

PROGRAMME SPECIFICATION

1. Overview/ factual information

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|---|---|
| Programme/award title(s) | MA Creative Practice |
| Teaching Institution | Hull School of Art and Design |
| Awarding Institution | Harrogate School of Art and Design |
| Date of latest OU validation | The Open University (OU) |
| Next revalidation | |
| Credit points for the award | 180 |
| UCAS Code | |
| Programme start date | September 2018 |
| Underpinning QAA subject benchmark(s) | Subject Benchmark Art and Design Subject Benchmark Statement Communication, Media, Film & Cultural Studies Subject Benchmark Statement Music: Draft Subject Benchmark Statement Dance, Drama and Performance |
| Other external and internal reference points used to inform programme outcomes | |
| Professional/statutory recognition | |
| Duration of the programme for each mode of study (P/T, FT,DL) | 1 year full time 2 years part time |
| Dual accreditation (if applicable) | |
| Date of production/revision of this specification | |

2.1 Educational aims and objectives

Since the original validation of the MA Creative Practice in 2013, the programme has run successfully in both teaching locations, Hull and Harrogate. At times recruitment has been low. However, due to renewed marketing activities, recruitment is now strong and it is felt that with the provision of postgraduate loans, this trend will continue. The revalidation of this programme will continue to provide a route for level 6 graduates from both teaching centres. This offers the opportunity for level 6 graduates to continue postgraduate study in a well-supported environment and consequently provides a pathway for student progression.

The programme has seen some very successful outcomes; two graduates going on to win prizes at graduation, for the quality of their research and outstanding outcomes. Other students have gone on to make the transition to professional exhibiting artists. The changes proposed to the delivery of the programme recognise its strengths and are responsive to course review procedures and student feedback. Over the delivery of the programme, it has been recognised that part one and two of module 3 would be better delivered as two discreet modules, hence the proposed change to the module structure. The other major change is to allow for a full-time mode of delivery.

‘Creative Practice’ encompasses a range of artistic disciplines and is distinguished by concepts and processes which are individually developed by the practitioner. The principle objectives of the programme are to enable students to address debate about the nature of art, design, media and communication, and to embody in the process and outcomes of production a critical, evaluative understanding of their chosen practices, which identify and sustain their individual practice. A particular strength of the programme is the allocation of a subject specialist supervisor. A supervisor is allocated to support the individual student’s practice area on the basis of appropriate knowledge of the subject area and capacity to facilitate and guide the individual. By choice and selection of the supervisor, links to relevant skills and external agencies of the specialism is realised.

Practice can reflect a breadth of methodological and intuitive approaches, both in terms of initiating and realising starting points (tacit knowledge) and through the engagement with and manipulation of relevant media (practice). Thought processes may be unorthodox, complex, personally and intellectually challenging. Making creative work is an intellectual activity which relies on individuals being aware of the role of critical reflection in relation to their practice. Individual creativity is developed within the programme through the range of working practices that emerge. The research students’ process is to challenge and critically evaluate the work produced at key points in the evolution and development of a sophisticated and well-informed personal vision. Exploratory work often leads to unpredictable and unanticipated outcomes which, through reflective analysis, can inform and reshape further practice. The programme creates a framework in which students explore their creative potential and acts as a starting point for a professional career in the arts.

The MA Symposium facilitates the dissemination of individual creative practice between the campuses at Hull and Harrogate and to a wider audience which extends beyond the programme. The individual final outcome presents a commentary on the creative enquiry and a creative resolution which is inherent in the process of studying for the Award. The award also facilitates an entrepreneurial engagement with an audience

which is embedded within the traditions of the liberal arts educational experience. The multi-disciplinary structure of the Master's programme brings together a diverse range of practitioners, creating a dynamic community of innovative postgraduate students.

The offer of the programme as either full-time or part-time modes of study will offer opportunity for a range of applicants: progressing level 6 students and alumni; external applicants who come from a range of professional and craft backgrounds, and applicants with existing work commitments. The introduction of a full-time mode will create an opportunity for international student entry and those not wishing to combine work with study.

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptors at both Honours level 6 and Masters characteristics.

Current versions of all Subject Benchmark Statements are available at:

www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

“Subject Benchmark Statements describe outcomes and attributes expected at the threshold standard and, in most cases, also at the typical or modal level of achievement. They are therefore a primary reference point both for setting academic standards when new programmes are being designed and approved and for subsequent monitoring and review since they provide academic staff with a detailed framework for specifying intended programme learning outcomes.

Subject Benchmark Statements also describe what gives the subject its coherence and identity, the main characteristics of programmes, and the nature of teaching, learning and assessment in that subject or subject area. However, they do not represent a national curriculum in a subject area; rather, they allow for flexibility and innovation in programme design within an overall framework. The subject areas covered by individual statements are deliberately broad, in order to be applicable to a wide range of higher education provision. Nevertheless, the aims and scope of programmes vary and may not fall clearly within the scope of a single Subject Benchmark Statement. More than one Statement may be relevant to a programme or the programme may lie outside the coverage of the Statements published to date. In such instances, higher education providers may draw upon more than one statement according to the emphases of the particular programme, or upon statements for cognate areas, as well as the generic guidance of the relevant national qualification descriptor.” (QAA Quality Code 2017)

Masters Degree Characteristics (2010) creative relevant QAA subject benchmark statements in Art & Design (2017) Subject Benchmark Statement Communication, Media, Film & Cultural Studies (2016), Subject Benchmark Statement Music (2016), Subject Benchmark Statement Dance, Drama and Performance (2015).

