

COURSE SPECIFICATION

Awarding body:	Norwich University of the Arts The University is a recognised body with taught degree awarding powers. The University is subject to regulation by the Office for Students (OfS).
Course title:	MA Creative Education
Level of Study:	The level of study is aligned to Level 7 Descriptors of the Office for Students (OfS) Sector Recognised Standards (SRS) (May 2022)
Award:	Master of Arts
Mode of Study:	Part-time
Duration of Course:	2 years part-time
Language of Study:	English
Course Accreditation:	None
Relevant QAA Subject Benchmarks:	Master's Degree Characteristics Statement (2020) For further information see: Characteristics Statement: Master's Degree (qaa.ac.uk)
Tuition Fees:	For details of tuition fees see: Fees and Funding
Other Course Costs:	<p>The cost of materials for producing course work is not included in the tuition fee. Due to the choice and diversity it is not possible to generalise about the costs that you might incur.</p> <p>The course may also offer an opportunity to attend one or more study visits. These visits are not compulsory and costs vary depending on the location and duration of the study visit.</p> <p>For details see: Course Costs</p>

ADMISSION REQUIREMENTS

Entry Requirements / Interview / Portfolio:

The Master of Arts in Creative Education is a top up Level 7 award. Applicants need to provide evidence of a 60 credit PG Certificate in Education (PGCHE) or equivalent experiential learning (see [Accreditation of Prior Learning \(APL\) Policy](#), Section 7) to be considered for entry to study the MA Creative Education.

Information on how to apply and how we make our decisions on your application is available on our website at: [How to apply for postgraduate study | Norwich University of the Arts](#)

AIMS AND OUTCOMES OF POSTGRADUATE STUDY

The Aims of Taught Postgraduate Study are to:

- Provide an inclusive and stimulating learning environment for postgraduate study in the specialist subjects of art, design and media;
- Maintain and nurture a commitment to intellectual, personal and professional achievement as a basis for a lifetime of learning and career development;
- Provide students with postgraduate level opportunities for innovative, challenging and intellectually rigorous creative practice;
- Enable students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience;
- Prepare students for employment, professional practice and/or further and higher level study, including postgraduate research;
- Enable postgraduate students to make a valuable contribution to the social, economic, professional and cultural life of the City, the region and beyond;
- Provide an academic infrastructure that supports postgraduate students in the development of appropriate entrepreneurial, business and professional skills;
- Enable students to develop knowledge of a new discipline or field of study in combination with a relevant subject area in which they have prior knowledge or experience;
- Provide opportunities to develop and apply advanced technical skills suited to a chosen specialism;
- Enable students to research, plan, organise and produce a substantive body of creative work to a standard that reflects professional expectations of the subject area;
- Provide opportunities for students to develop the skills to communicate practice-related issues effectively to specialist and non-specialist audiences using appropriate media.

GENERIC SKILLS

Holders of MA Awards will:

- Have developed the knowledge and skills to embark on a professional career as an independent practitioner in a related subject discipline;
- Have developed the skills and knowledge to be able to progress to the next level of study including, where appropriate, a postgraduate research degree programme;
- Be able to locate their work within relevant professional, cultural, historical and educational frameworks;
- Demonstrate a highly self-motivated, professional approach and work towards achieving their full potential as a career creative practitioner;
- Work professionally in an area appropriate to the chosen sphere of practice;
- Have developed the capacity to critically and rigorously examine contemporary culture, ethics and creative production;
- Be able to analyse information and experience to formulate and present reasoned, accessible arguments to a range of audiences;
- Have a clear understanding of the extent of their knowledge, and how this informs analysis and interpretation based on their expertise in their chosen area of practice;
- Be able to present, locate and interpret their subject practice using visual range of communication skills;
- Possess the qualities and transferable skills necessary for employment, self-employment and portfolio assuming full responsibility for decision-making;
- Be able to work flexibly to anticipate and respond creatively to change and uncertainty;
- Be able to work independently and collaboratively while having due regard to the views and inputs of others;
- Have developed the ability to make effective and innovative use of process and materials appropriate to the subject;
- Demonstrate some originality in the application of specialist knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the subject;
- Demonstrate the capacity for independent learning required for continuing professional development;
- Be able to work with due regards to Health and Safety procedures as appropriate to the chosen area of specialism.

