

## Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body Professional, Statutory or Regulatory Body (PSRB)	University of the Arts London (UAL)
Teaching Institution	Central Saint Martins
Final Award	MA Applied Imagination in the Creative Industries
Length of Course	Full time: One year, 45 weeks Part time: Two years, 90 weeks
UCAS code	
Date of production/revision	May 2017

This section is available to provide any introductory information on the course. It might include explanation of the position of courses which form a named pathway within an 'umbrella' programme.

MA Applied Imagination is a one-year, issues-based research course which applies creative thinking to a wide range of social and commercial questions. The course foregrounds iterative testing, entrepreneurship and stakeholder engagement, and adopts a critical stance towards cultural, economic, social and political inquiry.

The questions researched by students vary greatly, and particular disciplinary engagement emerges from the specific interests of the students themselves. The early phase of the course provides a practical and robust grounding in the techniques of action research, reflective practice and stakeholder management. The latter phase of the course supports students in a sustained individual research project which acts both as a critique of the current state of their chosen field of

interest, and as a vehicle for the development of their own unique networks and expertise appropriate to their future ambitions.

The focus of this course is to unlock its students' ability to adapt to emerging areas of opportunity, and to evolve as flexible and reflexive practitioners who have the skills and knowledge both to adapt to the changing demands of the workplace, and to become agents of positive change themselves in the complex and sometimes chaotic world in which they will live. Students graduating from the course will have acquired the ability not only to analyse and evaluate complex, multi-disciplinary problems, but also to take practical and iterative action to address emergent problems and questions in a rapidly-changing global context – which underscores their value to employers.

### **Course Aims**

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

MA Applied Imagination is designed for professionals within the creative industries who seek to affect change; in society, enterprise, or within their own subject or discipline. The course aims to enable students to develop and apply their imagination, so that they will move beyond existing assumptions about the creative process and harness its potential to achieve positive change, through iterative external testing and collaborative working with stakeholders of all kinds. The course aims to enable students to develop and apply their imagination, so that they will move beyond existing assumptions about the creative process and harness its potential to achieve positive change, through iterative external testing and collaborative working with stakeholders of all kinds.

**Course Outcomes**

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below .

The outcomes that you will have demonstrated upon completion of the course, are:

Outcome:	New and in-depth knowledge about your personal research question, informed by advanced research strategies that use your interventions (such as artefacts, events or processes) as a primary means of confirming what is not yet fully known.
Outcome:	An ability to express research questions in ways that can be experienced and shared with stakeholders and other audiences in an independent and self-directed project.
Outcome:	An ability to use questions to gain evidence, and to convert evidence into both practical and in-depth understandings.
Outcome:	Self-direction, originality, critical awareness and informed decision-making in instigating, managing, concluding and articulating outcomes at Masters level.
Outcome:	An ability to work, contribute and participate effectively and responsibly as an individual and collaboratively, both as part of a team and with external and/or industry partners.

**Learning and Teaching Methods:**

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

- Unit and project briefs;
- Tutorials – individual and group;
- Lectures, seminars and workshops;
- Peer learning and peer-led assessment sessions;
- Facilitated interaction with external stakeholders;

- Team working, including external speaker presentations and debates, facilitated by students;
- Visiting Practitioner and alumni mentor input;
- Studio visits and other field trips;
- Use of the library and other college facilities as a critical resource;
- Student-led presentations to tutors and peers;
- Pairing and sharing peer group support;
- Independent research;
- Oral and written presentations made through staged progress evaluations;
- Learning log and journal keeping;
- Development of action research interventions;
- Testing of interventions;
- Reflection and self-evaluation of testing process and evidence gained;
- Iterative development of interventions;
- The development of an appropriate form of presentation;
- The management of the Festival of Applied Imagination.

### **Scheduled Learning and Teaching**

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1,800 hours over 45 weeks (full-time) or 90 weeks (part-time); below is the amount of time which is

timetabled activity. The rest of your learning time will be self-directed, independent study.

Percentage of time spent in timetabled learning and teaching – 15%

### **Assessment Methods:**

Provide a summary of the relevant assessment methods for the course.

The course is credit-rated at 180 credits and comprises three assessed units. Summative assessment is conducted for each unit. All units must be passed in order to achieve the MA but the classification of the award of MA is derived from the mark for Unit 3 only.