The principles aims of the Award are:

- To enable students to develop and question their individual practices.
- To enable understanding of process to become internalised and intrinsic to the postgraduate student practice.
- To allow students the opportunity to develop a research-based creative practice which challenges and stretches them within a supportive and enquiring environment.
- To encourage independent working processes and sophisticated levels of

analytical, critical, and evaluative thinking.

- To provide a context within which development and change are encouraged.
- To encourage the cross fertilisation of ideas, debate, experience, knowledge, and skills within an academic research community.
- To provide a context for collective debate related to the multiplicity of practices in the creative fields.
- To develop lifelong, independent, research active reflective practitioners.
- For the student to establish a sustaining independent professional creative practice.

MA Creative Practice modules are:

Module one *Critical Contexts and Practice Methodologies* concentrates on the identification and confirmation of the area of practice and associated thinking, study and research, establishing an initial contextual and theoretical basis for future exploration.

Module two *Research and Development* module will familiarise the student with critical, theoretical and contextual frameworks, introducing a range of approaches that will support consideration of the scope and reach of the specialist area of interest. Orientation and practical exploration establishes the context and field practice. Ideas generated through studio practice will be introduced discursively, alongside contextual ideas and specialist emerging research.

A contained exit award (PG Cert.) can be awarded upon the successful completion of modules one and two where 60 credits will have been obtained.

Module three *Practice in Context*, will enable the student to work with increasing independence in the development of artefacts, systematically testing and expressing themselves in terms of new knowledge and practical skills. There is an integration of analysis, experimentation, planning, design and evaluation in the context of contemporary debates and practice in the Arts.

Module four *Strategies of Practice* module Year Two includes a student-led symposium providing the student the opportunity to present key aspects of their work and dissemination of ideas in a formal environment.

A contained exit award (PG Dip.) can be awarded upon the successful completion of modules one, two, three and four where 120 credits will have been obtained.

Module five *The Masters Project*, is the final module, culminating in the realisation of a complex and sophisticated body of work realised by the student and identified through their *Statement of Intent*.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

MA programmes have been running successfully for many years, attracting a growing number of students and contributing to the creative and academic life of the Faculty. The MA Creative Practice builds upon existing BA(Hons) provision in the Hull School of Art & Design and the Harrogate School of Art & Design. It is anticipated that students with an interest in individual creative practice from BA (Hons) top-up in Creative Practice in Harrogate and BA programmes as diverse as Fine Art, Illustration, Textiles, Photography, Film, Animation, New Media and Fashion in the Hull portfolio will progress to the MA programme. The Award will offer a platform for those undergraduate students who wish to continue developing their discipline. The MA Creative Practice brings together these programmes to allow for interdisciplinary integration and knowledge sharing of a range of creative practice.

Postgraduate creative practice builds on level 6 study and emerges from a vibrant undergraduate community across a range of interrelated associated areas. Together with a staff team engaged in research through practice, it forms a community of sophisticated practitioners across the School. An integrated cross-disciplinary ethos, and discursive approach is embedded and enhanced through the programme, and module structure. The seminar and guest visiting speaker programme presents critical frameworks and approaches to practice which situate individual practice as research and showcase a range of approaches to developing specific individual methodologies. The cross disciplinary approach and opportunity for cross-site exchange and dissemination is evident in student-led symposia. These elements provide key points where students have the opportunity to meet and disseminate their practice as research in a formal environment.

The programme is enhanced through the student selection and invitation of guest speakers creating a diverse body of external practitioners visiting the schools. Engagement with external networks and attendance at external events and conferences is encouraged; generated via both student research of their subject discipline and contact with their subject specific supervisor, selected because of their own practice engagement and subject specialism.

MA Creative Practice is a stand-alone Masters Award to be offered at both Hull and Harrogate Schools of Art and Design.

3. Programme outcomes

Programme Learning Outcomes:

Exit point contained award PG Cert. 60 credits

| 3A. Knowledge and understanding | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Demonstrate a knowledge and understanding of historic and contemporary theories, concepts and principles relevant to and at the forefront of practice.</p> <p>A2: Demonstrate an ethical, reflective and evaluative approach to professional research and study.</p> <p>A3: Systematically evaluate the role of critical theories in the support of creative practice.</p> <p>A4: Discuss and address issues associated with personal and professional development.</p> <p>A5: Demonstrate creativity, discrimination and originality in thinking and practice.</p> | <p>Staff and student led lectures and seminars.</p> <p>Visiting speaker presentations and lectures.</p> <p>Group Crits and individual Supervisor and theory tutorials.</p> <p>Student presentation, debate, and reflection.</p> <p>Tutorials individual and group, Group Crits, presentations, peer debate.</p> <p>Independent study and learning to further develop creative, critical, selective, and evaluative skills.</p> <p>Actual or virtual visits to cultural or commercial organisations.</p> <p>Reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.</p> |

3B. Cognitive skills

Learning outcomes:

- B1:** Evaluate and apply with due regard to ethical considerations, research methodologies relevant to scholarship in their area of study;
- B2:** Apply intellectual, transferable and subject/professional skills in making visual, written and other relevant work.
- B3:** Make judgements and connections between their own and others' work in terms of context and practice.
- B4:** Reflect on their own work and that of others and make judgements which are effectively articulated.

