

University of Cumbria Institute of the Arts

*Programme Handbook*

# **MA CREATIVE PRACTICE**

2019 – 2020

with named pathways/awards in;

**PostGraduate Certificate in Creative Practice**

[one trimester full time/two trimesters part time)

**PostGraduate Diploma in Creative Practice**

[two trimesters full time/five trimesters)

**Masters in Creative Practice**

[three trimesters/six trimesters]

This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification, available on your programme Blackboard site. This programme is governed by the University's [Academic Regulations](#). You should read and familiarise yourself with the Academic Regulations. In the event of any information contained in this handbook conflicting with that in the Academic Regulations, then the Academic Regulations should be taken as the definitive version.

This handbook should be read in conjunction with supporting information available in the Student Handbook available at [www.cumbria.ac.uk/studenthandbook](http://www.cumbria.ac.uk/studenthandbook) and Programme Administration [PAd] found at; [www.cumbria.ac.uk/StudentLife/Support/YourStudies/CourseInformationPoint/Home.aspx](http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/CourseInformationPoint/Home.aspx)

All students are expected to read and familiarise themselves with the content of the Student Handbook. The University has taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook and will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the University's reasonable control may arise which limit its ability to deliver the programme as described. Where reasonable and appropriate to do so, the University will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided the University does so, it will not be responsible to the student for any failure to provide the programme in accordance with the programme handbook.

If you require this document in an alternative format, please contact your Programme Leader in the first instance.

**Glossary:** some commonly used acronyms that you may come across are listed below:

AQS	Academic Quality & Standards Service
ARI	Arts Research Initiative
CAT	Credit Accumulation and Transfer
CCS	Critical & Contextual Studies
CDEPP	Centre for the Development & Enhancement of Professional Practice
CRPR	Creative Practice acronym used on module guides/descriptors
EE	External Examiner
FLTQEC	Faculty Learning, Teaching & Quality Enhancement Committee
FDL	Flexible Distributed Learning
LISS	Learning, Information and Student Services
MAB	Module Assessment Board
MDF	Module Descriptor Form
PAd	Programme Administration [replaces CIP > Course Information Point as of Sept 2016]
PT	Personal Tutor
PQC	Programme Quality Committee
QG	Quality Group
SIP	Student Information Point
SaMIS	Student & Management Information Service
SSF	Staff Student Forum
UAB	University Assessment Board
UCIA	University Institute of the Arts acronym used on module guides/descriptors
UCSU	University of Cumbria Student Union

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## 1. Welcome

### Dear MA Creative Practice Student

Welcome to the University of Cumbria Institute of the Arts and the Creative Practice masters programme. The MA Creative Practice has been designed as a best-practice, forward-thinking masters' programme, complementing the existing and future MA provision within the institute. The programme is designed to suit students progressing from undergraduate arts studies as well as mid-career professionals wishing to advance or diversify their creative practice. The course provides students with the practical, technical, theoretical and applied knowledge suited to flexible skills development needed within the dynamic and transitional cultural economy.

Please keep this handbook somewhere safe for future reference - you will find here fundamental information necessary for your study, covering all stages of the MA Creative Practice throughout the two years of the part-time programme and one year of the full-time programme. It should be used in conjunction with the MA *Creative Practice Programme Specification* and individual *Module Guides* (where you will find information on assessments and module particulars). The handbook will also introduce you to the people who will help and support you when you may need it and also explain how a student like you is expected to engage with the university's systems and procedures. All you need to bring is your own knowledge and passion for your practice - plus a willingness to share it with others, an openness to new ideas and enthusiasm to explore your creative potential. You may enter the programme opting to specialise chiefly in one media area or alternatively you may wish to develop projects vertically and laterally across and between traditional subject boundaries.

All staff at the Institute of the Arts are fully committed to equality of opportunity in education for all. The staff team on this programme are valued members of the university community who in addition to their teaching are researchers and practitioners within their chosen fields. We are committed to ensuring that you experience high quality teaching and receive the support you need to get the best out of your time with us. The Brampton Road campus has a long, distinguished history as a centre of learning within the arts. The modern campus is a vibrant arts environment which has an up to date arts library and industry standard studio facilities, including well-equipped Mac and PC computer studios carrying the latest design and multimedia software and high-specification hardware, digital video

production and editing suites, motion capture technology and a television studio with a full lighting rig and multi-camera set-up. Students work and study in close proximity to others in the postgraduate community, affording opportunities for cross-discipline exchange, collaboration and further media training. To facilitate and support your creative projects you will have full access to the Audio Visual (AV) technical team. As a student of the Institute of the Arts you will find yourselves joining a supportive academic community and we hope that you will enjoy your studies with us and participate in the experience to the full.