COURSE DIAGRAM

Master of Arts in Creative Education (MACE) Unit Structure Diagram

Year 1:

Teaching Block 1	Teaching Block 2	Teaching Block 3	Exit Qualification
Unit MACE4: Models of Teaching and Learning <ul style="list-style-type: none"> • 20 Credits • 200 Study Hours 	Unit MACE5: Histories of Creative Education <ul style="list-style-type: none"> • 20 Credits • 200 Study Hours 	Unit MACE6: Contemporary issues in Higher Education <ul style="list-style-type: none"> • 20 Credits • 200 Study Hours 	PG Diploma of Higher Education

Year 2:

Teaching Block 1	Teaching Block 2	Teaching Block 3	Overall Qualification
Unit MACE7: The Academic Research Process <ul style="list-style-type: none"> • 20 Credits • 200 Study Hours 	Unit MACE8: Major Research Project <i>(completed in teaching block 3)</i> <ul style="list-style-type: none"> • 40 credits • 400 Study Hours 	Unit MACE8: Major Research Project <i>(continued)</i> <ul style="list-style-type: none"> • 40 Credits • 400 Study Hours 	Master of Arts Degree

MA Creative Education Course Overview

MA Creative Education will provide you with a sound understanding of the landscape of contemporary creative Higher Education (HE), and the application of educational theory to your own teaching practice. The course builds on your current knowledge and experience of pedagogy whilst developing the skills required to engage in primary research with a view to identifying best practice and creating new knowledge. Studying MA Creative Education at Norwich gives you the chance to gain new insights into creative arts education, your own specialist subject, and the broader realm of Higher Education.

The staff teaching team are active practitioners, educators and researchers from creative backgrounds. You will gain a wider understanding of the academic institution through guest speakers with expertise in Research, Student Support and Quality Assurance. The course units are designed to be academically challenging and rigorous with Learning Outcomes and assessment requirements that are relevant to the HE context and contemporary pedagogy.

The MA Creative Education is a two-year top up course that is designed specifically to build on your previous study of a related Postgraduate Certificate in Higher Education (PGCHE) or attainment of Advance HE Fellowship (Descriptor 2). Successful applicants will bring 60 credits to the course through the university's Accreditation of Prior Certificated Learning (APCL) process.

The MA Creative Education is taught entirely online, a combination of synchronous group sessions using Microsoft Teams, individual online tutorials, and resources on the university's Virtual Learning Environment (VLE) and library website. This highly interactive learning model suits a variety of learning styles and sessions are tailored to build on your existing professional and life experience. As well as on-line course materials and digital resources from our library, learning involves a wide diversity of interactive group activities, collaboration, and experimental teaching events which build a real sense of community with your fellow students. We use collaborative learning technologies as an integral part of the course delivery, giving you experience of simple interactive techniques to bring into your own teaching practice. We recognise the pressures on busy professionals and provide a flexible course that aims to support you to become thoroughly competent and skilled in creative education, whilst understanding the need to accommodate study around individual work/life commitments. Flexible learning offers some choice about how, what and where you learn, and each unit will offer different choices to support you in your studies.

Whilst each unit has its own particular focus, all are concerned with the investigation of contemporary educational issues through the lens of relevant literature and theory. The course supports the idea of students as partners and co-creators in the educational experience. The concerns of the cohort inform and shape the content of individual sessions, and there are research-based projects in each year of study which allow you to shape the course around your own specific interests. Your individual and collaborative research findings will enable you to propose appropriate interventions and demonstrate measurable enhancement.

The MA Creative Education is designed to advance your skills as an independent learner and to reinforce this as a key requirement for effectively continuing your professional development. You will be supported to become increasingly autonomous as a learner/practitioner year-on-year with a focus on your ability to manage and plan your independent study time.