Learning and teaching strategy/ assessment methods

Staff and student led seminars and debates.
Lectures by core and visiting staff.
Group Crits and individual supervisor and theory tutorials.
Student presentation, debate, and reflection.
Individual Tutorials.
Actual or virtual visits to cultural or commercial organisations.
Independent study and learning which further develops creative, selective and evaluative skills.
Reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.

| 3C. Practical and professional skills | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Learn independently and take responsibility for subsequent career and continuing professional development.</p> <p>C2: Establish a broad communications skills set and apply this to a variety of contexts and situations.</p> <p>C3: Demonstrate originality in the application of theory and techniques, through the production of a piece/s of independent work.</p> | <p>Staff and student led seminars and debates.</p> <p>Demonstration in technical areas.</p> <p>Lectures by core and visiting staff.</p> <p>Individual Tutorials.</p> <p>Student presentation, debate and reflection</p> <p>Actual or virtual visits to cultural or commercial organisations.</p> <p>Independent study and learning which further develops creative, selective and evaluative skills.</p> |

| 3D. Key/transferable skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions (Seec 2016).</p> <p>D2: Acts with initiative in decision-making and accessing support within professional or given guidelines. (Seec 2016)</p> <p>D4: Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions. (Seec 2016)</p> <p>D5: Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change. (Seec 2016)</p> | <p>Transferable/key skills address key area that are core to the learning strategy of the programme.</p> <p>They are general, and incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered through exhibition, and independent practical projects.</p> <p>Reflection and reflexivity are cultivated through keeping visual diaries, research journals and/or blogs</p> |

Programme Learning Outcomes:
Exit point contained award PG Dip. 120 credits

| 3A. Knowledge and understanding | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Demonstrate a solid knowledge and understanding of historic and contemporary advanced theories, concepts and principles relevant to and at the forefront of practice.</p> <p>A2: Demonstrate an ethical, reflective and evaluative approach to professional research and study.</p> <p>A3: Systematically evaluate the role of critical theories in the support of creative practice.</p> <p>A4: Critically discuss and address issues associated with personal and professional development.</p> <p>A5: Demonstrate creativity, discrimination and originality in thinking and practice at an advanced level.</p> | <p>Staff and student led lectures and seminars.</p> <p>Visiting speaker presentations and lectures.</p> <p>Group Crits and individual Supervisor and theory tutorials.</p> <p>Student presentation, debate, and reflection.</p> <p>Tutorials individual and group, Group Crits, presentations, peer debate.</p> <p>Independent study and learning to further develop high level creative, critical, selective, and evaluative skills.</p> <p>Actual or virtual visits to cultural or commercial organisations.</p> <p>Critical reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.</p> |

| 3B. Cognitive skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Critically evaluate and apply with due regard to ethical considerations, research methodologies relevant to scholarship in their area of study;</p> <p>B2: Apply, with a degree of creativity, intellectual, transferable and subject/professional skills in making visual, written and other relevant work.</p> <p>B3: Make informed judgements and connections between their own and others work in terms of context and practice.</p> <p>B4 Reflect on their own work and that of others and make evaluative judgements which are effectively articulated.</p> | <p>Staff and student led seminars and debates.</p> <p>Lectures by core and visiting staff.</p> <p>Group Crits and individual supervisor and theory tutorials.</p> <p>Student presentation, debate, and reflection.</p> <p>Individual Tutorials.</p> <p>Actual or virtual visits to cultural or commercial organisations.</p> <p>Independent study and learning which further develops high level creative, critical, selective and evaluative skills.</p> <p>Critical reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.</p> |

| 3C. Practical and professional skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Learn interdependently and independently and take responsibility for subsequent career and continuing professional development.</p> <p>C2: Establish a broad sophisticated communications skills set and apply this to a variety of contexts and situations.</p> <p>C3: Demonstrate originality in the application of theory and techniques, drawn from earlier studies, through the production of a significant piece/s of independent work.</p> | <p>Staff and student led seminars and debates.</p> <p>Demonstration in technical areas.</p> <p>Lectures by core and visiting staff.</p> <p>Individual Tutorials.</p> <p>Student presentation, debate and reflection.</p> <p>Actual or virtual visits to cultural or commercial organisations.</p> <p>Independent study and learning which further develops high level creative, critical, selective and evaluative skills.</p> <p>Critical reflection and evaluative feedback which will be generated through group critiques/tutorials, open forums, and individual tutoring.</p> |

| 3D. Key/transferable skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions (Seec 2016).</p> <p>D2: Acts with initiative in decision-making and accessing support within professional or given guidelines. (Seec 2016)</p> <p>D3: Designs and undertakes investigations to address significant areas of theory and/or practice. Selects appropriate methodological approaches and critically evaluates their effectiveness.</p> <p>D4: Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions. (Seec 2016)</p> <p>D5: Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change. (Seec 2016)</p> <p>D6: Uses ideas at a high level. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches. (Seec 16)</p> <p>D7: Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise. (Seec 16)</p> <p>D8: Autonomously implements and evaluates improvements to performance, drawing on innovative or sectoral best practice. (Seec 16)</p> | <p>Transferable/key skills address key area that are core to the learning strategy of the programme.</p> <p>They are general, and incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered through exhibition, and independent practical projects.</p> <p>Reflection and reflexivity are cultivated through keeping visual diaries, research journals and/or blogs</p> |

4. Programme Structure

| Programme Structure | | | |
|--|---------------|------------------|---------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| Module 1 Critical Contexts and Practice Methodologies Module 2 Research and Development (Exit point PG Cert. 60 credits) | 30 30 | | |
| Module 3 Practice in Context Module 4 Strategies of Practice (Exit point PG Dip. 120 credits) | 30 30 | | |
| Module 5 The Master's Project | 60 | | |