I wish you all the best with your postgraduate studies and look forward to getting to know you individually in the near future.

*Nick Dodds*

*Pathway Leader*

MA Creative Practice

### **Staff Student Forum (SSF)**

SSFs provide an accessible forum at programme level for the debate and discussion of issues relating to the student experience across the programme. The SSF process seeks to provide a meaningful and accessible mechanism for you to discuss any issues affecting your experience at Cumbria. The SSF meetings for this programme will take place in trimesters 1 & 2 - dates to confirmed.

### **Additional Costs**

Please be aware that, depending on your particular area of creative practice and/or research interests that there may be additional costs incurred, not covered by course fees, for example: in respect to the purchase of materials and/or travel expenses to attend promotional events or research archives etc.

## 2. Your Programme Team

Role	Name	Contact details
MA Creative Practice Programme Leader	Nick Dodds	nick.dodds@cumbria.ac.uk
MA Creative Practice Programme Tutor	David Robert	david.robert@cumbria.ac.uk
MA Creative Practice Programme Tutor	Clive Tonge	clive.tonge@cumbria.ac.uk
UCIA7001 & UCIA7002 Module Leader	Elliott Shaw	elliott.shaw@cumbria.ac.uk
UCIA7001 Module Tutor	Katrin Joost	katrin.joost@cumbria.ac.uk
UCIA7001 Module Tutor	Sarah Bonner	sarah.bonner@cumbria.ac.uk
UCIA7001 Module Tutor	Jane Topping	jane.topping@cumbria.ac.uk
Library and module support	Claire Stewart	claire.stewart@cumbria.ac.uk
PAd Administrator	Jane Carruthers	PAdBrampton@cumbria.ac.uk

## 3. Programme Rationale and Philosophy

**key terms:** *creativity, versatility, lateral thinking, innovation, trans-media, cutting edge, synthesis, interdisciplinary, research by practice, post-graduate scholarship, outward facing, entrepreneurial.*

The MA Creative Practice is an innovative masters' programme that provides students with the practical, technical, theoretical and applied knowledge suited to flexible skills development needed within the dynamic and fast changing media economy. The MA Creative Practice is suited to arts graduates and mid-career professionals who are seeking to advance or diversify their practice. For graduates, the programme provides a clear progression point from six principal course areas: *Graphic Design, Illustration, Photography, Film & TV Production, Digital Art & Games Design and Wildlife and Adventure Media*, as well as appealing to students from a more contemporary applied arts background. The programme will draw upon the key strengths of each discipline, in particular: lecturing staff with a wide range of expertise, excellent support mechanisms and a well-resourced studio environment. A proportion of content and delivery will be sourced from the external creative sector with tutorial guidance playing a key supportive role.

The design and divergent dynamic of the MA Creative Practice course has developed out of a rigorous consultation process with relevant programme leaders and academic teaching staff. The interdisciplinary ethos is a defining feature of the programme; allowing students opportunities to develop creative projects should they wish laterally across course areas, advancing and/or rethinking strategies for working, or an element of risk taking. This versatile approach to media practice reflects current and projected trends within the field of creative media, whereby traditional skills are combined with digital processes to create innovative solutions in response to creative briefs. To quote from the QAA Art & Design 2008 benchmark statement 3:2; "The erosion of traditional parameters, which were

often based in part on differences in media and processes, has been fuelled by the significant impact of newer media and technologies that are increasingly common across disciplines" (QAA p3).

The critical interrelationship between theory and practice is another key facet of the programme. Contextual studies is embedded at every level and students are encouraged to locate their creative practice within a wider social and cultural discourse. Students are instructed in research methodologies and encouraged to apply the appropriate standards of academic scholarship, rigour and fluency in respect to research and writing at post-graduate level. The MA Creative Practice programme has been designed, in keeping with the University of Cumbria's *Academic Design Principles*, to ensure an increasing emphasis on self-direction as the student works through progressively through the stages of the course, leading (at MA level) to the proposal, management, implementation and public dissemination of a substantial creative media project. The final 60 credit module, UCIA7003 MA PROJECT will be self-directed towards the student's career ambitions. MA Creative Practice students work towards a September public facing exhibition and/or publication of creative practice, underpinned with a substantial critical appraisal.