Gaining a MA Creative Education will open up a wide range of career opportunities in the field of education and arts education, including senior academic roles, coaching and mentoring, or educational positions within the gallery sector. The course also offers you transferable skills such as communication, independent working, flexibility and responding to change, decision-making and research, therefore giving

you the opportunity to undertake research to improve educational practices and standards of work. You may also wish to continue your studies through completion of a PhD.

Course Structure

The MA Creative Education comprises five related, but independent 20 credit Units at level 7 (M-level), plus a 40-credit research project in the final year. Units are delivered and assessed over a series of teaching blocks and consist of a total of 600 learning hours per year: 200 for each 20-credit unit and 400 for the final dissertation.

The university's taught postgraduate framework facilitates interdisciplinary collaboration for some units. All five 20-credit units on MA Creative Education may be offered as elective units for Masters students from other creative disciplines. This gives the potential to study directly alongside specialists from creative subjects including Fine Art, Film, Communication Design, Textile Design, and Games.

Year 1: Postgraduate Diploma Creative Education – 60 credits

The Postgraduate Diploma in Education comprises three 20 credit units that build on the 60 credits represented by your previous PGCE or Advance HE Fellowship. Extending your engagement with continuing professional development, the PGDipHE: Creative Education focuses on the wider context of creative arts pedagogy including the history of radical progressive approaches in art schools worldwide, impact of legislation within the UK, and social and psychological models of learning. The third unit gives students the chance to collaborate in researching a contemporary problem or issue within Higher Education and present their recommendations to the wider university community.

The Diploma utilises an online learning approach with a mix of taught group evening sessions supported by individual tutorials and asynchronous resources on the VLE. Should you exit the award after completing 120 credits at M-level study you would normally be awarded the PGDipHE Creative Education.

Year 2: MA Creative Education – 60 credits

Year 2 of the MA Creative Education consists of a 20-credit unit introducing you to academic research together with a 40-credit dissertation or action research project, which is the culmination of your experience on the course. Through researching an aspect of professional practice in which you have an interest, you will be challenged to deepen your knowledge and understanding of an education-related issue in the context of the scholarship of teaching and learning. You may choose to conduct action research within your professional context in order to directly enhance your teaching practice, or elect for an entirely desk-based research project.

To be awarded the MA Creative Education qualification, you would normally attain a total of 180 credits, achieving a minimum of pass for each unit.

Unit Outline

MACE4: Models of Teaching and Learning

FHEQ Level 7

20 credits

200 study hours

Description

Learning is a complex process but there is a long history of psychological and pedagogic models which have shaped our contemporary understanding of it. This unit will orient you within some of the most influential models including behaviourism, constructivism, experiential learning and critical pedagogy. You will explore the philosophies and epistemologies that lie behind these approaches, and their specific implications for teaching practice.

You will be asked to reflect on and critique your own pedagogic practice through the lens of different teaching philosophies. Advantages and disadvantages of alternative models will be identified, and you will analyse the origins and implicit values of your existing approach.

You are expected to actively research beyond the theoretical material presented to you in taught sessions. You should look more deeply into any areas which particularly interest you and become familiar with the debates and discourse around them. Research into historical sources and traditions should be balanced with up-to-date enquiry through academic journals, reports and podcasts.

Assessment is through submission of a 2500-word essay reflecting on your prior and current philosophy of teaching and learning. This should be theoretically informed and draw on real-life examples from your recent practice or experience. You may wish to compare and contrast different models of learning, reflect on institutional structures, or set out a path for your own career development.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Reflection on your own teaching practice	Psychological and pedagogic models of learning	Critical reflection and evaluation
Independent academic research	Philosophies and epistemologies of learning Models	Communicating with a specialist audience
	Creative and critical pedagogies	

In this unit we aim to support you in:

- Gaining awareness and contextual understanding of a range of learning models
- Independently conducting further research and evaluating your findings
- Presenting a cohesive and well-structured argument