Full Time Mode

| Autumn Term | PG Cert. | Spring Term | PG Dip. | Summer Term | MA |
|--|----------|---|---------|--|----|
| Module 1 Critical Contexts and Practice Methodologies 30 credits | | Module 3 Practice in Context 30 credits | | Module 5 Master's Project 60 credits | |
| Module 2 Research and Development 30 credits | | Module 4 Strategies of Practice 30 credits | | | |
| Oct-Jan | | Feb-May | | | |

Part Time Mode

| Autumn Term | Spring Term | PG Cert. | Summer Term | Autumn Term | PG Dip. | Spring & Summer Term | MA | |
|---|---|----------|--|---|---------|--|----|----------|
| Module 1 Critical Contexts and Practice Methodologies 30 credits | Module 2 Research and Development 30 credits | | Module 3 Practice in Context 30 credits | Module 4 Strategies of Practice 30 credits | | Module 5 Master's Project 60 credits | | |
| Oct-Jan | Feb-May | | June-Sept | Oct-Jan | | | | Feb-Sept |

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

Professional or other contexts for showing creative practice sometimes exist outside commercial spaces and traditional exhibition environments. The work of creative practitioners can be intentionally or unintentionally provocative to an audience. Work that comes from Creative Practice can reinforce tradition and notions of beauty or redefine boundaries. Creative practitioners are not always confined by client needs or necessarily motivated by commercial or audience participation – this MA does not seek for the student to define or restrict themselves in this way; rather it allows the student to devise individual practice methodologies through reflexive, reflective practices embedded throughout the programme; each student will seek to realise their distinct creative practice strategies. In this way, practice is fruitful because the work is innovative and unique. Making creative work is an intellectual activity which relies upon an individual's utilisation of critical reflection in relation to their practice. Practice methodologies emerge through review at key points in the evolution and development of a sophisticated and well-informed personal vision and body of work.

The programme is designed to facilitate intellectual enquiry which informs and complements practice. It is also structured to allow for the incremental development of increasingly informed and sophisticated concepts and skills at MA level. It builds on features of a fully negotiated study programme in maintaining discreet and personal practice informed through dialogue, debate and personal research interests, supporting students to share physical and intellectual space and enabling the exchange of knowledge, ideas and communication across media boundaries. Students develop originality in the application of knowledge, and the understanding of how the boundaries of knowledge are advanced through research.

The MA Creative Practice programme is carefully structured to support innovative and systematic research and practice. The interdependence of context and practice is central to this programme because critical thinking, problem-solving, creativity, evaluative judgements and independence are enhanced and given credibility through awareness of the location and origin of praxis. The programme allows a discursive philosophy as students deal with complex issues both systematically and creatively, and show originality in tackling and solving problems. These elements are distinctive to level 7 study and structured to allow for the incremental development of increasingly informed and sophisticated concepts and skills at MA level.

Making art, design and media work is an intellectual activity which relies upon individuals being aware of the value of critical reflection in relation to their practice. Thought processes can be unorthodox, complex and personally and intellectually challenging. Exploratory work often leads to unpredictable and surprising outcomes, through which reflective analysis inform and reshape further practice. Practice can

reflect a breadth of methodological and intuitive approaches, both in terms of initiating and realising starting points and through the engagement with and manipulation of relevant media. The aim of the MA is for understanding of the processes of praxis to become internalised and intrinsic to the postgraduate students' practice.

Externality is imperative to the postgraduate programme and that will manifest itself in different ways, some of which are:

- Audience facing through the Masters project.
- Staff and peer group challenge and debate across MA programmes.
- The encouragement of setting practice into relevant contexts.
- Core themes to which visiting speakers will contribute.
- Presenting work and ideas to internal and external audiences

The Faculty offers a regular Visiting Speakers programme which is supplemented by input from visiting professionals who provide not only knowledge of the working context but also a range of contacts which students can pursue in seeking further work experience and employment. Visiting speakers come from a range of creative disciplines and are chosen for their individual skills, ability, status and practice history. Additionally, a "tool kit" of case studies will explore the creative work of practitioners.

Students engage with external organisations, individuals, galleries and other bodies where relevant as a key part of contextual research practice and derive learning benefit from these encounters. These may be studio and professional workshops and centres which support creative and economic activity for whom creative practice is a dimension of their activity.

Through this externality students develop the qualities needed for employment in circumstances requiring informed judgement, personal responsibility and initiative in complex and unpredictable professional environments. They are also equipped to understand the contexts within which their practice might be employed and the flexibility to apply their skills, knowledge and understanding in a range of complex situations.

6. Support for students and their learning

The Masters programme is a progression from taught undergraduate programme norms to a staff supported independent negotiated project philosophy and structure. There will be staff and visitor inputs to the programme around core themes, also demonstration, tutorial, staff led seminar and lecture formats. Individual tutorial and mentoring provides the subject specific advice, challenge and guidance.

Collaborative learning is also developed and progressed through student participation and includes student led seminars, debates, presentations and through an electronic communications forum which offer opportunities for informal knowledge exchange.

All research students will develop and maintain a Research Journal throughout the programme of study. The Research Journal can take any form appropriate to the student's interests, abilities and project proposal imperatives. It can be used for recording, analysing and developing theoretical and visual research; contain evaluative

and reflective student views in written form; maintain records of and reflection upon visiting speaker inputs, external visits, peer group and staff comments in seminars and symposia. The research journal, may for example, be in sketchbook form with detailed annotations or in an electronic format. It could also be a combination of physical journal with references to electronic material or vice versa.

A Masters programme co-ordinator in both Hull and Harrogate ensures effective planning and delivery across the MA programme. This person will also, in negotiation with tutors, based in theory and practice, plan and implement the visiting speaker events at key stages of each module and phase of the programme. The co-ordinator will chair regular meetings of tutors, supporting research students to ensure that planning, delivery, assessment and communications are effective.

