MA INTERCULTURAL PRACTICES

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Awarding Body	University of the Arts London
College	Central Saint Martins
Programme	CSM Performance(L035)
Course AOS Code	CSMMACTPG01
FHEQ Level	Level 7 Masters
Course Credits	180
Mode	Part Time, Flexible Learning
Duration of Course	2 years
Teaching Weeks	84 weeks
Valid From	2022/23
QAA Subject Benchmark	Art and Design
Collaboration	N/A
UAL Subject Classification	Curation and culture, Fine art, Performance and design for theatre and screen, Photography
HECoS Code	101233 – Cultural Studies, 101361 – Creative Arts and Design
UCAS Code	N/A
PSRB	N/A
Work placement offered	No

Course Entry Requirements	The standard entry requirements for this course are as follows: • An honours degree; • Or an equivalent EU/international qualification. The course should be of primary interest to practitioners with experience. It is intended to meet the needs of candidates from diverse cultural, economic, and social backgrounds. We welcome mature students. Applicants are likely to come from a disparate range of academic disciplines and vocational fileds that include: performance, theatre, installation art, film, design practice, the humanities, social practices, social practice, community development, or from other areas of interdisciplinary and creative practice. **AP(E)L – Accreditation of Prior (Experiential) Learning** Applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by: Related academic or work experience. • A portfolio of practice and/or vocational experience; • A personal statement; • A strong academic or other professional reference. Each application will be considered on its own merit. **English language requirements** IELTS level 6.5 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main English language requirements webpage).
Selection Criteria	We select applicants according to potential and current ability in the following areas as evidenced through the CV and personal statement: • Prior experience and achievement; • Creative practice evident through documentation in the portfolio; • Capacity for independence in learning; • Awareness of cultural and social contexts of relevance to the candidate and their practice;

	- Appropriate communication skills and a preparedness to support others in the learning community. - Experience of working with digital software for writing, image-making, and communication. Selection is based on evidence demonstrated through an annotated CV, a personal statement (letter of application) and an edited online portfolio. You can upload up to 10 pages or documents using Pebble Pad. This could cover between 1 and 10 examples of practice and can include written accounts as well as image, film, documentation, and audio materials. - Where appropriate, include short annotations and notes to give context to the work; - If you have worked on any group projects or collaborations, you may want to explain your role; - In many instances, it is helpful to indicate the scale of the work and the media used. The personal statement should reflect on your readiness to engage with self-directed learning; that you are able to learn from experiences (trial and error), and that you are motivated to learn from others. You should briefly describe what you hope to gain from the course. Because of the online delivery mode, applicants will need to have access to: - A recent computer with an IT system and web browser; - A reliable broadband connection (slow internet connection can affect the learner experience, especially during a live session in a virtual classroom. A cable connection is the most reliable); - Webcam, microphone, and headphones. - Connectivity between students will be further supported by postal exchange and low bandwidth web-based platforms. The University runs a means tested hardship fund for students who require support for equipment and learning resources.
Scheduled Learning and Teaching	Following two years of disruption due to Covid 19 we are glad to be returning to normal delivery in 2022/23. This means on campus face-to-face activities such as course projects, lectures, seminars, and studio work, except for courses designed to be delivered online. Scheduled learning and teaching activity may include lectures,

	seminars, studio and workshop briefings, tutorials, external visits and project briefings.

Awards and Percentage of Scheduled Learning

Year 1

Awards	Credits
Postgraduate Certificate (Exit Only)	60

Year 2

Awards	Credits
Postgraduate Diploma (Exit Only)	120
Master of Arts	180

Scheduled Learning Split by Level	
Level 7	11%
Total Scheduled Learning Split	**11%**

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	The course connects sited practices and the context of the individual through intercultural exchange and co-operation with the purpose of extending opportunities for agency and change. As such it aims to inspire transformation and change for and about the self and those people, organisations and systems that are nearby in terms of context, place, or association.
Aim	This course addresses creative agency amidst the aesthetical, philosophical, and creative processes of interweaving and entanglement which take place within and between cultures.
Aim	The course empowers you to join cultural dialogues and co-operate between contextual frameworks and global networks as creative agents, makers, and producers in response to contemporary themes.
Aim	Study practices on the course are intended to highlight and interrogate ethical considerations and complexities impacting on global and social challenges in the context of the local.
Outcome	You will form your practice as a critically engaged, creative agent who can contribute to the evolution of new traditions, practices and relational politics through cultural dialogue and production.
Outcome	Your creative practice will explore contemporary socio-cultural and political themes through inter-cultural exchange, seeking new perspectives, creative conflict and/or consensus.
Outcome	You will share, acknowledge, respect, and interact between and across localities with the intention of generating self-awareness that leads to thoughtful actions and a new body of work.
Outcome	Graduates will have refined cross-cutting competencies and confidence in areas of interpersonal skills; active citizenship, cultural awareness, and expression, specific to context.

