

# The National Masters Project Programme

Partnership MA

**Prospectus**

## **Welcome to the “National Masters Project”**

A new approach to arts, creativity and creative industries postgraduate education which offers:

- An Industry-led Masters Programme delivered in partnership with Higher Education
- A taught Masters with a Practice Research core – a creative project with a critical centre
- 12 months F/T or 24 months P/T : with bespoke delivery to each mode of study but with shared learning outcomes

Students undertake a programme of work that offers:

- Industry Engagement – the real world context
- Reflexive learning through Practice Research
- Cultural Exchange

An Industry/Higher Education partnership which adds value:

- Industry – centred, skills based, career making
- Sustainable with small numbers; an undiminished experience with large cohorts
- Active learning models; small groups, peer engagement, one to one supervision
- Clear progression into further academic study

We bring

- A proven track record
- A team of industry professionals and experienced academics

## **Introduction**

Our National Masters Project Programme may be full time, with an intensive focus - or part-time, designed to fit around professional working life. It is equally well suited to in person delivery, fully remote learning or blended learning including options in which some students participate in group work remotely alongside their peers who take part in person. The degrees are project-centred with students carrying out practice-based and academic assignments. Face to face teaching takes place at or near the university with the students enjoying university facilities on equal terms with other members of the student body.

We have been teaching in Creative Industries for over fifteen years now. We are able to draw on the rich and innovative arts practice and research culture of our staff, building on our considerable teaching success in producing graduates who have gone on to work in the arts and media industries, both in the UK and worldwide.

## **A Unique Philosophy**

The National Masters Project MA is unlike many others offered in the field. The innovation lies in its bespoke nature; designed around the student's interests, their professional needs and our expertise. Practice led postgraduate study is ideally suited to equip future practitioners with the skills and attributes they need for an enterprise based working life. It offers a rigorous structure, a clear framework, the necessary reflexivity of theory and practice, coupled with the support required to build confidence and the challenge necessary to develop as a creative or critical practitioner.

Students' industry projects are at the heart of the degree. Supported with a theoretical framework and a solid grounding in essential skills, students have a unique opportunity to create professional quality work in a highly supportive environment.

Unlike the traditional University centred MA, we are not constrained by the need for minimum enrolment numbers. We are free to engage individual supervisors for individual students ensuring that each student achieves the greatest possible value for their investment of time and resources. And with our focus on this single programme, we can create the aftercare resources which will enable students to continue their personal and professional development long after they have graduated; through supported alumni networks.

## Relevant outcomes

Our innovative Masters will ensure students leave with

- A strong set of creative and entrepreneurial skills to enable them to deliver projects effectively
- The personal resources to become effective lifelong learners
- An understanding of reflexive practice to enable them to evaluate and develop their own work
- Confidence in their own practice
- A track record emanating out of their major project work
- Industry experience
- A network of peers within and beyond their own discipline
- A springboard to a PhD

## A Unique Delivery Partnership

The programme is delivered by a partnership made up of industry partner International Arts and Communications and the Academic validating partner – an IE HE provider.

IAC specialises in collaborative, research based performing arts projects with partners across Europe and beyond.

## Summary of Key features

- Students are able to tailor their degree to meet their specific interests. We engage individual project supervisors whose expertise matches student's needs.
- Students can choose from full time, part time remote and blended learning options and can switch between those modalities if their circumstances or external circumstances change. The quality of the experience is identical across all learning options.
- Students become part of a wider network of alumni, ensuring they have a core professional network to build on
- The course offers diverse progression routes to your existing undergraduates. For example it might offer an opportunity for students who have studied drama and performance at undergraduate level to move into a producer role
- The course can be designed to create a pathway into study at doctorate level; the university will have the opportunity to work with students to cement that progression route.
- The course develops and strengthens university partnerships with industry, opening up new opportunities for collaboration.

## The Partnership MA

## Course Overview

At the heart of the course is the opportunity to undertake a substantial independent project designed and delivered with the support of industry mentors.

A programme of taught modules supports the supervised project. They provide students with a broader context of context and understanding of the creative industries and a set of tools and skills to enable them to produce high quality, effective work.

By building an MRes award case for support and viva into the summative assessment students may progress to a doctorate immediately or in due course.

