

Programme Specification for the MA Creative Media

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	n/a
4.	Final award or awards	Postgraduate Certificate, Postgraduate Diploma, Masters
5.	Programme title	Masters in Creative Media
6.	Pathways available	n/a
7.	Mode and/or site of delivery	Taught programme on the University of Worcester campuses, as daytime or evening sessions. All modules are mandatory.
8.	Mode of attendance	Full or part time. If part time, students would take specific modules each year and would not proceed to the Independent Study until the final year of study.
9.	UCAS Code	n/a
10.	Subject Benchmark statement and/or professional body statement	<u>QAA Master's Degree Characteristics</u>
11.	Date of Programme Specification preparation/ revision	January 2017 April 2017 minor amendments post approval August 2017 - AQU amendments

12. Educational aims of the programme

The programme has two attributes that signify its unusual and distinct character.

The first is its inclusion of diverse disciplines. The programme is aimed at graduates and practitioners in any field of creative media. This could include graphic design, photography, painting, printmaking, filmmaking, animation, sound design, digital game design, motion graphics and many more. This distinctive feature of the course – the interaction, cross fertilisation of ideas and process development between students representing different disciplines – creates stimulating scope for broadening idea generation, arena of practice and investigation into new fields. In each module, students learn, engage and interact with practitioners in fields outside their own: such an interface provides an enhanced awareness of creative possibilities, opportunities for acquiring new intellectual, creative and practical skills and, through this, a broadening of their creative identity. Dismantling inhibiting boundaries between disciplines and methods of practice is thus a significant factor the course philosophy and, as such, places it outside programmes that are designed for students who wish to pursue investigation solely within their subject boundary. As examples from the Masters in Creative Digital Media, a painter may gain skills in photography and video production and a game designer may broaden their concept generation through experimental media.

Breadth of interaction does not detract from depth of engagement. Each module places demands in terms of depth of research, process and reflection that signify demands on the student to achieve advanced standards within their own discipline. A broad range of skills, or at least an understanding of processes in other disciplines, is increasingly a demand in a market-driven, mutable culture. To be confident of success, it is no longer sufficient, for example, for a conceptual artist to work in isolation without an understanding of current media practices or a designer only to have knowledge of print media devoid of experimental investigation.

The second defining attribute is the scope of learning that the programme offers. Three modules provide opportunities in practice development that are supported by a range from experimental investigation to knowledge of the media and art market. Students thus follow a clearly defined pathway of interrelated module learning experiences that culminates in a major work in the final module. Thus, the course has been designed to expose students to a challenging learning experience that will interrogate preconceived concepts and acquired practice. This experience will equip graduates of the course with the ability to investigate ideas at an increasingly deeper level for assimilation into their creative and professional practice.

To achieve this aspiration, the course has four strands. The prime strand is creative practice.

Supporting and broadening this creative practice strand are three further strands that reinforce the higher learning experience. The first is experimental practice. This component aims to develop investigations in creative strategies and to foster an imaginative and experimental approach to creating work in the cultural domain at an advanced level. The student's investigation will form final works – or a series of projects – that are experimental, challenging and original in nature.

Alongside this theme is the professional practice strand of the course. The professional practice strand demands that students reflect upon their role in the corporate process, identify themselves as individuals in the creative process, and interrogate the intersection between their responsibilities to their audiences, their roles in fulfilling a profit-driven brief effectively and their right to freedom of expression in a world of rapidly shifting cultural norms and codes. Whilst on the MA programme, students will be expected to seek out, and actively pursue, employment opportunities that contribute to the success of their future career and to take advantage of the many opportunities on offer during the course.

Underpinning all of these processes is research. At the start of the course, students will engage in cultural and societal research in defining their creative identity, investigate issues of contemporary practice in the professional practice module, and explore and research themes supporting their concepts in the second practice module. All of these strands in their research will be combined in the Independent Project. At all stages of the course – especially in the group presentations, the essays and the tutorials – students will be required to justify and defend their assertions and concepts through rigorous, relevant and correctly referenced research. The current course invites speakers who are eminent in their field to give talks and meet students: this is an arrangement that will continue in order to give postgraduates the opportunity to expand their awareness of differing creative strategies, research, opinions and approaches.