Tutors drawn from a pool of qualified staff, guide and mentor students. Supervisors are allocated to students once individual student outline practice proposals are known at interview stage. This ensures a close skills and knowledge match of tutor to tutee. Students, in taking responsibility for their own learning and progress, also negotiate individual tutorials with staff as necessary.

Harrogate and Hull have their own library which provides access to a wide range of up-to-date print and electronic resources including journals, books and DVDs to support the programme. Tutors work closely with the library staff, on devising reading lists through contextual review or as they become applicable through individual research and attendance at conferences. The library has a good access to e-resources to support the MA programme. Students have support via a designated HE librarian who provides excellent support for using e-learning resources.

Hull College Group Libraries subscribes to a wide range of online resources (e-resources), including electronic databases, eBooks & e-journals. There is access to learning and research support via library inductions, study support workshops, introductions to technical facilities, handbooks, electronic forums and VLE. These can be accessed from home or work as well as on campus. The group a virtual learning environment which hosts a wide range of learning materials including programme specific and general information and guidance to students. A list of our e-resources is available on VLE and the library website and library research skills website are also available to support students.

At Harrogate there are separate quiet study spaces for higher education students which are equipped with Apple Macs as well as PCs. Students have access to librarians who participate in library staff led research tutorials. Library staff on each site offer group and one-to-one sessions on study skills including e-resources and Harvard referencing.

Staff and students are able to request the purchase of any learning support materials within agreed faculty library budgets and this includes purchase of books, periodicals, journals, DVDs and e-learning materials and databases.

Facilities

Newly appointed specialist art, design and media resources at Harrogate are available and used by the programme including extensive fully equipped workshops, ceramics and printmaking facilities, photographic studios, darkrooms and film processing areas, fashion studio and digital workshops, a professional staffed digital print facility and more general colour and black and white printing facilities which are available to all students. Harrogate and Hull operate an extensive moving and still image equipment store for short and longer term equipment loans, and students have access to a full

range of professional equipment including cameras, digital and video recorders, sound equipment and recording devices for both onsite and external applications such as site based projects or fieldwork. MA students have access to all equipment as well as studio spaces.

Harrogate and Hull are equipped with general teaching seminar and lecture rooms, including interactive or projection capability. Galleries operate at both centres and seminar rooms are available for discursive activities and presentations. Wider college facilities can be booked where relevant e.g. HG2, and The Bistro, both used for live shows. Flexible and cross discipline use of facilities are encouraged where relevant to student needs. Studios are well equipped with workspace for each individual and shared working areas for sculpture, larger scale painting and other practices. Installation and life drawing space is available and there is additional bookable space for students to test work out for longer periods of time.

In addition, one to one support is available on a 'drop in' and booking basis for those students who would like or have an identified need for additional support. This support is available "generically" within the college but also at more specialist level within each Faculty school.

Tutorial Support

Students are well supported by regular scheduled tutorials with the MA coordinator and the individual supervisor, relating to both academic and pastoral issues. Academic tutorials are an integral part of the Assessment, Teaching and Learning strategy (see above). Feedback tutorials are arranged at assessment points, where full written feedback is provided, discussed with the students and development points identified.

Student Support

A wide range of pastoral and other support needs are provided through the college Student Support Services, including skilled counsellors, experts in funding and social support etc. All HE students have the opportunity to join the Students Union and access their facilities and support. The SU is NUS affiliated. A Quality, Improvement and Student Support Manager within the Faculty of Arts advises on individual or wider student issues

7. Criteria for admission

Through the interview process the MA coordinator confirms that aspirations lie within the remit of the MA programme in terms of advanced creative practice rather than pure research (if this is not the case, applicants will be counselled regarding more suitable MA options) and that we can fully support the student with appropriate resources and supervision.

The process of admission is that students wishing to apply for Masters study in Hull or Harrogate will do so via an on-line application form. An interview takes place at this point, where prospective students discuss their project proposal. The next stage is that a prospective student produces a proposal which identifies, in broad outline, the initial practice proposal (synopsis, aims, context, and support requirements) with an accompanying bibliography. At this point the decision is made by the MA coordinator

whether the application is either rejected or accepted, and who will notionally supervise the practice, and a letter confirming the decision is sent out.

The decision is based upon:

- The quality of the initial research proposal.
- Estimated or actual undergraduate achievement normally indicating a 2:1 or first class Honours degree.
- References from undergraduate staff or where relevant an employer.
- Undergraduate achievement.
- Portfolio of previous creative work.
- The ability to initiate and sustain MA level independent study as evidenced in references, presentation and discussion around the viability and relevance of the initial project proposal and responses to questions at interview which test the student's understanding and potential ability to work at a higher level.
- An assessment of the applicants' intellectual and motivational abilities through the interview process.
- The College's ability to support the intended research project in terms of resources including staff expertise.

Applications from overseas students with IELTS score of 6.5 are welcome. The programme actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).

8. Language of study

English

9. Information about assessment regulations

The Award adopts the Hull College Group Academic Regulations (as approved by OU). The programme adopts, in full, the College Academic Principles and Regulations. Students will be provided with a copy of the College Assessment Regulations at the point of registration for their award.

Please refer to Part D, Sections 11 to 22 within the Regulations for validated awards of The Open University, September 2016. For further supporting information, please also refer to Parts B and C of Hull College Group HE Academic Regulations, 2016/17. Students have access to these Regulations from the point of registration for their programme.