The MA Creative Practice provides a range of opportunities for professional and career development. Graduates of the programme will go on to apply their creative skills in domains as varied as; online and traditional publishing, 2D and 3D animation, video games, art installations and exhibitions, web design, interaction/interface design, film/TV production, project development and consultancy, service design as well as further research and academia. Students are encouraged to be outward looking and entrepreneurial throughout their time on the course: to consider their career trajectory, to forge links with industry, creative agencies and organizations. The University of Cumbria Institute of the Arts is actively involved in working collaboratively with a variety of locally based organisations and industries, which will be of benefit to post-graduate students in particular. Examples of recent/current activity;

*Visualising the Animal*: A conference questioning the meaning of animals within contemporary society as seen through photography. This was the second bi-annual conference for academics and practitioners hosted by the university and organised by the photography department.

*Aitkins/Sellafield*: A recent venture that the university is keen to nurture. Graduates from the BA Digital Art (top-up) secured summer paid internships with Sellafield, based in west Cumbria, developing virtual engineering systems.

*Vallum Gallery*: A new public-facing, professionally equipped, exhibition space at Brampton Road, which opened in September 2015 with a successful inaugural exhibition of artwork by staff past and present. The gallery has a designated curator in post to oversee the rolling exhibition programme. MA students (FT & PT) will have the opportunity to show their work in the end-of-year exhibition in August/September.

*Lakes International Comic Art Festival (LICAF)*: LICAF is an annual event that takes place in Kendal every October and is styled on a European template (such as the one in Angoulême, France). LICAF is a relatively new and distinctive arts and cultural festival with global reach and is already recognised as a significant international player. The Institute of the Arts has a longstanding collaborative relationship with LICAF that goes back to the inaugural event in 2013. This year, we will be hosting an exhibition by the renowned Japanese artist Junko Mizuno.

MA Creative Practice students will be expected to showcase their work at keynote graduate/industry shows in London and elsewhere, in particular; *New Designers*, housed at the Business Design Centre in Islington, and the *D&AD New Blood* show at Spitalfields. These shows have proved invaluable in the past, in respect to students securing employment and/or making fruitful industry connections. In 2015, one of our Film and Television Production students won a prestigious 'best at show' prize at *New Designers* with a short documentary film.

Alumni from the principal undergraduate course areas have gone on to run their own freelance business or secure employment in a rich and diverse range of creative industries. Many graduates maintain close links with the university and some come back to visit, present lectures, run workshops, give professional guidance - and in some cases (eg *Snask*) bring along their own rock n' roll revue. Our graduates' work can be found in books, magazines, advertising campaigns, web design, animation, game design, concept art, film production and TV title-sequences. Graduates from our courses have gone on to win major awards including eight regional and national *Royal International TV Awards* and to work on major creative projects all over the world. Furthermore, as new developments in creative media emerge, there is an expectation that the versatility of our graduates will enable them to be at the vanguard, exploiting the creative and commercial possibilities. It is within this context, that the creation of an MA Creative Practice builds upon best practice at undergraduate level.



#### **4. Programme Aims and Outcomes**

##### **Programme Aims**

- 1) To enable students to focus on advancing a creative practice in which they have prior knowledge or experience through previous study or employment.
- 2) To encourage innovation, artistry and a lateral approach to creative practice; to empower students to develop knowledge of new disciplines and/or work across traditional subject boundaries.
- 3) To foster systematic investigative and research-based methodologies; to enable students to analyze, theorize, develop and communicate ideas and concepts at an advanced level.
- 4) To examine the interrelationship between theory and practice; to encourage students to contextualize their creative practice as a cultural, intellectual and professional activity.
- 5) To encourage personal drive, independent learning and entrepreneurship through planning and implementing tasks at a professional or equivalent level.
- 6) To provide a supportive environment for students to advance critical insights in respect to a professionally orientated creative practice and/or further academic study.

##### **Programme Outcomes**

In respect to knowledge and understanding, the programme provides opportunities for students to develop and demonstrate the following:

- K1.** Systematic knowledge and critical awareness in the selection and deployment of research methodologies applicable to their creative practice.
- K2.** Advanced synthesis and review: cultivated powers of critical reasoning in respect to analysis of cultural texts, visual and academic written communication and presentation.
- K3.** Contextual framing; knowledge and understanding of theoretical, cultural and ethical contexts in respect to their own and broader aspects of contemporary creative practice.
- K4.** Relational knowledge and underpinning: understanding the connection between theory and practice, with practice being guided by theoretical and/or philosophical considerations.
- K5.** Originality and versatility in the selection and mastery of materials and processes to illicit innovative responses to creative briefs.
- K6.** Advanced reflection and mediation on inherent strengths and weaknesses of practical and theoretical project work, identifying opportunities for further development.