Learning Outcomes

Knowledge & Skills	Demonstrate CRITICAL AWARENESS of a range of learning models, pedagogical approaches and institutional learning structures
Research	Understand relevant RESEARCH TECHNIQUES and use them to INTERPRET knowledge
Organisation & Planning	Apply INDEPENDENT LEARNING and PROBLEM-SOLVING skills on issues that are ill-defined or multifaceted
Communication	Use appropriate media and formats to COMMUNICATE your ideas and solutions

Assessment Requirements

You are required to submit all the following for assessment:

- **A 2,500-word essay, with references and bibliography**

Or

- **An equivalent submission in a format negotiated and agreed with the Course Leader, e.g. a podcast, video submission, oral presentation, etc with full supporting evidence**

Feedback

Written and/or verbal feedback will be provided on a draft essay text, with an opportunity to discuss feedback through an individual tutorial. Formative feedback enables you to monitor your ongoing attainment and guides the direction of work for final submission.

Following summative assessment, written feedback/feedforward will be provided on the grading matrix indicating your grade for achievement of learning outcomes. You will be given the opportunity to discuss summative feedback with your lecturer.

Unit Outline

MACE5: Histories of Creative Education

FHEQ Level 7

20 credits

200 study hours

Description

This unit explores the history of creative education with a global perspective but a focus on the UK. Through a series of lectures, workshops and activities you will be tracing its roots from the 16th Century Academies of Rome and Paris through to the formalisation of higher education in the twentieth century. You will learn about the key institutions, philosophies and legislation which shaped today's landscape.

Ideas about the role and social function of creative disciplines have always affected the nature of its educational institutions, and you will begin to engage with the evolving debates and discourses of the discipline. This will include some of the political and legislative events that have shaped the sector including the Coldstream and Summerson reports, the Dearing Report and the Teaching & Higher Education Act 1998.

Through study of some of the influential institutions and thinkers in creative education, you will become familiar with a range of radical and innovative pedagogic approaches, including inclusive teaching and challenges to European hegemony from the global South. You will have the opportunity to try out historical teaching strategies and compare them with contemporary models of practice.

This unit will develop your historical knowledge of approaches to creative education and equip you to think critically about contemporary discourses and arguments. Through reflection and experimentation, you will gain greater insights into the implicit assumptions and values of your own teaching practice.

Assessment will be through a 1,500-word reflective evaluation of an experimental teaching session which includes comparisons with contemporary pedagogy together with an annotated bibliography or timeline surveying a range of historical creative pedagogies.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Historical teaching strategies	The rise of the European Academy system	Critical reflection and evaluation
Contemporary teaching strategies	Influential institutions and thinkers	Independent academic research
Experimental teaching	Key political and legislative events and reports	Planning and delivering a taught session

In this unit we aim to support you in:

- Gaining knowledge of the histories of creative education through the introduction of key institutions, thinkers and policies.
- Thinking critically about contemporary discourses and arguments in relation to historical approaches.
- Developing your teaching practice through the application of different approaches

Learning Outcomes

Knowledge & Skills	Demonstrate SPECIALIST KNOWLEDGE of key institutions, thinkers and policies in the histories of creative education
Research	Show CONCEPTUAL UNDERSTANDING of contemporary pedagogies and how their origins may be traced through history
Organisation & Planning	PLAN your learning and IMPLEMENT strategies to tackle tasks at a professional level
Professional Practice	Apply NEW INSIGHTS to teaching practice which contribute to your CONTINUING PROFESSIONAL DEVELOPMENT

Assessment Requirements

You are required to submit all the following for assessment:

- **A 1,500-word Reflective Evaluation of your experimental teaching session**
- **Your choice of either an annotated bibliography or timeline of historical creative pedagogies**

Feedback

Written and/or verbal feedback will be provided on an informal presentation on the outcomes of your experimental teaching session, and drafts of written work, with an opportunity to discuss feedback through an individual tutorial. Formative feedback enables you to monitor your ongoing attainment and guides the direction of work for final submission.

Following summative assessment, written feedback/feedforward will be provided on the grading matrix indicating your grade for achievement of learning outcomes. You will be given the opportunity to discuss summative feedback with your lecturer.