Staff expertise in meeting the breadth and scope of students' diverse disciplines in the programme is essential. Within the Department of Art are staff specialisms that span the entire spectrum from art practice to the applied arts. Therefore, students may be taught by, or may consult, specialists in conceptual art, painting, printmaking, ceramics, publication and motion graphics design, photography, studio video production, sound and multimedia. If expertise within the Department of Drama is included, expertise in additional areas, such as film production, game design and animation are available. Tutors on the programme are selected for their breadth of knowledge and ability to analyse and offer critical comment within a range of disciplines. Sessional lecturers – appointed through interview and inducted by the University – may add to the skill spectrum and work closely with full-time colleagues to teach and support students. Visiting speakers who participate in events within the module programmes enlarge this raft of expertise.

Resources include a dedicated Masters students' base room with six computers and all of the resources necessary to realise digitally-produced projects, access to photographic and video cameras, and sound recording equipment and accessories, a multi camera video studio that may also be used as a photographic studio, a sound recording studio, a ceramics and printmaking studio, photographic studio, darkroom, animation rostra and a small stop motion studio. Space for painting and sculpture is not available but experience of the requirements of art students who have participated on the course is that such practitioners prefer to work from their own studio base, rather than use time to commute daily and also transport large artworks.

The course will:

- equip the student with conceptual understanding that enables them to evaluate critically current research and advanced international scholarship in the field of creative media, and, consequently, to evaluate methodologies in order to develop critiques. In addition, and where appropriate, to propose new hypotheses within their field of practice.
- enable students to acquire professional, ethical and theoretical awareness in their practices and develop the creative skills necessary to conceive, realise, manage and market their work;
- develop further students' creative and thinking abilities, their ability to experiment, imagine and invent, and to apply these to their creative and professional activity;
- deal with complex theoretical, cultural, ethical and professional issues, both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions and message clearly to both specialist and non-specialist audiences both nationally and internationally;
- encourage students' independent judgement, self-reliance and ability to work co-operatively with others in the professional field;
- offer students the experience of working in a creative environment in which they can broaden and contextualise their creative and professional practice at an advanced level.

13. Intended learning outcomes and learning, teaching and assessment methods

The MA programme aims to develop students' independent learning ability and enable them to become effective, reflective practitioners. Consequently, the learning, teaching and assessment methods are designed to provide opportunities for the students to develop these qualities. The learning environment will include a full range of practical work, lectures, seminars, workshops, problem-based learning, online learning, project work and independent and group study tasks, with students gradually being required to take control of their learning in an independent manner throughout the course. All online learning will be delivered through extensive use of the University's Virtual Learning Environment (Blackboard). Student research skills will culminate with a Masters level, independent study as their final assessment.

On completion of the MA programme students should have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key skills and further, given the wide variety of modes of presentation of information required by both national and international employers today, the course aims to assess students abilities and skills in as wide a range of these modes as possible whilst ensuring coherence with the module intended learning outcomes. As such, students are required to submit assessments including oral presentations, digital or actual portfolios, research proposals, written reports, case studies, and research findings through the Independent Project ensure a holistic analysis of the subject area being studied.

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Characteristics Statement descriptors for a qualification at Masters (M) Level: Master's degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September 2015 (see Section 16) and adapted according to the needs of this particular course.

Knowledge and Understanding

Award	Learning Outcome	Module Code
<i>PGCert PGDip MA</i>	1) through advanced research, identify, analyse and critically reflect upon appropriate theory and contemporary issues in creative media and apply the outcomes to their practice;	CMED4001 CMED4003 CMED4004 CMED4005
<i>PGCert PGDip MA</i>	2) through independent evaluation and reflection, have a deep understanding of critical arguments and contemporary insights in creative media and use this to enhance contextual depth in their practice;	CMED4001 CMED4003 CMED4005
<i>PGCert PGDip MA</i>	3) independently evaluate critical commentary in creative media and thus identify, analyse and apply a range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in their practice;	CMED4001 CMED4003 CMED4005