Assessment of Unit 1 is holistic, and includes consideration of both individual and team-based projects. The final assessed project in the unit is a proposal for independent study in Units 2 and 3, in which students' subject knowledge is directly combined with the learning outcomes relating to research, analysis and experimentation.

The assessment of Unit 2 is holistic, and is via a 10-minute formal symposium presentation of interim research outcomes, via the student's online Learning Log, and via a 750-1,000 word research report that reflects on the strengths and weaknesses of the student's research processes and methods thus far employed.

Assessment of Unit 3 is holistic. The Unit deliverables comprise the submission of reflective journals (suggested length 5,000 to 10,000 words or the equivalent in other forms of content), and a 1,250-1,500 word evaluative report, as well as the demonstration and presentation in symposium format of the student's evidence from research and the conclusions based on the new knowledge gained.

### **Reference Points**

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

1. FHEQ Level Descriptors (Level 7)

2. UAL 2015-2022 Learning, Teaching and Enhancement Strategy
3. External Industry advice and guidance
4. QAA's Art and Design Benchmark Statement (2008, and draft 2016)
5. UAL Creative Attributes Framework
6. HEA Embedding Equality and Diversity in the Curriculum
7. UAL Equal Opportunities Policy 2016

## **Programme Summary**

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

The course may be taken either full-time (45 weeks) or part-time (90 weeks, over two years). The difference between the two modes of study is that full-time students are involved in more intensive study, and, because they are not engaged in full-time employment, test their ideas, research and working methods within the College environment with their peers as well as seeking out external testing and challenge.

Part-time students spend less time in formal peer interaction but are expected to test their ideas within their own professional practice as well as with each other as much as is possible. For part-time students, the developmental process is necessarily slower and less intense during the first year but timetables are constructed to provide maximum opportunity for preparatory critical engagement. The course programme acknowledges the different pressures of your work/life balance that part-time students typically experience by maximising the potential of the first year to provide reassurance and testing, thus enabling the second year to focus on consolidation.

The strategy of 'learning through doing' in an interactive group-dynamic aims to provide you with experiences that fall outside of your own discipline and cultural knowledge base. This will help you to evolve new questions and open you to a much wider sphere of possibility that will inform decisions about your

major project. Proposals for research questions are developed through a process of self-directed secondary research and critical evaluation by tutors and peers. We encourage you to establish a research question during Unit 1 that will challenge and sustain your interest for the whole of Units 2 and 3: a question that is likely to lead to new knowledge that you can apply to your real-world objectives.

### **Unit 1: Imagination, 60 credits**

Unit 1 requires students to challenge their world view and reconsider their values, while simultaneously becoming aware of the potential of external, action-based research to uncover new questions and new levels of insight and understanding.

Study is facilitated through project briefs, peer and self-evaluation and tutorial feedback.

To enable achievement of the learning outcomes of this unit, the programme of study will typically include:

- Unit briefing and introduction;
- Project briefs;
- Seminars and workshops, introducing different ways of locating, interrogating, interpreting, recognising and communicating the value of different kinds of data;
- Experience of different ways of using, translating, citing and turning evidence into knowledge;
- Cultural and interdisciplinary integration and challenge;
- Contact with external stakeholders;
- Team working, including external speaker presentations and debates, facilitated by students;
- Visiting Practitioner and alumni mentor input;
- Studio visits and other field trips;

- Use of the library and other college facilities as a critical resource;
- Student presentations to tutors and peers;
- Peer and external feedback;
- Tutorial facilitation/evaluation related to team/individual and cohort.

Tutorials are given weekly on the full-time mode, and typically four times per term on the part-time mode.

Learning hours per week:

Full Time: 19 hours per week (7.0 hours tutorials, seminars, lectures and workshops, 12.0 hours group and peer learning)

Part Time: 11 hours per week (3.5 hours tutorials, seminars, lectures and workshops, 7.5 hours group and peer learning)

## **Unit 2: Application, 60 credits**

Unit 2 requires students to define and redefine their research proposal, establish the networks they will need to use for stakeholder engagement and external testing, and demonstrate that they both understand and are able and ready to use the methodologies of action research – through creative intervention with stakeholders, reflective practice, and iterative project development and management – in order to interrogate their research question and obtain new knowledge.