## 5. Programme Structure

The MA in Creative Practice is available as both full and part-time models, based on a full calendar year full time. The part-time route will follow the full-time programme but over two calendar years allowing students to engage with the full-time cohort but only undertake a proportion of the taught sessions and learning outcomes. The course starts in September for all modes of study with exit awards at certificate and diploma level signposted within the programme structure [see course diagrams below]. The proposed trimester structure incorporates a summer period of study from May to August.

The MA Creative Practice programme fosters interdisciplinary approaches to projects and encouraging students to work across traditional boundaries. It is envisaged that some form of 'bridging' studies may be necessary for some students joining the programme, who may be otherwise suitably academically qualified but may lack knowledge of some technical and/or media areas. To address this, students will be inducted during the first few weeks after enrolment in key resource areas for the MA Creative Practice programme: AV, editing suites, course Blackboard site, computer resource areas and access to the library published and on-line material. Staff aligned to practice orientated modules [eg CRPR7001 MATERIALS AND PROCESSES] may conduct specific and/or intensive inductions in equipment and software use. Furthermore, prior to joining the course, students will undertake a survey of technical skills to identify areas of proficiency and areas for future development, to reinforce and enhance existing skills and build in opportunities for class based or online media training.

Moreover, a designated post-graduate working area at the Brampton Road site will be in place for the 2016-2017 academic year. It is envisaged that the diversity of students joining the programme and their breadth of background experience, coupled with the vibrant post-graduate environment at the University of Cumbria Institute of the Arts, will provide excellent potential for collaborative and/or peer based learning and research.

<b>Academic Awards</b>	<b>Level</b>	<b>Credit points</b>
Postgraduate Certificate in Creative Practice	7	60
Postgraduate Diploma in Creative Practice	7	120
MA in Creative Practice	7	180

<b>Programme Delivery Structure (full-time)</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline (FT)</b>
		<b>Trimester</b>		
UCIA 7001	CRITICAL CONTEXTS	Trimester 1 (Sept–Dec)	Written work (60%) Portfolio (40%)	End of trimester 1
CRPR 7001	MATERIALS & PROCESSES	Trimester 1 (Sept–Dec)	Portfolio (50%) Project work (50%)	End of trimester 1
CRPR 7003	MEDIA NARRATIVES	Trimester 1 (Sept–Dec)	Project work (70%) Written work (30%)	End of trimester 1
<b>Students exiting at this point with 60 credits would receive a Postgraduate Certificate</b>				
CRPR 7002	CREATIVE PRACTICE	Trimester 2 (Jan–Apr)	Project work (80%) Presentation (20%)	End of trimester 2
UCIA 7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 2 (Jan–Apr)	Proposal (35%) Written work (65%)	End of trimester 2
<b>Students exiting at this point with 120 credits would receive a Postgraduate Diploma</b>				
UCIA 7003	MA PROJECT	Trimester 3 (May–Aug)	Project work (75%) Appraisal (25%)	End of trimester 3

<b>Programme Delivery Structure (part-time)</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Delivery Pattern</b>	<b>Method(s) of Assessment</b>	<b>Approximate Assessment Deadline (PT)</b>
		<b>Trimester</b>		
UCIA 7001	CRITICAL CONTEXTS	Trimester 1 (Sept–Dec)	Written work (60%) Portfolio (40%)	End of trimester 1
CRPR 7001	MATERIALS & PROCESSES	Trimester 1 (Sept–Dec)	Portfolio (50%) Project work (50%)	End of trimester 1
CRPR 7002	CREATIVE PRACTICE	Trimester 2 (Jan–Apr)	Project work (80%) Presentation (20%)	End of trimester 2
<b>Students exiting at this point with 60 credits would receive a Postgraduate Certificate</b>				
CRPR 7003	MEDIA NARRATIVES	Trimester 4 (Sept–Dec)	Project work (70%) Written work (30%)	End of trimester 4

UCIA 7002	PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT	Trimester 5 (Jan– Apr)	Proposal (35%) Written work (65%)	End of trimester 5
<b>Students exiting at this point with 120 credits would receive a Postgraduate Diploma</b>				
UCIA 7003	MA PROJECT	Trimester 6 (May–Aug)	Project work (75%) Appraisal (25%)	End of trimester 6

## 6. Programme Teaching and Learning Methods

The MA Creative Practice provides a context and supportive environment in which students can appreciate the benefits of critical self-reflection and cultivate the practical and theoretical expertise needed to become versatile creative media practitioners. The course pedagogy encourages innovative, lateral approaches to creative practice through a structured timetable of theoretical lectures, practical workshops, student led seminars, visiting speakers, action based and experiential research, self-directed and tutorial based learning. The breadth of input from staff and the multiple mechanisms of engagement support and optimize learning opportunities across all practical and theoretical activity. The synthesis between theory and creative practice is integral to the course design; hence, cultural and visual discourse is a taught component at all levels. Students are encouraged to engage fully in these processes, to develop self-awareness and embed skills, which will contribute to their professional progression and life-long learning. To encourage ongoing dialogue and review, students create, maintain and share a research blog throughout their time on the course.