Cognitive and intellectual skills

Award	Learning Outcome	Module Code
<i>PGCert PGDip MA</i>	4) demonstrate an in depth understanding and application of appropriate research methods and use these to confirm the validity of their concepts and add breadth to the scope of their ideas;	CMED4001 CMED4003 CMED4005
<i>PGCert PGDip MA</i>	5) devise, implement and evaluate a personal research project in a contemporary area of creative media, demonstrating critical analysis of the research process as a foundation for the realisation of effective communication of advanced concepts.	CMED4001 CMED4003 CMED4005
<i>PGCert PGDip MA</i>	6) communicate conclusions clearly to specialist and non-specialist audiences through close, critical engagement with different perspectives, values and strategies of practitioners in the field, synthesising these with advanced theory to deal with complex issues systematically and creatively;	CMED4001 CMED4003 CMED4005
<i>PGCert PGDip MA</i>	7) demonstrate independence, self-direction and originality in identifying what is required to formulate effective solutions and evaluating strategies within the context of creative media, demonstrating how this self direction and originality enhances outcomes in their practice.	CMED4001 CMED4003 CMED4004 CMED4005

Practical skills related to employment

Award	Learning Outcome	Module Code
<i>PGCert PGDip</i>	8) demonstrate critical awareness and an independent, autonomous approach in professional and personal competence as a professionally employable media practitioner;	CMED4002
<i>PGCert PGDip MA</i>	9) demonstrate enhanced proficiency at professional level in the key and vocational skills in the field of applied media;	ALL

Transferable/key skills

Award	Learning Outcome	Module Code
<i>PGCert</i> <i>PGDip</i>	10) recognise and apply the essential elements of team management, identifying their own role and how it relates effectively to that of others, whilst applying a well-structured schedule to their own progress of work to ensure a successful conclusion.	CMED4002
<i>PGCert</i> <i>PGDip</i> <i>MA</i>	11) confidently make well-founded decisions, based on verifiable factors, in complex applied situations, demonstrating how systematic and creative methods communicate their conclusions clearly;	CMED4001 CMED4003 CMED4004 CMED4005
<i>PGCert</i> <i>PGDip</i> <i>MA</i>	12) Using well chosen, relevant, referenced sources from thorough research, formulate persuasive, balanced, reflective, arguments to defend their original concepts.	CMED4001 CMED4003 CMED4005

14. Assessment strategy

Students will have a range of assessment experiences.

Assignments will be in the form of practical projects that demonstrate engagement with the theoretical, creative and professional concerns of the assessment criteria, critical and reflective learning reports, essays and presentations. Formative assignments will be set during module sessions and these can be individual or group based. Summative assignments will usually be in the form of individual submissions but collaborative work will be permitted, provided that the examiners are provided with clear guidelines as to the contribution of each student. In CMED4002, Professional Practice, there is a mandatory collaborative project in which students will engage in team management and cooperative concept development in preparation for practice on graduation. The assessment will include a summative, assessed presentation to enhance confidence in corporate pitch situations.

At Masters level, graduates are required to demonstrate lucidity and coherence in structured argument to defend their ideas and their process of realisation. Students will be required to read and research widely, reflect upon the material gathered and structure synthesised ideas into a critical, coherent argument, culminating in a practical conclusion.

All modules, therefore, contain some form of written assessment, as well as practical outcomes. For example, reflective, thoroughly researched critical statements accompany practical work in all of the module assignments. These statements refer to the process of concept development, supporting research and reflection on the validity and efficacy of the outcome.

Submitted coursework, in whatever format, will show a sophisticated grasp of knowledge and reflect critically at a conceptually advanced level, in line with the QAA descriptor for Masters work.

15. Programme structures and requirements

The main emphasis of the Masters programme will be for practitioners from a wide range of fields to apply skills developed in creative media practice within a professional arena and to interrogate their own methods within this context.

Students will be able to study for either a

Post-Graduate Certificate (PGCert) – a minimum of 60 credits at level 7 OR
 Post-Graduate Diploma (PGDip) – a minimum of 120 credits at level 7 OR
 Master of Arts – a minimum of 180 credits at Level 7, including a minimum of 60 credits from the Independent Project

The course will be suitable for both full-time and part-time study.

Applicants to the course should understand that teaching software and resource skills is not a component of the programme and that students should already have acquired software knowledge, and the use of resources peculiar to their practice, as part of their undergraduate study, or professional practice. However, technical advice will be available to acquaint students with specialist equipment and the video and sound studio.