Unit Outline

MACE6: Contemporary Issues in Higher Education

FHEQ Level 7

20 credits

200 study hours

Description

This unit will require you to take charge of your own learning and navigate a collaborative project with support and facilitation from the course team. You will gain direct experience of Problem Based Learning (PBL) as you work together to investigate a contemporary issue within the creative Higher Education sector, leading to a final group presentation which will be an opportunity to propose solutions to a public audience within the university.

This unit is an example of co-creation through collaboration, and you will be expected to manage the complexities of a group research project, developing your interpersonal and professional project management skills. You will necessarily become conversant with a range of current issues within higher education as you undertake your research.

You will be expected to become familiar with some of the Higher Education sector's main channels of communication, and to develop an awareness of current policy discussions. Members of the group can decide to pursue different areas of research within the whole in order to pursue and develop their own specialist knowledge.

Assessment will be through a group presentation of your research and recommendations to a public audience within the university together with an individual annotated bibliography of research.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Collaborative working practices	Contemporary debate in Higher Education Policy	Teamwork and interpersonal skills
Presentation skills	Policy groups and communication channels with Higher Education	Project planning and management
	The sector landscapes and futures	Evaluating complex issues

In this unit we aim to support you in:

- Working as a group to identify and interrogate a contemporary issue within the Higher Education sector;
- Generating an informed and up-to-date understanding of a contemporary issue in Higher Education;
- Developing an awareness of current Higher Education policy discussions.

Learning Outcomes

Research	Use CRITICAL EVALUATION to analyse a CURRENT PROBLEM or issue within the Higher Education sector
Experimentation & Iteration	Demonstrate COMPLEX DECISION-MAKING and SOUND JUDGEMENTS , using a range of data and theoretical approaches
Professional Practice	Show INITIATIVE and take PERSONAL RESPONSIBILITY for your role and contribution to working as part of a group
Communication	COMMUNICATE your research findings to a non-specialist audience using appropriate formats and media

Assessment Requirements

You are required to submit all the following for assessment:

- **A 45-minute-long group presentation**
- **An individual annotated bibliography of research**

Feedback

Written and/or verbal feedback will be provided on written drafts and a formative group presentation, with an opportunity to discuss feedback through an individual tutorial. Formative feedback enables you to monitor your ongoing attainment and guides the direction of work for final submission.

Following summative assessment, written feedback/feedforward will be provided on the grading matrix indicating your grade for achievement of learning outcomes. You will be given the opportunity to discuss summative feedback with your lecturer.

Unit Outline

MACE7: The Academic Research Process

FHEQ Level 7

20 credits

200 study hours

Description

Carrying out academic research is an essential part of a Lecturer's activities within higher education. On this unit you will learn about the range of research activity that takes place within creative practice, from practice-based enquiry through to publishing in journals and participating in conferences. You will explore research methodologies, dissemination, and think about impact within and beyond academia.

As academic journals play an important role in research you will be taken through the peer-review process and investigate the house-styles of leading journals, including citations and the construction of an academic bibliography. There will also be support for academic writing covering structure, argument, context and evaluation.

The detailed investigation of contemporary pedagogic research methodologies will equip you to undertake your own studies and projects. You will be encouraged to try out contrasting methodologies to compare the kinds of outcomes they generate.

You will undertake a general survey of academic journals and compare some of their differing demands in terms of form, style and content, identifying those which are most appropriate for your own discipline and interests. You will have the opportunity to try out new research methodologies and understand how they draw on and construct differing epistemologies.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
Developing and submitting an abstract	Research methodologies and epistemologies	Academic writing for peer-reviewed journals
Using alternative research methodologies	Academic journals in creative areas and higher education	Independent academic research
	Academic conferences	

In this unit we aim to support you in:

- Becoming familiar with the typical form and content of relevant academic journals within your own disciplinary specialism
- Identifying a journal or alternative mode of dissemination which would be appropriate for your discipline and possible research interests
- Experimenting with research methodologies

