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UNIVERSITY

Course Specification

**MA Creative
Learning: Inclusion
and Innovation for
Social Change**

Course Code: MCLIS

2021/22

MA Creative Learning: Inclusion and Innovation for Social Change (MCLIS)

Material Information Summary for 2021/22 Postgraduate Applicants

Confirmed at May 2021

General Information

Award	Master of Arts Creative Learning: Inclusion and Innovation for Social Change
Contained Awards	Postgraduate Certificate Creative Learning: Inclusion and Innovation for Social Change Postgraduate Diploma in Creative Learning: Inclusion and Innovation for Social Change
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course Lengths & Standard Timescales	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none">• 1 year (full time, campus based or online) or 2 years (part time, campus based or online)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	Headingley synchronous or online delivery. Placements through Story Makers Company, Leeds Beckett.

Entry Requirements

Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here:

www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning.

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to
Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director	Tom Dobson
Course Leader:	Lisa Stephenson
Your Academic Advisor	Tom Dobson/Lisa Stephenson
Your Course Administrator	education@leedsbeckett.ac.uk

Work Placement Information

Summary

There are 2 modules (Creative Pedagogies; Major Project in an Educational Setting) which involve professional placements in educational/ community settings.

In negotiation with academic staff, students will typically be able to choose from a range of creative projects for their work-based learning. Distance learners will typically need to arrange these independently. Campus-based students can draw from the range of local placements with professional artists associated with Story Makers Company or other partners at Leeds Beckett University. The professional placements will involve students critically reflecting upon their learning, the learning of others and the interconnectedness of a community of practice.

Length

50 hours over the course.

Professional Accreditation or Recognition Associated with the Course

Professional Body

N/A

Accreditation/ Recognition Summary

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

Course Overview

Aims

There is growing evidence which suggests that teachers/practitioners utilising creative practice can have positive effects on a community of learners' agency, skills and understanding and positive wellbeing. In turn this promotes innovative and inclusive thinking that is critical for social change and global citizenship in 21st century learning.

As a result, the programme aims to provide professionals working in a range of educational and community settings with:

- The confidence, skills and knowledge necessary to adopt the identity of a creative artist educator;

- The specific skills and knowledge to apply a range of arts-based practices with diverse groups of learners;
- The multi-disciplinary ability to synthesise arts-based practices for the benefit of a diverse community of learners in different educational settings;
- The ability to promote global citizenship by addressing a wide range of contemporary issues and concerns through arts-based practices and pedagogies;
- The confidence to create a nurturing community of learners through creative arts practices and pedagogies;
- Specialist in-depth knowledge in a particular aspect of creative practice through elective modules;
- Critical enquiry skills to synthesise contemporary, global theory and research with reflection upon the processes of practice;
- The ability to develop and apply creative methodologies in order to investigate and co-construct with diverse groups of learners;
- An informed, critical and creative approach to understanding both practice-led research and their role as educators.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Develop the identity, skills and specialist knowledge of a critically reflective creative practitioner
- 2 Develop a global view of creative arts-based practices and the ability to critically evaluate underpinning research and theory
- 3 Be able to critically evaluate education policy to shape future-facing ethical practice and curriculum design
- 4 Create culturally responsive and critically informed work, which is developed through diverse communities of practice
- 5 Develop in-depth critical knowledge and application of a specific arts-based practices to create sophisticated, practice-based responses to contemporary issues
- 6 Develop a deep and critical understanding of creative methodologies and related concepts to design innovative and authentic research enquiries
- 7 Demonstrate autonomy in devising innovative solutions to context-specific learning situations through undertaking a critical research enquiry

Target Award: Master of Arts Creative Learning: Inclusion and Innovation for Social Change (180 credits) = Learning Outcomes 1-7

Post Graduate Diploma in Creative Learning: Inclusion and Innovation for Social Change (120 credits) = Learning Outcomes 1-6

Post Graduate Certificate Creative Learning: Inclusion and Innovation for Social Change (60 credits) = Learning Outcomes 1-4

Teaching and Learning Activities

The courses offer two distinct teaching options, either: campus teaching or distance learning.

Both modes of delivery will provide:

- A community of practice which nurtures creative and pedagogical processes and approaches based on the values of an academic collaborative community;
- An active learning environment involving partnership and collaboration with a range of educational, community and cultural settings;
- A learning climate that supports and credits different learning styles and students who may be entering postgraduate study through non-traditional routes.

Both modes of delivery have an approach to learning and teaching that are informed by the following:

- A commitment to helping students to develop their own creative practice through negotiated learning, which takes place in the form of a Research Proposal. The Research Proposal is used in Research Methods and then the Major Project to allow students to identify how they would like to be assessed in relation to the modules' learning outcomes. The Research Proposal is a contract between staff and students that agrees on the mode of assessment, component weightings and assessment criteria.
- A commitment to the promotion of a holistic personal development within which individual's creative, critical and contextual understanding as well as technical and professional skills are integrated.
- A commitment to making conscious and explicit the research informed teaching and professional practice undertaken by all staff contributing to the programme.
- A commitment to employability issues through two contrasting placement opportunities.
- A commitment to exposing students to up-to-date national and international research and practice in the teaching of creative writing and drama in a range of cultural educational settings.