The MA Creative Practice programme is designed in such a way that at each stage students take increasing responsibility for their own learning and professional development, leading to Masters Level which involves students carrying out a self-initiated major project, published or exhibited to a high professional standard, with an accompanying substantial critical appraisal.

## 7. Programme Assessment Strategy

Assessment criteria are published within the module briefs and/or module guides and are closely linked to the specific aims and learning outcomes established at each course stage, traceable to the broader aims of the MA Creative Practice programme outlined in the specification document. In accordance with University of Cumbria academic regulations, at postgraduate level the module pass mark is set at 50%. See i) the programme structure tables [section 5 above] for Assessment schedule, duration and weighting of components within particular modules and ii) Level 7 Grade descriptors in the appendices section.

Assessment on the MA Creative Practice programme is comprised of both formative and summative methods.

**Formative assessment** is generally concerned with ongoing progress. The regular formative review of students' academic and project work, which is either in draft form or in the process of being completed is an important part of the learning process. This may be in the form of negotiated briefs, peer or self-critiques and tutor feedback [verbal and/or written]. Formative assessment is used to:

- i) encourage the development of subject specific intellectual and practical skills; to help students acquire the knowledge they need for summative assessment.
- ii) encourage the development and practice of inter-personal skills such as working in teams, giving presentations, leading and contributing to seminars.

**Summative assessment** is chiefly concerned with evaluating performance, the quality and substance of work completed by the student, in line with the criteria for the programme of study, cross-referenced against individual module aims and learning outcomes. Opportunities for summative assessment may include; transferable and/or employability skills [embedded in assignments], formulation of creative briefs, theoretical essays, oral presentations, practical assignments and/or portfolio of discrete tasks, major project and final dissemination of major project. To ensure parity and academic rigour, assessment involves at least two members of staff.

**Feedback:** assessment feedback may take place in several ways; for example:

- in class/within a group and/or seminar context - may include peer review
- on a one to one basis with your module/programme leader
- formal written feedback on studio and written assignments
- through formative assessment strategies embedded within the programme

Detailed written feedback is provided to students in response to all work presented. If requested and/or where appropriate, staff will be available for further discussion at a post-assessment tutorial. It is important to note that all assessment feedback has a diagnostic dimension, which seeks to identify and explore the strengths and weaknesses in your work with a view to facilitating further development. Within the programme structure, assessment as a formal evaluation is considered as an important learning tool, as much as it is a means to measure achievement.

### Referencing

For details and tutorials on the importance and use of accurate referencing, please refer to; <http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Referencing.aspx>  
To access the interactive electronic edition of '*Cite them right: the essential referencing guide*' go to [Skills@Cumbria](#) on the University's Blackboard site. This publication primarily covers the Harvard style but also includes overviews and examples of all the referencing styles used at the university. The library subject resources pages also provides advice for the referencing style used for your subject: [www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects](http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects)

### Academic Malpractice

The majority of students are hard-working and honest and understand the meaning of academic integrity. However, some students do not and sometimes cheat, for many reasons and in varying ways. The University adopts a firm position on academic malpractice [cheating] of any kind, which can include: cheating in exams; plagiarism [ie use of someone else's work and trying to pass it off as your own]; collusion [eg working with other students inappropriately in the submission of work]; fabrication and falsification; and impersonation. Penalties for academic malpractice may affect your reassessment opportunities and can, in some cases, mean that you will be required to leave the University without any award. The malpractice procedures shall operate on two levels in accordance with whether it is deemed that major or minor procedures should apply. Full detail on the academic malpractice procedures can be found [here](#) and at: [Malpractice - University of Cumbria](#)

## **8. Personal Development & Employability on your programme**

By studying the MA Creative Practice you will not only be gaining extensive theoretical knowledge of your chosen area of study, you will also be developing a range of relevant transferrable skills which you can use to gain employment within the field of creative media during and after your degree. Furthermore, the programme should be viewed as an ideal preparation ground for any student seeking to conduct further research and/or an academic qualification at doctorate [PHD] level.