This table shows the modules that students take, irrespective of whether they are pursuing full-time or part-time study. Note that the Independent Project (Dissertation represents two 30-credit modules).

Level 7			
Module Code	Module Title (All modules are mandatory)	Credits	Prerequisites
CMED 4001	Creative Identity	30	-
CMED 4002	Professional Practice	30	-
CMED 4003	Creative Concept	30	-
CMED 4004	Experimental Practice	30	-
CMED 4005	Independent Project	60	CMED4001, CMED4002, CMED4003, CMED4004

Proposed structure by semester

Semester 1	Semester 2	Semester 3 (summer)
CMED4001 Creative Identity 30 credits	CMED4003 Creative Concept 30 credits	CMED4005 Independent Project 60 credits
CMED4002 Professional Practice 30 credits	CMED4004 Experimental Practice 30 credits	

16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ.

The Framework for HE Qualifications

The course has been developed following the Descriptor for a qualification at Masters (M) level: Master's degree (UK Quality Code Part A: Framework for Higher Education Qualifications in England, Wales and Northern Ireland, September 2014) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The programme learning outcomes are mapped onto the FHEQ descriptors to ensure alignment with the descriptors that can be viewed within the Course Handbook.

The course takes into account the Master's Degree Characteristics document that specifies the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes. It is further acknowledged that most taught Master programmes would include some learning undertaken in a structured environment. Master programmes, considered to be of the professional practice model, often combine structured and independent learning methods alongside time spent in practice. As such, the MA in Creative Media uses blended learning with mandatory intensive teaching blocks to comply with these characteristics.

17. Support for students

The University has a Diversity and Equality Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. The Professional Practice module (CMED 4002) engages a practitioner from the creative media industries who acts as a professional mentor in addition to their role in the assignment.

All students joining the course will be invited to join an induction programme run by the Programme. This event – usually held immediately before the commencement of the course – offers information about the course, modules, study support, information and communication technology, an opportunity for students to meet their peers and the Digital Arts Centre staff. At this juncture, there will be a guided tour of the resources and an introduction to booking equipment and technical workshops. There is a dedicated Subject Librarian. The University subscribes to Lynda.com so postgraduate students will have access to specialist tutorial on the use of software and equipment. The Digital Arts Centre will also provide support through its resources and facilities.

Students may seek non-academic support from [Student Services](#), and the [Disability & Dyslexia Service](#) provides advice and support for students who have mental health difficulties, dyslexia, sensory or physical impairments and other difficulties.

The University's Information and Communication Technology service provides UW students and staff with support for information technology and media and print services.

The Personal Academic Tutor is a student's regular point of contact during their time at the University. The tutor is allocated from the course team to ensure a familiarity with the student's programme. The Personal Academic Tutor will also respond to students' requests for support and help with problems that affect academic work, either at subject level or by referral to other University facilities.

Creative Media, registration will normally take place at the beginning of the autumn semester, as is currently the case for other taught Masters level courses in the University.

18. Admissions

Admissions policy

All applicants will be interviewed in order to ascertain the suitability of the programme to their requirements and to ensure that they have the subject and intellectual skills necessary in order to engage with the demands of the course.

At interview, the applicant will be required to show a portfolio or showreel of their work. Online links to an applicant's practice website are acceptable.

Overseas applicants might be interviewed via Skype or similar online link.

Entry requirements

Candidates will be expected to have gained a 2.1 (or equivalent) at degree level in a cognate subject, but admission is ultimately at the discretion of the Course Leader. Applicants who do not have a cognate first degree but who have substantial experience at professional level, and

whose quality of practice is of equivalent standard to that required to gain an Upper Second Class honours degree, may be considered for entry

For overseas applicants whose first language is not English, a minimum IELTS score of 6.5 is required.

See [UW Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Potential students should apply directly via Registry Services (Admissions) at the University of Worcester. To ensure that the applicant has the necessary intellectual and subject skills to engage with the programme, the Course Leader (or his/her nominee) will interview applicants prior to admission. Interviewees will be asked to present a portfolio (or material on a remote drive or disk) of practical work and be asked to provide evidence of their ability to write coherently and critically.