Students are required to submit written assignments to Turnitin prior to hand in, where applicable. Assignments are due on an agreed date for submission to the Curriculum Support Office. The College front sheet is dated and a receipt provided upon submission of the assignment.

Feedback to students on assessments is provided within 15 working days of the hand in date. Students are invited to comment on this feedback; the Programme Team meetings review this as well as the process for the submission of assignments.

External Examiners

External Examiners are an essential part of the College's framework for quality assurance. All approved courses leading to an award of the College must have External Examiners.

Please refer to Part G, Section 29 within the Regulations for validated awards of

The Open University, September 2016. For further supporting information, please also refer to Parts F, Section 34 of Hull College Group HE Academic Regulations, 2016/17.

The role of External Examiners is to assure the quality of students' learning experience and ensure that they are assessed fairly in relation to other students on the same course and to all students across the College and nationally. External Examiner/adviser reports are an integral part of the College's quality assurance processes. They form part of the requirements for course annual review and in all cases course teams must demonstrate how they have responded to the views and comments made by external examiners/advisers.

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

The Harrogate and Hull College awards are managed and operated in accordance with College and University regulations and procedures. This includes representation and input from employers who contribute to curriculum development and review, peer observation of teaching and learning and analysis of feedback from student and tutor module reviews. Annual course reports and course and faculty actions plans are produced, reviewed and monitored via the HE committee system.

The following methods are used to evaluate and improve the quality and standards of teaching and learning:

- External Examiners reports
- Annual Programme Evaluation
- Cohort statistics e.g. gender, ethnicity, age and disability
- Student feedback
- Module reviews
- Review of ALT issues
- Curriculum planning
- Quality Enhancement Plan
- Modifications of the course

The programme has been developed in accordance with the levels of the QAA FHEQ, and as such align with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) and are compliant with the Bologna Protocols.

THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS IN ENGLAND, WALES AND NORTHERN IRELAND

The aims of this award have been developed using the Quality Assurance Agency's (QAA) qualification descriptor for Master's degree, and National Occupational Standards.

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject->

[benchmark-statements/masters-degree-subjects](#)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Art-and-Design-17.pdf>

QUALITY CODE

The programme will be delivered in accordance with the Quality Code for the assurance of academic standards in higher education. Section 6 Assessment of students is particularly relevant. There are no work placements involved in this programme, nor blended or distance learning.

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a>

SUBJECT BENCHMARK STATEMENTS

M Level subject benchmarks are not available for this award. However, the programme has been reviewed for currency with full reference to the Quality Assurance Agency's (QAA) Master Degree characteristics document, available at

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Dance-Drama-Performance-15.pdf>

Also in reference to the Sec level 7 descriptors in appendix 2 below. This programme responds to the needs of its students and local and global communities by enabling its graduates to emerge as creative professionals who can apply their thinking, skills and knowledge to subject specific and broader cultural, commercial and social arenas. Postgraduates will be able to think independently and apply this thinking and practice to external situations which place their work in realistic contexts. The importance of creativity to organisations, individuals and society generally is increasingly recognised by government and industry as both an economic driver and vehicle for social change. Our post graduates will be well placed to function effectively in this developing climate.

Student Perceptions

The award will be subject to Student Consultation Meetings and anonymous 'How are we doing' questionnaires and National Student Survey results and evaluation. Student representation will be encouraged on all Committees, at a cross college level and through student representation on Course Team Meetings, HE Committee and College Council and Academic Board.

Recruitment Retention and Achievement

The award will be measured against annually agreed college targets.

Ethics

Each student signs a form which confirms that they will abide by the BERA (2011) ethical research protocol. The staff team are aware of their ethical obligations regarding research activity and subscribe to the BERA (2011) code of research ethics. Staff use these guidelines to ensure that all personal and student research activities are ethically

acceptable. Ethical research conduct is built into student lessons and tutorials to maximise its effective dissemination. The team are aware of the role of the Research Ethics Officer and The Research and Scholarly Activity Committee and use their support whenever necessary for clarification and developmental activities. The team are confident that this approach will promote the use of ethically sound research practice for their students and own practice. The Faculty is represented on the HE Division ethics implementation group who will advise on operational issues in relation to the strategy.

Annexe 1 - Curriculum map

| Level | Study module/unit | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
|-------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 7 | Module 1: Critical Contexts and Practice Methodologies | X | | | | | | | X | X | | X | | X | | | X | | | | |
| | Module 2: Research and Development | X | X | | | X | X | | | | | X | X | | | X | | | | | |
| | Module 3: Practice in Context | | X | X | X | | | X | X | X | X | | | | | | | X | | X | |
| | Module 4: Strategies of Practice | X | X | X | X | | | X | X | X | X | X | | | | | | | X | | |
| | Module 5: The Masters Project | | X | X | X | X | | X | X | X | X | | X | | X | | | X | X | X | X |

Annexe 2: Level 7 Credit Descriptors (See Credit Level for Higher Education Descriptors 2016 www.seec.org.uk)

| | |
|---|---|
| <p>Level 7</p> <p>EWNI Summary credit level descriptors</p> | <p>Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making, including use of supervision.</p> |
| <p>Setting</p> | |
| <p><i>Operational context</i></p> | <p>Operates in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.</p> |
| <p><i>Autonomy and responsibility for actions</i></p> | <p>Acts with initiative in decision-making and accessing support within professional or given guidelines, accepting full accountability for outcomes.</p> |
| <p>Knowledge and understanding</p> | |
| <p><i>Knowledge and understanding</i></p> | <p>Has a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines.</p> <p>Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.</p> |
| <p>Cognitive skills</p> | |
| <p><i>Conceptualisation and critical thinking</i></p> | <p>Uses ideas at a high level of abstraction. Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches</p> |
| <p><i>Problem solving, research and enquiry</i></p> | <p>Designs and undertakes substantial investigations to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.</p> |