There are regular one-to-one tutorials during the Summer Independent Study period, as well as fortnightly check-points with established staff, to ensure that no student becomes disorientated or discouraged by apparent failure. Study is also facilitated by:

- identification and refinement of a research topic;
- clarification of personal and strategic motives;
- development of appropriate research tools;
- initial testing via external review;

- the development and maintenance of an online Learning Log and Reflective Journal that records and analyses the students' learning journey

The study programme will utilise:

- workshops, seminars, lectures and peer-learning opportunities;
- external speaker presentations and debates, facilitated by students;
- Visiting Practitioner and alumni mentor input;
- studio visits and other field trips;
- use of the library and other college facilities as a critical resource;
- student presentations to tutors and peers;
- peer evaluation;
- individual and group tutorials;
- pairing and sharing peer group support;
- independent research;
- oral and written presentations made through staged progress evaluations;
- learning log and journal keeping;
- development of interventions;
- initial testing of interventions.

Learning hours per week:

Full Time (Term time): 19 hours per week (7.0 hours tutorials, seminars, lectures and workshops, 12.0 hours group and peer learning)

Full Time (Independent Study Period): 9 hours per week (0.5 hour tutorials, seminars, lectures and workshops, 8.5 hours group and peer learning)

Part Time: (Term Time): 9.5 hours per week (3.5 hours tutorials, seminars, lectures and workshops, 6.0 hours group and peer learning)

Part Time: (Independent Study Period): 4.5 hours per week (0.25 hours tutorials, seminars, lectures and workshops, 4.25 hours group and peer learning).

### **Unit 3: Applied Imagination, 60 credits**

Unit 3 requires students to complete the external testing of their research question, and their reflections on and analysis of its outcomes. The Unit comprises the completion, reflection on and ordering of, the research outcomes and the preparation of the presentation of the student's conclusions for assessment at the end of the Unit.

For Full Time, the Unit takes place during the final month of the Summer Independent Study Period, and during the autumn term. For Part Time, it comprises the balance of Year Two, after the Spring Independent Study Period. Study is facilitated by refinement of the question and research topic;

- clarification of personal and strategic motives;
- iterative development of research tools and interventions;
- testing via external review;
- the maintenance of a Reflective Journal that records and analyse the students' learning journey and evaluates their findings;
- the preparation of a 1,250-1,500 word evaluative report;
- the preparation of a presentation and demonstration of evidence and outcomes;
- clarification of S.W.O.T.;
- the development of an appropriate form of presentation

The study programme will utilise:

- workshops, seminars, lectures and peer-learning opportunities;

- Visiting Practitioner and alumni mentor input;
- use of the library and other college facilities as a critical resource;
- student presentations to tutors and peers;
- individual and group tutorials;
- pairing and sharing peer group support;
- independent research;
- oral and written presentations made through staged progress evaluations;
- journal keeping;
- testing of interventions;
- reflection on and evaluation of testing process and evidence gained;
- iterative development of interventions;
- the development of an appropriate form of presentation

Learning hours per week:

Full Time (Term time): 19 hours per week (7.0 hours tutorials, seminars, lectures and workshops, 12.0 hours group and peer learning)

Full Time (Independent Study Period): 9 hours per week (0.5 hour tutorials, seminars, lectures and workshops, 8.5 hours independent, group and peer learning)

Part Time: (Term Time): 9.5 hours per week (3.5 hours tutorials, seminars, lectures and workshops, 6.0 hours group and peer learning)

Part Time: (Independent Study Period): 4.5 hours per week (0.25 hours tutorials, seminars, lectures and workshops, 4.25 hours independent, group and peer learning)

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

1. Education as Transformative Personal Change and Development:

The course integrates student-centred and inquiry-based learning with the external testing of students' research questions through testing with experts, practitioners and other stakeholders. This process fosters a threshold change in students' sense of their professional identity, and is the most powerful and long-lasting response that students can have to the course curriculum.

2. Creativity as a process, not an outcome:

MAAICI emphasises process, rather than objects and outcomes. The long-term value of this focus on process is evidenced by the many alumni who remain in contact with the course, and who stress the importance of the processes which they mastered on the course in their ongoing professional practice, as well as by the achievements of the course's alumni in so many spheres of the creative professions.

3. Networking for Personal and Professional Development:

The requirement to engage with industry experts and other gatekeepers through external testing puts the course and its students constantly in dialogue with creative practitioners, and fosters relationships between students and practitioners at the cutting edge of their chosen discipline.