For overseas applicants, a telephone or Skype interview will be required if they are unable to travel to the University of Worcester. Overseas applicants will normally be required to submit an online link to a website showing examples of their work or they may send scans or copies (*not* originals) of their work by post.

Admissions/selection criteria

The selection process seeks to evaluate the candidate's ability to:

- think creatively;
- undertake relevant and advanced research to validate their concepts;
- write coherently with a cogent and well-structured argument;
- position their practice in a current cultural context;
- work as a member of a creative team;
- implement an effective process to realise the concept as a successful project;
- possess the subject skills necessary to bring concepts to a conclusion;
- conduct themselves in a professional manner.

Following interview, applicants who have demonstrated that they meet the entry requirements, and who have submitted the application form, will be notified of their acceptance on the course by Registry Services (Admissions). Successful applicants will be sent information on the timetable, the welcome session and any preparation that they need to undertake.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Institute of Creative Arts operates a robust, on-going system of quality management and enhancement that involves the following elements:

- Annual Evaluation of the course.
- External Examiner reports.
- Each module provides opportunities for student evaluation.
- Institute Quality Committee considers formal student feedback.
- Course Management Committee considers generic student issues.

- University Learning, Teaching and Student Experience Committee and the Institute Learning and Teaching Committee promote learning and teaching across the institution and Institute of Creative Arts
- Where possible, input from academic and technical staff in the Institute but who are not on the programme staff offer specialist skills.
- Post Exam Board module investigation (selected modules)
- Peer review of teaching by staff.
- A teacher accreditation course (Postgraduate Certificate in Learning and Teaching in Higher Education) for new staff, and Higher Education Academy accreditation.
- New Staff mentoring system.
- New staff monitored by Head of Institute of Creative Arts.
- Personal Academic Tutor system
- StARs who contribute to Course Management Committees

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late, but within 5 days of the due date, will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

<i>Award</i>	<i>Requirement</i>
PG Cert	Passed a minimum of 60 credits at level 7 from CMED4001, CMED4002
PG Dip	Passed a minimum of 120 credits at level 7 (CMED4001 CMED4003, CMED4002, CMED4004)

Masters	Passed a minimum of 180 credits at level 7 (CMED4001, CMED4002, CMED4003, CMED4004, CMED4005)
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PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

The Institute of Creative Arts financially supports staff who are working towards further qualifications and, through the Head of Institute, endeavours to allow for this commitment in the workload of those staff. All lecturers on the programme have extensive experience in the media industries, not only in terms of professional practice but also – and more significantly – in the theoretical and contextual aspects of their practice. Research activity and attendance at both national and international conferences is supported and encouraged. All academic staff involved on the course are research active, manifesting the results of this research through academic papers, public lectures and exhibitions or conference attendance.

Results from this scholarly activity feed back into the learning and teaching process. Academic staff will be required to share the results of their research with students through the course content. It is expected that, at specific points in the programme, lecturers will deliver a lecture on their research investigations and results.

Students on the programme are also encouraged to engage with the research interests of their tutors where there are shared interests. Details of lecturers' research interests and professional experience are to be found on the staff pages that are linked from the Digital Arts Centre web page:

<http://www.worcester.ac.uk/discover/digital-arts-centre.html>

The External Examiner monitors marking criteria and standards to ensure that grades and students' performance in summative assignments are commensurate with those required at Masters level. Liaison with the External Examiner is an on-going and collaborative process in which consultation on beneficial modifications to the course results in improvements implemented in the programme. The Annual Evaluation Report provides an opportunity to evaluate the academic health of the course based on evidence such as statistical data, student feedback, module evaluation response rates and outcomes and external examiner reports. Actions are identified from the analysis of evidence and from the Course Team's plans for developing the course and enhancing the students' learning experience.

This report is sent to the External Examiner for comment and submitted for scrutiny at the Institute Quality committee. This process of continuous evaluation, consultation and scrutiny ensures that standards are maintained or improved accordingly.

The final exhibition is the manifestation of the students' achievement and the ultimate signifier of the standards of maintained by the course.