	Distinctive Features
1	Transnational Co-operation: the course is supported by UAL's participation in global partnerships representing a new approach to international exchange that forefronts co-created learning through intercultural co-operation. There are options for place-based and online intensive workshops or residencies that connect learners both physically and digitally.
2	Transformative: practice on the course draws on a range of intercultural experiences and practice exchange to pose new outcomes or opportunities. You balance your own practice needs to focus on processes of change for and about the self and those people, organisations and systems that are nearby.
3	Flexible interactive online learning: the course structure allows time for risk-taking and reflection in your practice. Real time and asynchronous learning is designed to support students across different time zones, learning at different moments, though together.
4	Interdisciplinary: an emphasis on co-operative tactics, crossing territories of cultural production that are ever expanding in their reach and in their terms of reference. This course is intended for a culturally diverse community of students from multiple disciplines and backgrounds.

Course Detail

Practice based inquiry between spaces, places, and disciplines.

This is an MA by project. Study on the course prioritises making, action research and intercultural dialogue. The unit structure builds from your context and experiences to lead you in the development of your own personal project with potential extensions that might bring about change.

As an applicant, you will already have a sense of what it is that you are seeking to achieve or change through higher level study. Your work on the course will relate to one or more of five broadly based thematic areas connecting to the [Shared Campus](#) network:

- Cultures, histories, and futures;
- Social transformation;
- Critical ecologies;
- Pop cultures;
- Tools and technologies.

Global themes are best understood and acted on from multiple cultural and disciplinary perspectives. This course encourages the sharing of these perspectives to develop your agency as an artist and cultural producer. The opportunity to engage with Shared Campus activities means that you will be able to access a broader network of academic interest and practice, from beyond the course community, offering transnational experiences and intercultural conversations framed through these thematic lenses.

UNESCO supports interculturalism as a practice and approach that leads to a deeper understanding of the other's global perception. As interconnection across and between societies grows, and cultural diversity is increasingly recognized as an inescapable reality of modern life, it is essential that practitioners are equipped with the capacities and knowledge to positively respond to difference and pluralism. This course prepares the next generation of creative practitioners for future careers where intercultural co-operation and the sharing of knowledge through practice is essential. The course proposes a reflexive consideration. of our relationship with both site and history and generates co-operative learning and an exploration of collective memory, evolving new traditions and relational politics. Study on the MA engages with transnational, intercultural and co-operative learning, giving you individual agency within your chosen field while engaging fully with emerging global priorities affecting you and your wider context.

This is a part-time course delivered online through a blend of teaching, intensive workshops, international teaching exchange, and independent projects.

The anticipated student community will have a broad international reach. The course encourages you to draw from your communities of practice and interests and engage with wider transnational networks through the Shared Campus. [Shared Campus](#) is an international network of specialist art and design universities established to overcome barriers to cultural exchange. It is structured around 5 themes:

- Cultures, histories, and futures**: genealogies, traditions, and visions of the future; reflections on post-globalised identities through artistic lenses to sharpen intercultural sensitivity.
- Social transformation: change for and about the self and / or those people, organisations and systems that are nearby.
- Critical ecologies: response to ecological emergencies through artistic and political actions, convening multiple voices, for the sake of sustainability and agency.
- Pop cultures**: the driving force in the globalisation and innovation of cultures. Pop is a sphere where politics, identities, and social questions are negotiated.
- Tools: creative technologies and methods of making and remaking that provide the primary focus for creative discovery, representation, or craft.

Starting with your place and context, the course explores creative processes of interweaving and entanglement that are the practices of interculturalism and intersectionality.

Course Units

Studying this course embeds intercultural awareness as a basic stance and intercultural co-operation as its fundamental practice.

The course is structured in three sections. Units 1, 2 and 3 challenge you to initiate discoveries for yourself, deconstruct existing interpretation and explore ethics from applied perspectives. Units 4 to 8 focus on reflection and reflective encounters that support engagement with transcultural educational platforms, such as the Shared Campus. Unit 7 and 8 prioritise processes and strategies for both making and impact.

Unit 1: Curiosity and Place

This first unit explores place and context through active searching and sharing, or foraging. Foraging is a branch of behavioural ecology that references searching and discovery specific to time and place; it frames an individual's

association to the time of an event with the place of an event. It is the starting point for making beyond the studio. This unit is primarily taught through seminars and workshops supporting student led and centred enquiry.