Learning and Teaching Activities

The programme will develop communities of practice through face-to-face and remote teaching and learning for both modes of study. Modules will utilise seminars for group discussion, presentations, feedback and collaborative learning and will be led by academic staff with relevant research expertise. More specifically to creative practice, workshops will be used whereby the tutor and the students will collaborate creatively and feedback on each other's work. For distance learners, live workshop streaming will be offered and recorded. This ensures that both teaching routes have a deep learning experience related to the creative, collaborative and dialogic nature of creative pedagogy. Both routes also have the opportunity to observe cutting edge professional arts practice. This will be followed by synchronous critical reflection sessions for both campus and distance students. There will also be live and recorded lectures.

Each student will be allocated an Academic Advisor who will be able to support them in their academic work throughout the modules through structured and responsive coaching tutorials. Online materials will be clearly signposted.

There are 2 modules (Creative Pedagogies; Major Project in an Educational Setting) which involve professional placements in educational/ community settings. In negotiation with academic staff, students will typically be able to choose from a range of creative projects for their work-based learning. Distance students will typically need to arrange these independently. Campus students can draw from the range of local placements with professional artists associated with Story Makers Company at Leeds Beckett University. The professional placements will involve students critically reflecting upon their learning, the learning of others and the interconnectedness of a community of practice. All students will be supported by an allocated supervisor.

For Major Project in an Educational Setting, each student will be allocated a supervisor who will guide the student in developing their Research Proposal and developing and investigating a negotiated line of enquiry in order to develop as an independent practice-researcher.

Use of the Virtual Learning Environment

The VLE (MyBeckett) and appropriate software will be used in the following ways:

- As a repository for learning materials and resources;
- As a forum for discussions;
- As a means of feedback and formal assessment;
- As a means of identifying student professional placement information.

Use of Blended Learning

As the course will be developed for both distance learners and campus-based learners, there will scope for blended should a students' circumstances change.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Work based learning

Students will undertake two work-based learning placements. These will be housed within the following modules: **Creative Pedagogies- 60 credits; Major Project in an Educational Setting – 60 credits**. There will be an expectation that students' placements are contrasting (for example, one may be linked to mainstream schooling and the other to an alternative placement).

Full-Time, Year 1, Semester 1

Students are provided with a thorough introduction to Creative Learning (**Creative Pedagogies - 60 credits**). This will involve them developing the identities of creative practitioners, both within and outside of educational settings. In addition, students will develop knowledge of a range of research methodologies and critically reflect upon their practice in an educational setting (**Research Methods - 20 credits**).

Full Time, Year 1, Semester 2

Students will deepen their specialist knowledge of education and specific arts practices through undertaking two specialist modules (**Elective 1 and Elective 2 - 20 credits each**). They will then develop a context-specific practice-led research project and this will involve working closely with a supervisor to identify both the lines of enquiry and the appropriate medium for investigation and assessment (**Major Project in an Educational Setting – 60 credits**).

Part Time, Year 1, Semester 1

Students are provided with a thorough introduction to creative pedagogies (**Creative Pedagogies - 60 credits**). This will involve them developing the identities of creative writers and performance practitioners, both within and outside of educational settings.

Part Time, Year 1, Semester 2

Students will deepen their specialist knowledge of education and specific arts practices through undertaking two specialist modules (**Elective 1 and Elective 2 - 20 credits each**).

Part Time, Year 2, Semester 1

Students will develop knowledge of a range of research methodologies and critically reflect upon their practice in an educational setting (**Research Methods- 20 credits**).

Part Time, Year 2, Semester 2

Students will develop a context-specific practice-led research project and this will involve working closely with a supervisor to identify both the lines of enquiry and the appropriate medium for investigation and assessment (**Major Project in an Educational Setting – 60 credits**).

Level 7 Full Time: Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Creative Pedagogies (60 credits)	Y	Major Project in an Educational Setting (60 credits)	Y
Research Methods (20 credits)	Y	Two options from the list below (2x20 credits)	N

Level 7 Part time Year 1: Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Creative Pedagogies (60 credits)	Y	Two options from the list below (2x20 credits)	N

Level 7 Part time Year 2: Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Research Methods (20 credits)	Y	Major Project in an Educational Setting (60 credits)	Y

Level 7 Option Modules

2 x electives 20 credits

- Reconstructing Children's Literature (20 credits)
- Drama for Social Change (20 credits)
- Journeys and Discoveries (20 credits)
- Developing Early Language and Communication (20 credits)
- Artist Intervention (20 credits)
- South Asian Storytelling (20 credits)
- Autism and Learning (20 credits)
- Playful Learning and Playful Pedagogies (20 credits)
- Evaluating Global Perspectives on Mental Health in Schools (20 credits)
- Critical Ethnic Studies (20 credits)

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Underpinned by the University's Education Strategy, assessment on MA Creative Learning is designed to enable learning to be evaluated for the benefit of the student with a bespoke Learning Pathway. The programme provides students with a range of assessment tasks including performances, journals and presentations. In all modules, students will be part of a Research Informed Teaching Environment in which they are required to identify how they would like to be assessed in relation to the learning outcomes of the module. This is a sophisticated, guided process and the student will work with the supervisor to construct a contract during the module that clearly articulates the mode of assessment, the weighting of each component and the assessment criteria. This is referred to in the module as a Research Proposal which will be started in the Research Methods module and continued in the Major Project module. The Research Proposal encourages students to become fully autonomous in constructing appropriate assessment modes and criteria, which aim to develop their practices.

Most modules also rely heavily on the formative benefits of peer and self-assessment, through both face-to-face workshops and online communities which form a key Student Support Network. Again, this process will help to scaffold the learner in becoming fully autonomous.

Overall Workload for the Course

Teaching, Learning and Assessment	180 hours
Independent Study	1570 hours
Placement	50 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support,

specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.