22. Graduate destinations, employability and links with employers

Graduate destinations

Graduates of the current programme have been successfully placed in studios specialising in design, video editing, film production and photography. Many are now pursuing freelance practice. To cite just a few achievements, the following are representative and indicate the success of students from international backgrounds who have graduated from the course:

- Specialising in printmaking, was commissioned in 2015 for the design on the ten metre high banners for the east end of Worcester Cathedral during the east window restoration: his woodcut designs won high acclaim.
- Presented his feature film – produced as a course assignment – at the H.P. Lovecraft Film Festival in Los Angeles in 2015.
- Currently extending his course research on web screen technology as part of a funded project in his native South Korea.
- Based on her feature-length documentary for her dissertation, is working as a director in the film industry in her native Romania.
- Is now a television producer in his native India.
- Is a creative production writer and concept developer in her native Nigeria.
- Has been commissioned by publishers to illustrate children’s books: these include *The Leopard Boy*, written by Julia Johnson, and published by Frances Lincoln.
- Three recent graduates of the current course are now lecturing at higher education level.

As a result of their enlightening experiences on the course, some graduates have changed direction in their practice. An example is a filmmaker who, on graduation in 2015, produced the period war drama feature film, *In Silence*. He is now pursuing a successful career in 3D architectural realisation, a change that came about as a result of interacting with his peers on the course who introduced him to new avenues of investigation. As another example, a student who graduated in 2017 has enlarged her practice from painting to include photography and video production.

Student employability

The UK creative industries economy is worth £10m per hour.¹ Between 2011 and 2016, the creative industries employment in the Midlands grew by an average of 45.6%.² Whatever the student’s field of practice, the potential for employment on graduation is, therefore, considerable.

See Graduate Destinations, above. Many postgraduate students are already in a career and may want to use this course to update their subject skill and knowledge. Others use the opportunity to acquire a further advanced qualification as a means of enhancing their professional development and employability, as well as of opening up opportunities for networking and alternative employment, should they wish to change direction. Input is given from tutors who are professional practitioners, as well as from visiting lecturers, media practitioners, studio managers, media marketers and creative industries consultants.

Through self-directed study, and also course teamwork, students will gain an understanding of the nature of work in the UK and world media industries. The course also enables students to undertake intense development of their own practice, whilst developing their critical and conceptual abilities.

Students will develop skills as professional practitioners while participating in a professional art and design environment. Through these experiences, the programme will help students to develop their engagement with professional practice for the next stage of their careers, whether they are self-employed or employed in a larger practice. The cognitive, intellectual, collaborative and communication skills gained will also enhance employability in arenas outside those of the media industries.

Links with employers

Many postgraduate students are already in a career and may want to use this course to update their knowledge. Others use the opportunity to acquire a further advanced qualification as a

¹ <https://www.gov.uk/government/news/creative-industries-worth-almost-10-million-an-hour-to-economy>

² <http://www.nesta.org.uk/blog/seven-key-findings-new-creative-industry-statistics>

means of enhancing their professional development and employability, as well as of opening up opportunities for networking and alternative employment, should they wish to change direction. Input is given from tutors who are professional practitioners, as well as from visiting lecturers, new media practitioners, studio managers, media marketers and creative industries consultants. Links with employers include the BBC, Cadbury's, Take That, ArtWork Creative, Aardman, cleardesign.co.uk and bareface.agency.

Through self-directed teamwork – a component of the Professional Practice module, CMED4002 – interface with professional practitioners in CMED4003, Creative Concept, and attendance at conferences and symposia, (encouraged in CMED4001 and CMED4003) students will gain work experience and contact with professional practitioners that reflects the nature of work in the UK media industry. The course also enables students to undertake intense development of their own practice, whilst developing their critical and conceptual abilities. Students will develop skills as professional practitioners while participating in a professional creative media community in the Digital Arts Centre and other sites in the School of Art.

Through these means, the MA in Creative Media programme will help students to develop their engagement with professional practice for the next stage of their careers, whether they are self-employed or employed in a larger practice. Whilst on the MA programme, students will be expected to seek out, and actively pursue, employment opportunities that contribute to the success of their future career and to take advantage of the many opportunities on offer during the course.

Please note: 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 s/he 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 each module can be found in associated course documentation e.g. course handbooks, module outlines and module spec