The MA Creative Practice programme provides opportunities for students to develop and demonstrate the following skills:

- S1.** *Interpersonal skills*, including: emotional intelligence and integrity, drive and motivation, effective listening and communication, reliability, negotiation and collaboration.
- S2.** *Advanced communication skills*: to structure and articulate ideas and arguments clearly to an audience; understanding the requirements and needs [eg technical and non-technical] of different audiences; making effective use of body language and presentational style.
- S3.** *Advanced project planning and monitoring skills*, including; self-direction, preparing briefs, documentation, time management, decision making, co-ordination and resource management, contingencies response and lateral thinking.
- S4.** *High level digital skills and IT literacy*; technical dexterity, flexibility and efficiency to access relevant data and present information appropriately.
- S5.** *Professional standards of presentation*; organisation and design in regard to the dissemination, promotion, exhibition and/or publication of creative media materials.
- S6.** *Entrepreneurial skills*, which may include; a willingness to nurture and/or launch a new venture, an understanding of where to access support for enterprise, awareness of funding mechanisms, networking and approaching outside bodies and agencies.
- S7.** *Independent learning and/or strategic planning required for continued professional development* including, an awareness of; personal strengths and the competencies needed for current and future roles, the potential of changing technologies and processes.

## **Personal and professional development: useful Contacts**

There are a number of opportunities open to you both through your programme and across the University, it's up to you to use those opportunities to make connections and ensure you can stand out to future employers. Although the programme will give you the tools you need to prepare for the world of work and/or further academic study, it is up to you to take the responsibility for your personal and professional development. Some useful contacts are listed below;

You might take part in additional activities and opportunities offered to you as part of your University of Cumbria Experience including schemes such as [Career Ahead](#). Speak to your tutor or contact the *Careers and Employability Team* to find out more about how you can stand out from the crowd. Visit [www.cumbria.ac.uk/careers](http://www.cumbria.ac.uk/careers) to find out more about the range of opportunities available. You can seek guidance from the University's [Careers and Employability Advisers](#) who can help with skills profiles, applications and CV writing, interview preparation, job seeking skills and career planning.

In respect to post-graduate study and becoming both a successful researcher and practitioner, it is important to develop your academic skills. Please take the time to familiarise yourself with the new *One Search* library system and the wealth of materials available on the Library and Student Services [LiSS] pages of the university website.

Student Services: [www.cumbria.ac.uk/Support/](http://www.cumbria.ac.uk/Support/)

Libraries and learning: [www.cumbria.ac.uk/Learning](http://www.cumbria.ac.uk/Learning)

Skills@Cumbria: [www.cumbria.ac.uk/Skills](http://www.cumbria.ac.uk/Skills)

Overall, LiSS is responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. LiSS staff can also advise students regarding finance worries and hardship funds and can provide advice on student facing policies such as complaints procedures and the Student progress Review process.



## 9. Support available to you

A Personal Tutor will be allocated to you at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your personal tutor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the University's [student support services](#). You should make contact with your Personal Tutor within a month of starting your studies. Please ensure that you check your email account and *Blackboard* regularly as this is how information is communicated to you and is also the mechanism by which confirmed module results and reassessments information are communicated.

The cumbria Student Handbook, found at: [www.cumbria.ac.uk/studenthandbook](http://www.cumbria.ac.uk/studenthandbook) has a wealth of information including the following:

[Assignment Submission](#)

[Conduct of Assessment](#)

[Extenuating Circumstances](#)

[Malpractice and Confidentiality Policy](#)

[Marking and Moderation](#)

[Student Absence](#) (Section D5 of the [Academic Regulations](#) also refers)

[Student Code of Conduct and Adjudication](#)

[Student Services](#)

[External Examiners](#)

[Personal Tutor](#)

[Academic Appeal](#)

[Students' Union](#) From monitoring the quality of your course as a Student Academic Rep, to running your own sports/interest group, to setting up a society or looking for opportunities to have fun and unwind or to add something to your Professional profile, the Students' Union offers a wide variety of opportunities that you can get involved in. Furthermore the UCSU are also able to help you find relevant volunteering opportunities, complementing your studies and gaining additional extra-curricular experience. Register online as a volunteer with UCSU at [www.ucsu.me/volunteering](http://www.ucsu.me/volunteering) to view volunteering and training opportunities, enabling you to expand your transferable skills and gain additional experience.

It is important to note that students can also obtain impartial advice from the Students' Union on complaints and other procedures. The UCSU can also support students through appeals, complaints and adjudication. For more info, please visit [www.ucsu.me](http://www.ucsu.me) or drop into one of the UCSU offices in Carlisle and Lancaster.