Learning Outcomes

Research	Understand how different RESEARCH TECHNIQUES and METHODOLOGIES shape and impact the nature of research outcomes
Knowledge & Skills	Show SPECIALIST KNOWLEDGE and ADVANCED SKILLS in academic writing
Reflection & Resolution	CRITICALLY EVALUATE contemporary material in the scholarship of teaching and learning
Organisation & Planning	Learn INDEPENDENTLY and set your own agenda for CONTINUING PROFESSIONAL DEVELOPMENT

Assessment Requirements

You are required to submit all the following for assessment:

- **A 1500-word reflective evaluation of your experiments with different research methods and methodologies.**
- **Short critical summaries and analyses of three academic journals or other modes of dissemination relevant to your subject area. (600 words in total)**

Feedback

Written and/or verbal feedback will be provided as you develop your methodology project, with an opportunity to discuss feedback through an individual tutorial. Formative feedback enables you to monitor your ongoing attainment and guides the direction of work for final submission.

Following summative assessment, written feedback/feedforward will be provided on the grading matrix indicating your grade for achievement of learning outcomes. You will be given the opportunity to discuss summative feedback with your lecturer.

Unit Outline

MACE8: Major Research Project

FHEQ Level 7

40 credits

400 study hours

Description

The Major Research Project is the culminating part of the MA Ed: ADAM and should build on the taught units of your degree so far. It will deepen your understanding of educational research, and the strengths and challenges of carrying out sustained research in education that reflects your own professional priorities. Through researching an aspect of professional practice within your own subject specialism or professional practice, you will be challenged to enrich your knowledge of relevant education-related issues. You may have developed your ideas during earlier units and can build on key points during your research.

The Major Research Project enables you to demonstrate your capability to ask important questions in relation to your own subject specialist pedagogy, and the competence to look at solutions to ethical problems that may arise within your own research or professional practice. It will enable you to develop new approaches to your changing discipline and contribute to the development of best practice.

The subject of your research will be of significant importance to you and your professional practice. There is the freedom to determine your own agenda in negotiation with the course team, and the opportunity to contribute to best practice and pedagogic research within Norwich University of the Arts or your own institution.

You have the flexible choice of taking either a desk-based or action-research approach to this project (with a shorter wordcount for action-research projects which reflects the additional practical element). Experimental approaches and methodologies are encouraged, and you have the chance to build on the alternative and inclusive strategies introduced in the previous units. The ethical dimensions of your project must be assessed at an early stage and appropriate institutional approval gained.

Guidance for completing the Major Research Project will be provided through seminar and discussion at the start of the Unit, leading to individual tutorial support. The nature of the research topic will be chosen in negotiation with your supervisor.

Topics covered in this unit

Practice	Contexts and Concepts	Technical and Professional Skills
The design and planning of an extended research project	Consideration of research ethics	Independent academic research
Experimental modes of research	Appropriate research methods and methodologies	Critical reflection and evaluation
Contribute to institutional best practice	The literature of teaching and learning	Communicating with a specialist audience
	The action-research cycle	

In this unit we aim to support you in:

- Defining an appropriate research question and aims
- Designing and planning an extended academic research project
- Understanding and addressing the ethical implications of your project
- Working independently and reflecting critically on your outcomes

Learning Outcomes

Organisation & Planning	Demonstrate COMPLEX DECISION MAKING and AUTONOMY in PLANNING and IMPLEMENTING a major project
Research	Show SYSTEMATIC UNDERSTANDING and CRITICAL AWARENESS of current and future issues and challenges within Creative Education
Social & Environmental Sustainability	Address multifaceted and COMPLEX ISSUES using INITIATIVE and taking PERSONAL RESPONSIBILITY for the ethical implications of your project
Knowledge & Skills	Apply SPECIALIST KNOWLEDGE to propose HYPOTHESES and INTERPRET credible outcomes
Reflection & Resolution	Make SOUND JUDGEMENTS and show ORIGINALITY and NEW INSIGHTS in the approach to your project and conclusions you derive from it
Communication	Tackle UNPREDICTABLE SITUATIONS and use appropriate formats to COMMUNICATE your research outcomes to a specialist audience

What you will need to submit for assessment

You must choose to undertake either a:

- **8000-word dissertation based on desk-based academic study**

OR

- **5000-word account and critical evaluation of an Action Research project** (together with an ethics application and evidence of the project such as images, student feedback etc).