| | |
|---|--|
| <i>Synthesis and creativity</i> | Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions. |
| <i>Analysis and evaluation</i> | Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches. |
| Performance and practice | |
| <i>Adaptation to context</i> | Autonomously adapts performance to multiple contexts. |
| <i>Performance</i> | Autonomously implements and evaluates improvements to performance, drawing on innovative or sectoral best practice. |
| <i>Team and organisational working</i> | Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members, resolving likely conflict situations before they arise. |
| <i>Ethical awareness and application</i> | Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas. Works proactively with others to formulate solutions. |
| Personal and enabling skills | |
| <i>Personal evaluation and development</i> | Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change. |
| <i>Interpersonal and communication skills</i> | Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts. |

Annex 3 - MA Grading Descriptors, Faculty of Arts

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| Outstanding Outcome (Distinction) 80-100% |
| <p>Analysis: Outstanding analytical responses which are complex, extensive and relevant to own practice. Outstanding ability to identify key areas/themes independently. Outstanding ability to use a wide range of strategies to develop materials/ideas whilst also identifying limitations and ambiguities.</p> <p>Research: Outstanding level of research which is broad, relevant and in depth and which supports the generation of ideas/outcomes. Consistent ability to differentiate between and identify the suitability of sources/materials.</p> <p>Critical Thinking: Outstanding ability to critically evaluate ideas/works/sources. Fluent and extensive awareness of the debates relevant to own practice. An outstanding ability to critically select and/or apply complex material/ideas and to reflect and respond in a thorough and effective way.</p> <p>Presentation and Communication: Outstandingly well-structured complex outcomes which successfully organise content. Good range of original insights; an individual approach demonstrated throughout.</p> <p>Innovation: Consistently, very creative, independent work demonstrating a strong and convincing personal voice/approach.</p> <p>Technical Competence: Outstanding outcomes produced demonstrating a high level of skill in all aspects of production/presentation.</p> <p>Professionalism: Outstanding awareness and understanding of contemporary practice and development of own practice within wider context. Outstanding management and execution of an expansive and complex body of work sustained over an extensive period.</p> <p>Synthesis: Outstanding well-integrated, complex and sustained body of work exploring connections between elements of module(s) and the wider contexts of learning.</p> |
| Excellent Outcome (Distinction) 70-79% |
| <p>Analysis: Excellent analytical responses which are complex, extensive and relevant to tasks. Excellent ability to identify key areas/themes independently. Excellent ability to use a wide range of strategies to develop materials/ideas whilst also identifying limitations and ambiguities.</p> <p>Research: Excellent level of research which is broad, relevant and in depth and which supports the generation of ideas/outcomes. Consistent ability to differentiate between and identify the suitability of sources/materials.</p> <p>Critical Thinking: Excellent ability to critically evaluate ideas/works/sources. Extensive awareness of the debates relevant to own practice. An excellent ability to critically select and/or apply complex material/ideas and to reflect and respond in a thorough and effective way.</p> <p>Presentation and Communication: Very well structured complex outcomes which successfully organise content. Original insights; an individual approach demonstrated throughout.</p> |

Innovation: Very creative, independent work demonstrating a strong and convincing personal voice/approach.
Technical Competence: Excellent outcomes produced demonstrating a high level of skill in all aspects of production/presentation.
Professionalism: Excellent awareness and understanding of contemporary practice and development of own practice within wider context. Excellent management and execution of an expansive and complex body of work sustained over an extensive period.
Synthesis: Excellently well-integrated, complex and sustained body of work exploring connections between elements of module(s) and the wider contexts of learning.

Above average outcome (Merit) 60-69%

Analysis: Good analytical responses which are relevant to own practice. Good ability to identify key areas/themes. Ability to use strategies to develop materials/ideas whilst also identifying limitations.
Research: Good level of research which is varied and relevant and which supports the generation of ideas/outcomes. Ability to differentiate between and identify the suitability of sources/materials.
Critical Thinking: Good ability to critically evaluate ideas/works/sources. Awareness of the debates relevant to own practice. An ability to select and/or apply material/ideas and to reflect and respond in an effective way.
Presentation and Communication: Well-structured outcomes which organise content. Evidence of an individual approach.
Innovation: Creative work demonstrating a good level of independence and individuality.
Technical Competence: Well produced outcomes demonstrating good levels of skill in all aspects of production/presentation.
Professionalism: Good awareness and understanding of contemporary practice and development of own practice within wider context. Good management and execution of a broad and detailed body of work.
Synthesis: Well integrated body of work.

Satisfactory outcome (Pass) 50-59%

Analysis: Satisfactory analytical responses which are relevant to own practice. Ability to identify key areas/themes. Ability to use strategies to develop materials/ideas.
Research: Satisfactory level of research limited in range but which is relevant and supports the generation of ideas/outcomes. Ability to differentiate between and identify the suitability of sources/materials.
Critical Thinking: Ability to critically evaluate ideas/works/sources. Awareness of the debates relevant to own practice. Ability to select and/or apply material/ideas and to reflect and respond in an effective way.
Presentation and Communication: Structured outcomes which organise and relate content. Evidence of an individual approach.
Innovation: Creative work demonstrating independence and individuality.