**other useful contacts;**

Psychological Wellbeing Service: [www.cumbria.ac.uk/need2talk](http://www.cumbria.ac.uk/need2talk)

Careers Service: [www.cumbria.ac.uk/Careers](http://www.cumbria.ac.uk/Careers)

Disability and SpLD: [www.cumbria.ac.uk/Disability](http://www.cumbria.ac.uk/Disability)

Money Doctors: [www.cumbria.ac.uk/MoneyDoctors](http://www.cumbria.ac.uk/MoneyDoctors)

Student policies: <http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight>

## **10. Appendices**



## Masters (M) Level University Wide Grade Descriptors

<p>80 -100% Distinction</p>	<p>Student has met the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Exceptionally comprehensive knowledge base. Ability to discriminate and justify key issues and relate them to the wider context. Lines of thought are innovative and transparent and the arguments are confidently expressed to develop and synthesise compelling and novel conclusions. Conclusions drawn make a new contribution to the knowledge base of the discipline and there is clear evidence of originality of application in the presented work.</p> <p><b>Interaction of Theory and Practice in the Professional Context</b> Exceptional critical analysis of the interface between theory and practice, which evaluates and challenges theoretical adequacy and synthesises the development of professional practice. Exceptional evidence of self understanding which leads to creative and novel use of multiple frameworks for evaluation and synthesis and challenges current practice in the professional context.</p> <p><b>Use of literature</b> Exceptional, discerning and balanced range of key and peripheral primary and secondary sources demonstrating a very high level of critical evaluation and synthesis and the ability to challenge received wisdom in the subject. Outstanding evidence of wide reading on the subject and this is incorporated into novel conclusions.</p> <p><b>Organisation of Material</b> Exceptional clarity of presentation that demonstrates ability to attend to all detailed aspects of organisation and structure of discussion and all supporting evidence. The work has the qualities consistent with publishable material.</p>
<p>70-79% Distinction</p>	<p>Student has met the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Excellent, comprehensive knowledge base. Ability to discriminate and justify key issues and relate them to the wider context. Lines of thought are transparent and the arguments are confidently expressed to develop and synthesise compelling conclusions.</p> <p><b>Interface between Theory and Practice in the Professional Context</b> Rigorous critical analysis of the interface between theory and practice, clearly elaborated to evaluate theoretical adequacy and synthesise the development of professional practice. Excellent, creative use of multiple frameworks for evaluation and synthesis of own stance.</p> <p><b>Use of literature</b> Excellent, wide range of key and peripheral primary and secondary sources, demonstrating critical evaluation and synthesis within the professional context.</p> <p><b>Organisation of Material</b> Excellent, coherent organisation and structure which enhances</p>

	comprehension. Excellent presentation of all material. Referencing is accurate to a high degree.
60-69% Good pass	<p>Student has met the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Substantial knowledge base. Ability to discriminate key issues and establish some links to the wider context. Arguments are confidently expressed through clear, logical lines of thought. Conclusions are firmly articulated, comprehensive, relevant and arise directly from the premised arguments.</p> <p><b>Interface between Theory and Practice in the Professional Context</b> Excellent critical analysis/evaluation of the relationship between theory and practice. Substantial use of multiple theoretical frameworks to evaluate professional practice with wide ranging synthesis to show how each is informing the other. Clear, critical evaluation of their usefulness.</p> <p><b>Use of literature</b> Substantial selection of key primary and secondary literature sources demonstrating analysis and critical evaluation of a wide range of relevant issues for the professional context.</p> <p><b>Organisation of Material</b> Organisation is comprehensive and structure coherent. Well presented, with considerable attention to detail which facilitates effortless comprehension. Supporting material is well presented and ordered with accurate referencing and minimal errors of detail.</p>
50 - 59% Satisfactory Pass	<p>Student has met the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Sound knowledge base. Ability to discriminate key issues. Arguments are confidently expressed through clear, logical lines of thought. Conclusions are firmly articulated, relevant and arise directly from the premised arguments.</p> <p><b>Interface between Theory and Practice in the Professional Context</b> Good, critical analysis/evaluation of the relationship between theory and practice. Some use of multiple theoretical frameworks to evaluate professional practice. Demonstrable synthesis to show how each is informing the other. Some evaluation of their usefulness.</p> <p><b>Use of literature</b> Good selection of key primary literature sources with critical evaluation of significant issues for the professional context. Some limited analysis of related, secondary material.</p> <p><b>Organisation of Material</b> Organisation and structure is coherent. Well presented, facilitating comprehension. Supporting material is well presented and ordered. Accurate referencing.</p>
40-49% Fail	<p>Student has not met all the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Some defended knowledge of current, relevant issues. Limited development of arguments where lines of thought are discernible. Limited</p>