Unit 2: Stuff of Cultures

Progressing from Unit 1, Stuff of Cultures asks you to appraise your own situation as a creative practitioner, maker, and producer. It begins with an exchange of material. Using shared materials, and without relying on a workshop or studio, the unit invites you to deconstruct context and its relevance. This unit promotes a sense of mutual understanding and empathy; sharing the co-ordinates of one's own cultural environment provides triggers and promotes curiosity in others.

Unit 3: Consideration

The initial focus for this unit is the consideration of ethical practices and intention. The premise is thoughtfulness, care, reflection, and analysis; and thinking relating to ethics. The purpose is that you generate theory for testing through applied methods and lay the foundations for further exploration and experiment.

The unit is introduced through a series of interactive lectures, seminars, and reading groups. Practices formed here will prepare you for the final units of the course.

Unit 4: REBEL (Options: Unit 4A, Co-operative Practices; 4B, Analysis and Application; 4C, Making and Production; 4D, Communication and Connectivity; 4E, Enterprise and Innovation; 4F, Initiative and Creativity; 4G, Process and Responsibility; 4H, Skills and Application; 4I, Curiosity and Enquiry)

Through reflective practice and self-analysis, you will start to determine your own future learning. You will select one of nine options for qualities and outcomes against which you wish to be assessed. The unit supports you in building a portfolio of experience drawn from personal projects,
intensive workshops, and intercultural learning exchange. Core teaching is shared across all of the options and encourages you in gathering experience and evidence of learning from independent enquiry (practice) and from engagement with transnational sharing.

Unit 5: Collective Memory

Teaching on this unit is focused on group work, new explorations, and storytelling in rich media. Considerations of collective memory extend over much of the course. This unit frames the relevance of collective memory in relation to storytelling and the authentication of knowledge through inter-relational aesthetics.

Exploration refers to experiment with unfamiliar tactics and practices of making. The activity is student-centred and individually focused. You will be supported through group tutorials and workshops. The theme for the unit is experimentation rather than completion and success; the focus is on process not product. As such, your brief is to initiate and expand your practices into unfamiliar and untested areas. Failure is a welcome reality of process and helps you to build resistance into your practice.

The final Master's component is principally concerned with processes and strategies of making, dissemination, and impact.

Unit 6: Putting it into the World.

This unit supports you in presenting your practice or study and making your content public. Experiences from all the other units contribute to this moment of production and making culminating in sharing your practice publicly. Students will consider means of locating a new audience beyond the place of encounter. You will explore methods of feedback and interaction with your audiences.

Unit 7: Strategy and Dynamics

In this unit, you may be pursuing independent projects but will still be working closely with your peers, through collective discussion and review. The final major project is forward looking and propositional, consolidating the intercultural base of the course. As a cohort, you will build and maintain networks and connections developed through your time on the course.

Mode of study

MA Intercultural Practices is delivered through distance learning with some low-residency in person or online intensive workshops. It is a part-time course over 87 weeks covering 22 months. It can be experienced fully online or through a blend of online and campus-based independent study. The teaching and learning engagement takes place through online platforms. You will be expected to commit 20 hours per week, which includes teaching time and independent study.

The course supports a dispersed community of students that may be based at distance and across global regions. The online mode works successfully by managing student groups in relation to time zones and by developing records and documentation from teaching and co-operative learning. Carefully timed synchronous sessions are supported with asynchronous materials. Intensive periods of residential and online workshops are staged at regular points for community building and consolidating learning.

The digital platforms and applications used for teaching on the course are best supported by a cable connection. Our platforms have been selected to suit medium band width.

Credit and award requirements

The course is credit-rated at 180 credits.

On successfully completing the course, students will gain a Master of Arts (MA degree).

Under the UK Framework for Higher Education Qualifications, an MA is Level 7.

The classification of the final award is based on assessment outcomes form Units 6 and 7.

If you are unable to continue on the course, a Postgraduate Certificate (PG Cert) will normally be offered following the successful completion of 60 credits, or a Postgraduate Diploma (PG Dip) following the successful completion of 120 credits.

Learning and Teaching Methods

The learning and teaching methods devised for this course include:

- Online socials;
- Group on-line 'orientation' exercises;

- Unit briefings and introductions;
- Story Circles;
- Collective and collaborative development of reading and viewing resource lists;
- Self and peer critical evaluation;
- Co-operative Practice and Projects;
- Open forums and online symposia;
- Reflective journals;
- Experience Based learning;
- Guest speakers with Q&As;
- Personal and peer tutorials;
- Transnational workshops;
- Shared Campus micro-teaching exchanges;
- Short courses and symposia.