## Added value to students

Students on this industry led partnership course will benefit from:

- Small class sizes. We expect classes to be of the order of 5 – 15, which ensures students engage individually with lecturers and guest speakers but also engage as “active learners” with a peer group.
- Additional support. This course proactively develops “peer directed learning sets” as part of the active learning ethos. Additionally we have had great success working with alumni to act as “godparents” to those coming up after them. There is finally the alumnus circle to access a supportive network across the globe as students start their careers.
- Tailored teaching and support. Industry mentors supporting students with their placements will be specially selected to meet individual students’ particular learning and support needs and to complement the teaching offered by core course staff.
- An international dimension. All taught modules will include material relevant to future professionals working in a global world. We expect the course to be particularly attractive to international students. Content will be created to ensure they are able to take the full benefit of the course back to their home countries; we will also encourage students to consider the international dimension of all projects and to build the alumni circle with the objective of future international collaboration.
- Flexible learning modalities; students can switch between in person and remote learning and choose a blended learning option where that suits them



Millie Thorne / Maria  
Klockare: UG students  
Creative Producing pilot /  
produce / develop

The London Short Play  
Festival

**Delivery options**

The course is a full time one year Masters course, run over either two semesters or three terms and typically running from September to July. It is also available as a two year part time course with teaching focused into symposia each semester/term. A remote learning option which mirrors the part time option is also available. Students can move between the different modalities provided they complete all modules in the appropriate order. Students will be free to choose the art form and delivery option for their individual project which most interests them. They can opt for live, recorded or online work, involving an audience directly or remotely as they choose. Their project may be local, regional, national or international in scope.

**Student destinations**

Although this is a new course, offered for the first time from 2021, we have extensive experience of project based teaching approaches.

Previous students from other courses using this approach and taught or led by team members have gone on to occupations as diverse as Creative Director (Artsmart Contemporary), Producer (Staging the Nation), Marketing Manager (Dogwoof Distribution), PhD (Kent University)

Cristina Catalina: PG student Creative Media Arts  
Produces “Elevator” Time Out Critics choice



turns into a full season  
exploring Romanian work

## Quality Assurance

We offer a rigorous quality assurance framework.

Independent quality benchmarks in line with standard university postgraduate QAA.

We will ensure and lead on:

- Validation in keeping with “*Name of Institution*” *insert name* procedure
- Rigorous moderation / double-marking
- Appointment of and liaison with External Examiner
- Participation at exam boards
- Peer observation for lecturers
- Module evaluation questionnaires
- Course boards / post-graduate student led forum
- Programme Monitoring Reports
- Evaluation of Post-Graduate Student Survey
- Industry / University partnership liaison

## Programme

Topic		Credits	Assessment	Delivery full time	Part time	Distance
<b>Project Proposal</b>		<b>40</b>				
	The Survival Toolkit			Intensive block of teaching Semester 1	Intensive block of teaching Semester 1	Webinar, workbook, exercises through VLE.
	Cultural Context: theory and policy			Weekly lecture Semester 1	MA Symposium Semester 1 (taught sessions)	MA Symposium Semester 1, (taught sessions) - recorded. Course reader / VLE
			Project proposal (written proposal up to 5000 words)			
	Other support			Informal weekly project development seminar/workshop Semester 1 and 2	One to one tutorials with Supervisor(s) MA Symposium Semester 1 (project workshop sessions)	One to one tutorials with Supervisor(s) (online)  Online group Q and A.
<b>Project Research and Industry Engagement</b>		<b>40</b>				
	Project and Industry Research Methodologies			Weekly lecture Semester 1	MA Symposium Semester 2 (taught sessions)	MA Symposium Semester 2, (taught sessions) - recorded. Course reader / VLE
	Industry independent research programme			Individual supervision Semester 1 and 2	One to one tutorials with Supervisor(s)	One to one tutorials with Supervisor(s) (online academic and locally based/online)



						industry supervisor)
			Presentation (15 minutes) to the Industry partner Report 2000 words Log / Journal			
	Other support			Informal weekly project development seminar/workshop Semester 1 and 2 (as above)	Semester 2 learning set.	Distance learning set through - online discussion chatroom, written forum and tutorial group (mediated).
<b>Project Production</b>		<b>60</b>				
	Project delivery			Individual supervision and group seminar	MA Symposium Semester 1 (taught sessions) MA Symposium Semester 1 (project workshop sessions) One to one tutorials with Supervisor(s)	MA Symposium Semester 1, (taught sessions) - recorded. Course reader / VLE One to one tutorials with Supervisor(s) (online academic and locally based/ online industry supervisor)
			Practice Output (or evidencing; eg Report / Production Diary And viva on request) Delivery/ presentation at summer symposium			