Feedback

Written and/or verbal feedback will be provided on submission of a draft research report, with an opportunity to discuss feedback through an individual tutorial. Formative feedback enables you to monitor your ongoing attainment and guides the direction of work for final submission.

Following summative assessment, written feedback/feedforward will be provided on the grading matrix indicating your grade for achievement of learning outcomes. You will be given the opportunity to discuss summative feedback with your lecturer.

Learning and Teaching

Learning and teaching at Norwich is underpinned by the University's [Creative Learning Strategy](#). We use a project-centred approach in which practice and theory are integrated within increasingly open-ended briefs; allowing you to develop your individual interests and approach to independent learning within and beyond the discipline you are studying. We emphasise learning and discovery through practice, critical reflection and experimentation with ideas, processes and materials.

At Norwich, we value collaboration and working across disciplines and there are many opportunities to engage with colleagues, and with ideas and concepts from other areas. Collaborative engagement is embedded within the design of our courses and opportunities are also made available through activities such as external speakers, cross-university projects and times when you are able to join projects and workshops from beyond your course area.

Course Delivery

Except where explicitly indicated in a Course Specification, no optional units will be available within each year of delivery.

Undergraduate courses are campus-based. Delivery includes some live-streamed and pre-recorded digital sessions which you can use on-demand. Our approach enables you to benefit from the studios, labs and workshops on campus while learning how the creative industries work and helping to prepare you for your future careers.

Short courses at undergraduate level are delivered online, and are mainly asynchronous, offering flexibility and enabling you to manage competing demands on your time.

At postgraduate level, courses are campus-based, except where specified as delivered predominantly or fully online. Delivery of campus-based courses includes some live-streamed and pre-recorded digital sessions which you can use on-demand. Delivery of predominantly or fully online courses can provide flexibility for you and help you to manage competing demands on your time. All courses include regular access to tutors through live sessions and/or forums and messaging facilities.

Teaching is delivered by staff who are often experienced practitioners as well as educators. Many engage with teaching alongside their practice, offering relevant expertise and currency across associated professions and industries. Teaching on courses is led by a Course Leader (or equivalent) supported by a core group of lecturers and expert technical staff, as well as a range of guest and visiting experts.

Assessment

At the start of each unit the tutors will explain what you will learn and how we will test your learning through assessment. This information will also be provided on the Virtual Learning Environment (VLE). As the unit progresses, you will be given formal and informal opportunities to receive feedback on your progress. These opportunities may include:

- Group reviews or critiques (crits)
- Self-evaluation and peer evaluation
- Group and individual tutorials

At the end of the unit you will submit work for assessment and receive written feedback and a grade to help you understand what you've done well and what areas to work on for the next assignment. Assessment may include portfolios, essays, reports, and evaluations. Sometimes you may be assessed on group or individual presentations, and/or performances, depending on your course.

You will be assessed against the approved unit learning outcomes and assessment requirements, as outlined in the Unit Handbooks for your course. Unit handbooks guide you through the specific areas of

work in which you will be engaged in order to produce the work required for assessment and successfully achieve the unit learning outcomes.

Engagement

To fully benefit from the course, you are expected to attend all the taught sessions that are included on the timetable. Timetables are made available at the start of term. For undergraduate students, the balance between taught study and independent learning changes as you progress through the course. In the Integrated Foundation Year (Year 0) you may expect to spend around one third of your time in taught study. As you progress time undertaken in independent study will increase and by the final year of undergraduate study you can expect to spend around a quarter of your time in taught study. Postgraduate taught students studying mainly on campus can expect to attend taught sessions for approximately a fifth of their study time.