4. Testing of Creative Interventions by External Review:

MAAICI requires that every student validate their creative processes through a programme of external testing by relevant experts and others. The most able and ambitious students appreciate that this process of testing and development of their interventions does not necessarily end with the assessment at the end of the course.

5. The Diversity of the Student Cohort and Course Team:

The very wide range of students across both full and part-time mode, embracing a multitude of different creative disciplines, cultures and in some cases significant prior professional experience, facilitates the course's pedagogy of group learning, peer feedback and peer assessment. The skills and experience of the Course Team are further enhanced by the wide

and varied pool of Visiting Practitioners which the course is now able to draw upon. The course does not attempt to match the expertise of each tutor with the practice of each student, but rather to invite students to participate in a community of practice which is built upon the creative collision of ideas and viewpoints generated by these widely contrasting personal and professional experiences.

6. Assessment by presentation and demonstration, followed by a public-facing festival:

The mode of assessment which the course has adopted since 2015 allows students to prepare a presentation of their major research project, which can then be repurposed as a public-facing presentation during the festival, aimed at collaborators, potential employers, business partners, and other stakeholders. In this way, the assessment strategy of the course and the processes through which it empowers its students' Personal and Professional Development come together at the end of the final Unit in a single, multi-faceted outcome, feeding forward into the student's professional career.

7. Self-management and independent research:

The four-term, January-start structure of the course and the three-month Summer Independent Study Period affords students an extended period of independent research, which they are encouraged to use for testing their projects with external partners and stakeholders. This feature of the course develops the students' strengths in self-directed study and creative work, and as well as building their skills in creative networking.

## Recruitment and Admissions

### Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

MA Applied Imagination in the Creative Industries is aimed at graduates with a suitable background in any creative discipline. This includes all the established areas of design, but also the fine arts, performance art, curation and art business, journalism, advertising and marketing, management, economics, and potentially also science and technology. We are looking for talented, ambitious and open-minded students who enjoy working with others, but who are also capable of planning and completing a self-directed major project. Above all, we are looking for creative thinkers who wish to channel their talents in order to achieve their personal goals – and are ready to accept the challenge of a student-centred curriculum in which they are able to define and pursue their own programme of study. Our cohort reflects this recruitment policy, and represents a very broad cultural, educational and professional mix.

Our students come from all over the world and we celebrate and include their diverse cultural knowledge in our quest to create alternative paradigms. Students draw on each other's professional and diverse cultural experience to provide critical and constructive insights that open up new ways of thinking and doing.

Student selection criteria:

Applicants to MA Applied Imagination in the Creative Industries will be selected on the basis of the following criteria;

- A BA qualification or equivalent level of skills and knowledge in their discipline;
- A Personal Statement and Study Proposal;
- Self-motivation, ambition and a commitment to the postgraduate programme;
- A readiness to engage in collaborative and reflective practice, and in externally-targeted action research;

- A readiness to engage with students from a very wide variety of cultural, educational and professional backgrounds

Interviews:

Interviews, which can last up to 40 minutes, focus on your background and interests. You don't have to bring examples of your work unless you feel they'll help you demonstrate your interests.

### Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

- Honours degree;
- Evidence of experiential learning equivalent to a degree; or three years relevant professional experience;
- For the part-time mode you'd typically be working in a creative capacity or within a creative profession. Your research interests, professional experience and personal goals are more important than the quality of your portfolio;
- Ability to adopt and use unfamiliar methods of learning and research (to be assessed at interview stage);
- Ability to collaborate and to learn from peers and external stakeholders, as well as from teaching staff;
- A written personal statement and study proposal and (optional) a portfolio;
- Academic references;
- English language skills IELTS 6.5 or above (international students).

## Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

### Full Time Mode

wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
	Jan				Feb				Mar				April				May				June				July				Aug				Sep				Oct				Nov				Dec			
	Unit One: Imagination												Unit Two: Application												Unit Three: Applied Imagination																							
Projects	Project 0		Project 1/A		Project 2/B		Project 3/C		Project 4		Project 5/D		Project 6			Proposal for self-directed study WWHI proposal and intervention showcase													Self-directed major project																			
	Term 1												Term 2												Term 3																							
Assessmen	Formative assessment Project 0-6												Summative	Formative assessment												Summative	Formative assessment												Summative									



	Term 1				Term 2								Term 3					
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