	Other support			“Summer School” – Three day symposium of final showcase and preparation for viva	“Summer School” – Three day symposium of final showcase and preparation for viva	Optional participation in summer school in person , or by webinar
<b>Evaluation</b>		<b>40</b>				
	Case for Support			Individual supervision and group seminar	Individual supervision and group seminar or learning set.	One to one tutorials with Supervisor(s) (online academic and locally based/online industry supervisor)
			Case for support in PhD Res 2 form – 8-10000 words) external examined viva			

## Module content

Each module combines theory with practice, offering students the opportunity to create work which is academically rigorous but located in an industry context and which builds an individualised portfolio of knowledge, understanding and skills to take the student to the next stage whether academically (to a phd), within the industry as a practitioner or down a different vocational path. All students completing the course will be equipped to become excellent practitioners, practice based researchers or academic researchers.

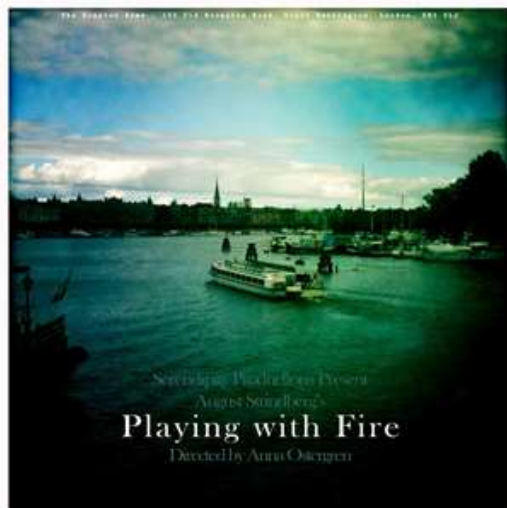
Module	Learning objectives	Indicative content
<b>Project Proposal</b>	To ensure personal project is well planned, with clear objectives, feasible and well suited to student's personal learning goals. Project proposal should anchor project in a theoretical context	<ul style="list-style-type: none"> <li>a) Toolkit for success – key skills in technical, legal and financial aspects of project planning</li> <li>b) Theory and practice – an overview of the current national and international policy agenda shaping the creative industries and an introduction to the key theoretical concepts underpinning the creative industries.</li> </ul>
<b>Research and Industry engagement</b>	A working understanding of the main research methodologies and their application to different questions; a detailed understanding of one or more gained through the investigation of a specific question of interest to the student. An opportunity to study in some depth an issue relating to some aspect of the creative industries. The industry engagement module may relate directly to the core project or it may be linked more thematically.	<ul style="list-style-type: none"> <li>a) A review of key research methodologies and their application</li> <li>b) The practical application of the learning from a) in an industry context. Question and approach to be agreed by student, supervisor and director of studies. Possible approaches include interviews, survey, industry based "project", project based placement, desk research.</li> </ul>
<b>Project Production</b>	The opportunity to develop higher level practical skills through an experiential learning approach. Suitable both for artist and producer, the project enables the student to test a concept, to explore a question relevant to their practice, to demonstrate an approach or to investigate the feasibility of an idea. The practical implementation of the project is supported by an extended written project evaluation.	The project is identified and defined in a discourse between student and course director initially and then refined in a further reflexive process between student and supervisor.
<b>Evaluation</b>	To give students the skills to make a rigorous exposition of their work within a theoretical context – at a level where it can serve as the case for support for a phd.	Individual supervisions support students in this process.

## Role of the Irish Partner University

Degrees will be validated and conferred by the University and the offer can be extended to other institutions the University is associated with – for example to any international franchises.

We would invite the University to offer students access to the usual range of facilities – library, resource centre, health and welfare services etc

### Simona Klaniute: UG student of Creative Producing produces and premieres Strindberg's *Playing with Fire*



3 \* Guardian Review

## **The Costs**

### **Cost to students:**

We are proposing to charge students £0000 domestic / EU and £0000 International in line with Name of University's current Masters programmes.

### **Payment to Name of University**

We would be looking to pay a sum of £000 per student capita to Name of University in line with current "validated courses practice"

### **Student Benefits**

We would anticipate students having access to the University's facilities as a member. Take up for these will of course be variable but would include (union / library / societies etc., membership and alumni status.) We would expect access to on-line library collections and VLE to be of greatest relevance.

### **Marketing / Administration**

We will be marketing and administering the course independently. We would however envisage it being included within the University's standard marketing materials including prospectus, webpage etc, and that applicants can submit through the University's customary admissions processes, including UKPass, International Office etc.

### **What next**

For further information or to arrange a discussion please contact IAC at the company address.