Independent learning

Each unit has an indicative number of 'study hours' which refers to both your timetabled teaching (such as lectures, seminars, tutorials, workshops etc), and your independent learning. By independent learning we mean activities that help you to learn outside of taught sessions, such as reading, research, practice and preparation of work for assessment. It also includes other activities such as collaborative work and skills development sessions that may run through the assessment period.

Support

You will have access to a wide range of staff, all of them committed to supporting learning. As well as your course tutors, these include staff in technical workshops, the Library, Business and Employability Service, and Student Support.

Work-related learning

All our courses include opportunities to develop your understanding, knowledge and experience of business, industry and professional practice. This includes guest lectures and/or workshops led by visiting professionals; live and simulated projects for external clients; mentoring by professional practitioners; and regular workshops provided by the Business and Employability team to help you get to grips with entrepreneurship, freelancing and enterprise. You will also be introduced to [Profile](#), our unique tool for recording skills and experience and tracking your progress so that when you are applying for jobs you will have a record of your development and understand your key strengths and areas for development.

Diploma Years, for students who select the Diploma in Creative Professional Development as part of their course, will include periods of work-based learning.

REQUIREMENTS FOR PROGRESSION ON THE COURSE

When you complete and hand in assessment requirements for a unit, we assess how well you have done against each of the **Learning Outcomes** for that unit. If you don't meet the standard needed for each Learning Outcome, you won't pass the unit.

Academic credit is gained when a unit is passed. If you fail a unit, you don't gain academic credit for that unit. Please see the University's [Student Regulations and Procedures](#) for further information.

REQUIREMENTS FOR THE AWARD OF A QUALIFICATION

To be awarded a Norwich University of the Arts Master's degree (an MA), you must have achieved at least 180 credits at Level 7 of the Sector Recognised Standards (which is the level of all units on a taught postgraduate course at Norwich University of the Arts).

If you do not complete your course for any reason, you may qualify for an exit award as follows:

- Norwich University of the Arts Postgraduate Certificate of Higher Education (a PGCert) (60 credits at Level 7 of the Sector Recognised Standards)
- Norwich University of the Arts Postgraduate Diploma of Higher Education (a PGDip) (120 credits at Level 7 of the Sector Recognised Standards)

CIRCUMSTANCES THAT MAY RESULT IN COURSE TERMINATION

There are a number of circumstances which may lead us to review your place at the University, including the following:

- because you haven't registered for your course when we asked you to;
- because your engagement with the University is not satisfactory;
- for academic reasons – in other words, because you haven't successfully completed and passed one or more units on your course;
- for disciplinary reasons, including where we have received information which may have led us to make a different decision about your place at the University, or because you have been convicted of a criminal offence involving a court hearing;
- because we believe your health or behaviour is presenting an exceptional level of concern to us, or is disrupting the day-to-day work of the University community;
- because you have taken a formal break from your studies, which we call intermission, but you don't meet the conditions we have set for your return or you don't reply to us when we ask you if you want to return; or
- because you haven't paid your tuition fees or rent for a place in our accommodation.

QUALITY ASSURANCE

The University was established as an independent higher education institution under Section 121 of the Education Reform Act 1988 and is a recognised body with taught degree awarding powers. The University is regulated by the Office for Students (OfS). Information about the University's status can be found on the [OfS Register](#) and on the [list of recognised bodies](#) published on the UK Government (GOV.UK) website. The OfS regulatory framework came fully into force from 1 August 2019. As part of its registration with the OfS the University is required to satisfy a number of conditions that relate to quality and standards. Prior to 2016, the University was quality assured by the QAA.

Quality in the University is assured by a number of systems and procedures. Many of these, notably those which contribute to annual monitoring, work to an annual cycle. Others, such as the Periodic Review of courses, operate over longer timescales. The objectives of the QME systems and procedures are:

1. To enhance the quality of courses and university professional services;
2. To attract a high-quality student application and intake;
3. To ensure that the University is a reflective community committed to continuous enhancement; and
4. To retain the confidence of key stakeholders, including external accreditors and funding bodies.