving the acquisition of 180 M level credits.

Qualifications at Level M are awarded to students who have shown:

- i. a systematic understanding of knowledge and a critical awareness of associated issues some of which, either separately or in combination, are at the forefront of their academic discipline or area of professional/vocational study or practice;
- ii. a comprehensive understanding of relevant techniques applicable to their research or equivalent advanced scholarship;
- iii. an ability to apply such techniques and an understanding of how their results may be used to inform judgements and develop and advance ideas and/practice. Evidence of originality in the application of knowledge and critical awareness should be expected.

Typically holders of qualifications at Level M should be able to:

- iv. deal with complex issues, make informed judgements in the absence of complex data and communicate these clearly to specialist and non-specialist audiences;
- v. act autonomously in planning, implementing and analysing work regarded as being of a professional or equivalent level;
- vi. demonstrate self direction in tackling and solving problems;
- vii. with further professional training, to remain at the forefront of their subject area(s) or be able to develop new skills to a high level;

and they will have:

- viii. the knowledge and technical capacity and qualities and transferable skills necessary for employment in situations requiring the exercise of personal responsibility and initiative in complex and unpredictable contexts of a professional or equivalent context.

6.4 QAA Guidelines on the Quality Assurance of Distance Learning

The MA Creative & Media Education is consistent with these guidelines and the programme team has tested each against the proposed delivery, organisation and assessment of the programme.

7 PROGRAMME PROFILE

Originating Institution(s): BU School: MS Partner institution: N/A	Place(s) of Delivery: BU	Framework Title (in full): PT MA Programme Award and Title: MA in Creative and Media Education	Mode(s) of study ¹ : PT Expected Length of study ² : 18 Months
	Programme HESA JACS code:	Interim Award and Titles & required credits: PG Dip in Creative and Media Education (120 credits) PG Cert in Creative and Media Education (60 credits)	BU Credit Structure & ECTS ³ : Level M

Unit identification		Cost Centre(s) ⁴						Unit Details				Assessment Regs ⁷ :			
Unit version no.	Unit name	HESA JACS Subject Code	CC 1	%	HESA JACS Subject Code	CC2	%	Prog year ⁵ FT	Prog year ⁵ PT	Core / option	No of credits ⁶	Level (C,I,H, PgC, PgD, M)	Assessment ⁸ Element Weightings ⁹		
													Exam 1	C/Work 1	C/Work 2
CMED1	Industry	P300	30						1	Core	40	M		100%	
CMED2	Practice	P300	30						1	Core	40	M		100%	
CMED3	Pedagogy	P300	30						1	Core	40	M		100%	
CMED4A	Major Project: Production, Validation & Defence	P300	30						2	Core	40	M		100%	
CMED4B	Exhibition	P300	30						2	Core	20	M		100%	
Effective from ¹⁰ Prog Year / Month / Year		Contact in School: (tel no. or generic UG/PG/ programme specific email)				Date approved ¹¹ :		Programme Specification version no. ¹² : 2		Placement ¹³ :					
Yr. 1															
Yr. 2		Name of Professional, Statutory or Regulatory Body (if appropriate) ¹⁴ :				Diploma Supplement Statement regarding PRSB accreditation ¹⁵ :									