	<p>conclusions arising from premises.</p> <p><b>Interface between Theory and Practice in the Professional Context</b> Some articulation of the relationship between and critical analysis/evaluation of the significance of relevant theory to specific professional practice with some awareness of how each may be informed by the other.</p> <p><b>Use of literature</b> Range and choice of evidence/literature marginally inadequate. Some recognition and critical analysis of issues of significance for the professional context.</p> <p><b>Organisation of Material</b> Organisation and structure does not adequately support the work. Presentation includes supporting material but is somewhat disorganised in places. Most referencing is sound and appropriate but limited in scope. For professional courses any work which contains evidence of, or reference to, unsafe or dangerous practice should be deemed a fail</p>
<p>30-39% Fail</p>	<p>Student has not met the LOs of the assessment with:</p> <p><b>Knowledge and Clarity of Reasoning</b> Some evidence of relevant knowledge base but little argument and lines of thought are poorly expressed and often demonstrate confused thinking. Conclusions drawn but often not related to discussion.</p> <p><b>Interface between Theory and Practice in the Professional Context</b> Some use of relevant theory but lack of awareness of relationship to practice. Little integration of the articulation between theory and practice</p> <p><b>Use of literature</b> Narrow but mainly relevant selection of evidence/literature demonstrating some recognition of significance for the professional context</p> <p><b>Organisation of Material</b> Poorly organised, incoherent structure. Poor presentation and referencing. Little appropriate supporting material given.</p>
<p>0 -29% Fail</p>	<p>Student has failed to meet the majority of the LOs of the assessment.</p>

## MA CREATIVE PRACTICE COURSE PROGRAMME: FULL TIME SCHEMATA [2019-2020]

### Postgraduate Certificate Level [60 credits]

Trimester 1: w/c 23rd Sept 2019 to w/c 13th Jan 2020  
[Jan assessment > Feb board]

UCIA7001

#### CRITICAL CONTEXTS

20 credits: compulsory [24 contact hrs]

Familiarisation with i) critical approaches to exploring contemporary visual culture and ii) key debates concerning practice and theory in a digital age.

CRPR7001

#### MATERIALS & PROCESSES

20 credits: compulsory [24 contact hrs]

Exploration of media techniques & processes.

CRPR7003

#### MEDIA NARRATIVES

20 credits: compulsory [24 contact hrs]

Constructing narratives: introduction to conceptual and practical working strategies.

### Postgraduate Diploma Level [60 credits]

Trimester 2: w/c 20th Jan 2020 to w/c 4th May 2020  
[May assessment > June board]

CRPR7002

#### Creative Practice

20 credits: compulsory [24 contact hrs]

Formulation and completion of a creative brief.

UCIA7002

#### PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT

40 credits: compulsory [48 contact hrs]

Professional development & entrepreneurship: self-initiated enquiry and practice, instigation and formulation of project briefs.

### Masters Level [60 credits]

Trimester 3: w/c 11th May 2020 to w/c 17th August 2020  
[September assessment > September board]

UCIA7003

#### MA PROJECT

60 credits: core [tutorial based]

Production of a substantial body of work for exhibition [August] or publication including critical appraisal.

Trimester 1: September to January  
[Jan assessment/Feb board]

Trimester 2: January to May  
[May assessment/June board]

Trimester 3 : May to July  
[September assessment/September board]

## MA CREATIVE PRACTICE COURSE PROGRAMME PART TIME SCHEMATA: YEAR 1

### Postgraduate Certificate Level [a]

UCIA7001  
**CRITICAL CONTEXTS**  
20 credits: compulsory [24 contact hrs]

Familiarisation with critical approaches to exploring contemporary visual culture and key debates concerning practice and theory.

### Postgraduate Certificate Level [b]

CRPR7002  
**Creative Practice**  
20 credits: compulsory [24 contact hrs]

Formulation and completion of a creative brief.

**Independent Practical Studies**  
(0 credits)

CRPR7001  
**MATERIALS & PROCESSES**  
20 credits: compulsory [24 contact hrs]

Exploration of media techniques & processes.

## MA CREATIVE PRACTICE COURSE PROGRAMME PART TIME SCHEMATA: YEAR 2

### Postgraduate Diploma Level [a]

CRPR7003  
**MEDIA NARRATIVES**  
20 credits: compulsory [24 contact hrs]

Constructing narratives: introduction to conceptual and practical working strategies.

### Postgraduate Diploma Level [b]

UCIA7002  
**PROJECT PROPOSAL & PROFESSIONAL DEVELOPMENT**

40 credits: compulsory [48 contact hrs]

Professional development & entrepreneurship: self-initiated enquiry and practice, instigation and formulation of project briefs.

### Masters Level

UCIA7003  
**MA PROJECT**  
60 credits: core [tutorial based]

Production of a substantial body of work for exhibition [September] or publication including critical appraisal.