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| <p>Technical Competence: Satisfactorily produced outcomes demonstrating reasonable levels of skill in most aspects of production/presentation.</p> <p>Professionalism: Satisfactory awareness and understanding of contemporary practice and development of own practice within wider context. Satisfactory management and execution of a body of work.</p> <p>Synthesis: A satisfactorily integrated body of work.</p> |
| <p>Unsatisfactory outcome (Fail) 40-49%</p> |
| <p>Analysis: Limited analytical responses which may have little relevance to own practice. Inability to identify key areas/themes. Limited development of materials/ideas.</p> <p>Research: A limited level of research which may have little relevance to own practice and to the generation of ideas/outcomes. Inadequate ability to differentiate between and identify the suitability of sources/materials.</p> <p>Critical Thinking: Inadequate ability to critically evaluate ideas/works/sources. Inadequate understanding/awareness of the debates relevant to own practice. Limited ability to select and/or apply material/ideas; ineffective reflection.</p> <p>Presentation and Communication: Inadequate structure and organisation employed in producing outcomes.</p> <p>Innovation: Absence of independence and individuality.</p> <p>Technical Competence: Unsatisfactorily produced outcomes demonstrating limited levels of skill in most aspects of production/presentation.</p> <p>Professionalism: Limited awareness and understanding of contemporary practice and development of own practice within wider context. Limited management and execution of a body of work.</p> <p>Synthesis: An unsatisfactorily integrated body of work.</p> |
| <p>Unsatisfactory outcome (Fail) 30-39%</p> |
| <p>Analysis: Very limited analytical responses which may be irrelevant to own practice. Inability to identify key areas/themes. Very limited development of materials/ideas.</p> <p>Research: A very limited level of research which may be unrelated to own practice and to the generation of ideas/outcomes. Lack of ability to differentiate between and identify the suitability of sources/materials.</p> <p>Critical Thinking: Lack of ability to critically evaluate ideas/works/sources. No understanding/awareness of the debates relevant to own practice. Very limited ability to select and/or apply material/ideas; ineffective reflection.</p> <p>Presentation and Communication: Outcomes lack of structure and organisation.</p> <p>Innovation: Absence of independence and individuality.</p> <p>Technical Competence: Unsatisfactorily produced outcomes demonstrating very limited levels of skill in most aspects of</p> |

production/presentation.

Professionalism: Very limited awareness and understanding of contemporary practice and development of own practice within wider context. Very limited management and execution of a body of work.

Synthesis: An unsatisfactorily integrated body of work.

Unsatisfactory outcome (Fail) under 29%

Analysis: Lack of analytical responses which may be irrelevant to own practice. Inability to identify key areas/themes. Very limited development of materials/ideas.

Research: A very limited level of research which is unrelated to own practice and to the generation of ideas/outcomes. Lack of ability to differentiate between and identify the suitability of sources/materials.

Critical Thinking: Lack of ability to critically evaluate ideas/works/sources. No understanding/awareness of the debates relevant to own practice. Ineffective ability to select and/or apply material/ideas; ineffective reflection.

Presentation and Communication: Outcomes are incomplete/ineffective and lack structure and organisation.

Innovation: Absence of independence and individuality.

Technical Competence: Ineffective production of incomplete outcomes which demonstrate poor levels of skill in most aspects of production/presentation.

Professionalism: Very limited awareness and understanding of contemporary practice and development of own practice within wider context. Very limited management and execution of a body of work.

Synthesis: An unsatisfactorily integrated body of work.

Annexe 4 – Programme key planning map

| | Schedule of events and meetings |
|-----------|---|
| SEPTEMBER | Module 5 deadline – Assessment and moderation Team committee - Harrogate & Hull (programme planning and cross-site assessment moderation) |
| OCTOBER | Start of MA Academic Year Module 3 deadline - Assessment and moderation MA Board E.E.visit Harrogate & Hull MA Postgraduate Ceremony, Harrogate and Hull |
| NOVEMBER | Student Symposium (Harrogate & Hull) Staff-student consultative meeting |
| DECEMBER | Ethics committee (if needed, with Debbie Meakin and Andrew Wilson) |
| JANUARY | Team committee Team committee - Harrogate & Hull (programme review and cross-site assessment moderation) Module 1, Module 2 (F/T) and Module 4 deadline - Assessment and moderation |
| FEBRUARY | Module 5 Statement of Intent – Viva Ethics committee (if needed, with Debbie Meakin and Andrew Wilson) |

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|-------|--|
| MARCH | Student Symposium - Harrogate & Hull |
| APRIL | Staff-student consultative meeting |
| MAY | Module 2, Module 3 (F/T) deadline - Assessment and moderation |
| JUNE | Team committee - Harrogate & Hull (programme review and assessment moderation) E.E.mid-term visit Harrogate & Hull |

Agenda/Minutes

- *Frequency – September, January, June*
- *Standing Items to be discussed as relevant (depending on time of year)*
- *All Actions to be transferred to Course Rolling Action Plan*

Programme Team Meetings

Course Area: Faculty of Arts

Date:
Venue & Time:
Draft/Final Version

MA Creative Practice (Harrogate & Hull)

Staff present:

| Agenda | ISSUES / ACTION | WHO | WHEN |
|---|-----------------|-----|------|
| 1.0 Notices & Information | | | |
| 2.0 Briefs (Amendments) & Assessment/Moderation | | | |
| 3.0 Resits, Rooming and Support | | | |
| 4.0 Equipment & Facilities | | | |
| 5.0 Visiting Speaker Programme | | | |
| 6.0 Symposiums, Presentations and Vivas | | | |
| 7.0 Year 1 | | | |
| 8.0 Year 2 | | | |

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|---------------------------------|--|--|--|
| | | | |
| 9.0 Staffing/Supervision | | | |
| 10.0 A.O.B | | | |

Annexe 4 Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.