Students on the course are encouraged to participate in learning and co-operative projects involving international partners. In such circumstances, there is a wide range of platforms, classrooms, and tools for peer-to-peer exchange. There are options for campus-based teaching at UAL and with partner institutions and for place-based intensive workshops or residencies that connect learners both physically and digitally.

Assessment Methods

Assessment is focused on reflection and process-based learning. As such, you will be required to maintain a detailed portfolio of evidence. There are regular moments for self-assessment and peer-to-peer evaluation, and these will contribute to the evidence used for assessment. Assessment evidence includes:

- Reflective journals;
- Documentation and presentations;
- Word/visual essay;
- Self and peer evaluations;
- Participation in debates and discussions;
- Exploration and communication of an individual programme of practice;
- Evidence-based portfolios.

Learning outcomes, throughout the course and in all units, reference the Education for Sustainable Development Cross-Cutting Competencies published by UNESCO (2018).

Reference Points

QAA Descriptors for Higher Education Qualification, Level 7 Master's Degree expectations:

"...a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice."

".... a comprehensive understanding of techniques applicable to their own research or advanced scholarship"

".... originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

The Art and Design subject benchmarking statement from the QAA quality code cites 'an appreciation of diversity' and 'the ability to factor ethical considerations into creative practice' as defining principles, and the ability to 'apply ethical principles and personal values to their (the student) work' as a personal quality cultivated in graduates. * In looking at this subject benchmark statement we note the following statements as informing this development (from the section on 'Defining Principles'):

- The role of imagination in the creative process is essential in developing the capacities to observe and visualise, in the identifying and solving of problems, and in the making of critical and reflective judgements.
- The outcomes of the study and practice of art and design in higher education contribute to the cultural development and the economic well-being of the individual and of society… Students also understand the broad vocational, economic, social, and environmental contexts of their study and the range of professional opportunities available to them. These may include; anticipating and responding to change, knowledge and application of business processes, communication (visual, written, oral, personal, and digital), distribution and dissemination of work, skills in entrepreneurship, and client/audience negotiation skills.

* This subject benchmark is written for BA (Bachelor of Arts) level, but we have adapted it as appropriate to this Master's course.

The framework designed to support student reflection and self-awareness (Recognition of Experience-Based Education and Learning, REBEL) references the competency range from the European Skills, Competencies, Qualifications and Occupations (ESCO) framework and the UNESCO Cross-cutting competencies and with reference to the International Bureau of Education and their guidance on the democratization of learning opportunities within a lifelong learning perspective.

Four from the eight key competencies listed within the EU (European Union) ESCO framework have particular focus within the design of the MA IP (Intercultural Practices) curriculum:

- Interpersonal skills, and the ability to adopt new competences;
- Active citizenship;
- Entrepreneurship;
- Cultural awareness and expression.

Course development and curriculum design has referenced the UNESCO Global Action Programme on Education for Sustainable Development and references Target 4 of the Sustainable Development Goals detailed in UNESCO's Policy Briefing "Education for Sustainable Development and the SDGs (Sustainable Development Goals)" from 2018.

"Ensuring flexibility in the curriculum allows for more opportunities to align teaching with real-world issues …."

Assessment and Learning Outcomes have been designed with reference to the "Eight overarching competencies for sustainability …. these can be used 1) to frame the core goals of the curriculum including progressive learning objectives, and 2) to coordinate both disciplinary and interdisciplinary aspects of the curriculum."

"The eight sustainability competencies are:

- Systems thinking competency;
- Anticipatory competency;
- Normative competency;
- Strategic competency;
- Collaboration competency;
- Critical thinking competency;
- Self-awareness competency, and
- Integrated problem-solving competency (UNESCO, 2017)."

And "Education practice should be framed around using progressive pedagogies and cooperative learning approaches with specific focus on student-centred learning, critical reflection and problem solving."

Course Diagram

MA Intercultural Practices – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment

LEVEL 7 - Year 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42

Unit 1: Curiosity and Place (20 credits) — S

Unit 2: Stuff of Cultures (20 credits) — S

Unit 3: Consideration (20 credits) — S

Unit 5: Collective Memory (40 credits)

Unit 4: REBEL (Recognition of Experience Based Education and Learning) options (20 credits)

LEVEL 7 - Year 2

43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84

Unit 5 continued — S

Unit 4 continued — S

Unit 6: Putting it into the World (20 credits) — S

Unit 7: Strategies and Dynamics (40 credits) — S

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable