

**BIMM
UNIVERSITY**

A university
for the creative
industries

MA
**LEARNING &
TEACHING IN THE
CREATIVE INDUSTRIES**

Academic Year 2024/25

Welcome



I am delighted to welcome you to the School of Postgraduate Studies at BIMM University, and I wish you every success on your course.

The school has existed since 2019, and the school's ethos is to allow you to explore creative arts practice to fulfil your artistic ambitions and career aims. Through such exploration, you can generate fresh insights and new perspectives relevant to you and others. To enable this, we take a student-centred and active approach to learning, so you will learn by doing and understanding theory as a tool for understanding creative practice. You will be taught by staff who are exceptional practitioners in their field, skilled educators and active researchers.

My role in the school is to uphold the standards we have set for your education and to monitor the quality of your student experience. I do that through meeting with your student representatives at the Postgraduate Board of Studies and by chairing the Postgraduate Assessment Boards, which process your academic results. I also convene monthly meetings with your course leaders and their teams to ensure they can support you in getting the best from your educational experience.

This handbook will provide important information on how your postgraduate course is structured and the support available to you academically and personally. Studying at postgraduate level is an intense experience, and we understand that you have made a considerable commitment to study at this level. Many of you may also be working to support your studies, or you may have caring responsibilities outside of university, and we understand the additional pressure such obligations generate. We are here to help you, so do not hesitate to reach out to us at any time.

Finally, one of the great pleasures I have at the university is to see the work generated by postgraduate students. I am often moved and inspired by what I see and hear, and I look forward to seeing what you create during your postgraduate journey.

Professor Mark Irwin
Deputy Provost and Director of Postgraduate Studies

Contents

Key Resources	5
Communication	7
Support and Advice	8
Student Responsibilities	10
Higher Education Strategy	12
Graduate Attributes	13
Assessment	14
Feedback	16
Key Course Staff	18
Course Summary & Aims	19
Course Structure	21
ITE Course Requirements and QTLS	24
ITE Teaching Placements	25
ITE Teaching Observations	27
Course Learning Outcomes	28
Course Specification	29

PART ONE: GENERAL INFORMATION

Key Resources

A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.

BIMMStudents

bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

- > Campus SharePoint sites
- > Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
- > Timetables (CELCAT)
- > BIMM Library
- > Study Skills Hub
- > BIMM University's Virtual Learning Environment (Canvas)
- > Creative Futures (careers) information and guidance
- > Tutorial booking
- > BIMM Connect - Student networking
- > BIMM Digital User Guides

Canvas

Canvas is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

Module Specifications

Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the [Course Documentation SharePoint](#). They are also linked to in the "[Course Structure](#)" section of this handbook.

Timetables

Your student timetable is your guide to where you need to be. Your timetable is accessible through [BIMMStudents](#), and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of bimmstudents.com. If you have any questions about your timetable, you should reach out to your Course Leader.

Reading Lists

Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the [Module Reading List SharePoint page](#). Further guidance is also available on the [BIMM Library website](#).

BIMM Student Association (BSA)

Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

- > Quiz Nights (including Tutors Vs. Students Quiz)
- > DJ Society
- > Five-a-side Football Tournaments
- > Bouldering Society
- > Skateboarding Society
- > Vinyl Club
- > LGBTQ+ Society
- > Women's Society
- > Vegan Society

Communication

Your University email

The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

Trusted (Emergency) Contact

We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact'. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

For further information, see our full [Trusted \(Emergency\) Contact Statement](#).

Canvas

Information will sometimes be shared through the Virtual Learning Environment (VLE), [Canvas](#), both via module pages and via general announcements.

Student Voice

The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year.

You can also feedback at any time through a number of methods and contacts, such as:

- > Course Leaders
- > Campus teams, e.g. Student Wellbeing
- > Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our [Quality Handbook](#).

A Student Representative (Rep) will be identified for MA pathway at the start of the course. Each Student Rep is expected to:

- > Request and collate feedback from their campus group
- > Bring feedback (positive and issues needing addressing) to the MA team meetings
- > Represent their college group at the Postgraduate Board of Studies
- > Work with the course team between formal meetings to discuss and consider improvements to the course in support of their group's learning experience.

Board of Studies

Each trimester, we hold a Postgraduate Board of Studies which takes place online via Microsoft Teams. This meeting considers all Masters-level courses at BIMM University, in order to address any issues flagged as requiring action, following local feedback. Student reps will liaise with the Academic Administration Team regarding board dates.

Support and Advice

If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

Student Wellbeing

Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via [BIMMStudents](#), or through your campus's on-site Information Hub.

Learning & Disability Support

If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via [bimmstudents.com](#)) for more information.

The MA course itself is committed to inclusive learning. All students regardless of formal diagnosis or support plan are invited to reflect on their learning needs and share their experiences with the course team. In this way, we work with each group and student to consider and partly co-construct the course content and learning activities, within reasonable limits.

Academic Support

Academic support information, including guides to referencing and academic writing, can be found on the [Study Skills SharePoint](#).

Holding On to Your Learning

Most of us have experienced not being able to remember an important discussion a week after it happened. One way to avoid having your learning disappear into a rosy haze is to keep a learning journal.

Your journal can be in any format or style. It is useful to capture notes on what you've read, your prep tasks (see above) and ideas from classes themselves. It can also include any seminar handouts. You should record your own thoughts and ideas related to the topic/s, but you might also find it helpful to include a straightforward account of ideas, including those that you might disagree with. You can also use the journal to note tasks or readings that you plan to follow up.

Keeping a reflective journal of this sort gives you practice in expressing yourself in writing on matters related to the module concerned and this will be a great help later. Some people also find it useful to vocalise their thoughts – talking aloud to yourself about the topic can be a useful practice. You can record these as a form of audio journal.

Careers

Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to [BIMMStudents](#), selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

[The Student Complaints Procedure](#) outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

[The Student Appeals Procedure](#) outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

- > Student Wellbeing Advisor or Manager
- > Your Course Leader or Deputy Course Leader
- > Head of School or Campus Dean
- > One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the [Appeals and Complaints](#) pages of our website.

Student Responsibilities

All of BIMM University's policies and procedures can be found on the University's [website](#). Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our [Student Engagement Policy](#). Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the [BIMM University electronic library](#) and dedicated physical reading rooms, and you are expected to use these resources in your own time.

Conduct on Placement

Alongside your role as student, students on the ITE pathway will also be acting as a trainee teacher while on placement. You are expected to behave professionally and appropriately while working with your teaching mentor and their students. Specific expectations around behaviour are outlined in policies for staff conduct at your placement institution.

Further detail of your role on placement is outlined in the MA Placement Handbook and covered at your induction.

Prevent Duty

[The Prevent Duty](#) is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support. For further information, see the [Prevent Duty Policy](#).

IT Usage

The [Fair Usage Policy](#) outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

Attendance

As a postgraduate student, you are expected to attend all classes, engage in set independent study tasks, and submit work for assessment. It is also expected for you to undertake self-directed study and research throughout the course. If for any reason you have to miss a session or online activity, please let your lecturer know in advance. Modules are organised as one coherent whole, so that no session can easily be missed. You are expected to catch up on any missed work independently and with your peer group, before seeking support through tutorial.

Preparation and Study

Preparation is an essential component of the MA, and tutors assume that you come to each session having done the preparatory tasks (usually selected readings) . Participants who don't prepare are likely to miss important insights made during conversations, and also inhibit other members of the group from extending their thoughts as widely as otherwise. A thorough study of each week's preparatory task is a minimum requirement for all modules.

Library resources are supplied through the BIMM University electronic library and dedicated physical reading rooms, and students are expected to use these resources in their own time.

Our Approach to Digital and Blended Learning

As heart, this is an experiential course. Where asynchronous digital and blended learning is used, it is designed to support and bolster the creative process that happens in our synchronous sessions. While we believe that learning to teach effectively is best done with people, as part of a learning community, it is self-evident that digital communities and online interaction is increasingly important for teachers both personally and professionally. Our MA takes a flexible approach to digital learning, with each module incorporating digital and blended methods to best suit their purpose and ethos, detailed in their individual documentation. Some modules explicitly utilise digital and online technologies, some explore the use of these to inform teaching and course design, and some address the social and cultural issues concerning the use of technology. At a course level, learning and teaching resources are stored and shared on our Canvas Virtual Learning Environment (VLE), including extracurricular resources. We do also move beyond using our VLE as a static resource, with most modules involving some form of online interaction, such as the use of blogs, webinars, e-portfolios or online tutorials. In addition to the Canvas VLE, students may be required to engage with additional free online platforms specific to each module, in order to give them experience of using a variety of professionally relevant digital tools.

Higher Education Strategy

BIMM University Higher Education Strategy

BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full [here](#).

Strategy for Learning & Teaching on the MA

Our approach for learning and teaching on this MA is informed by particular conceptions of learning, curriculum and pedagogy. We seek to encourage transformative learning, moving through a process of acquiring knowledge, processing and practicing it, and then transforming both the knowledge and our view of ourselves. Our curriculum consists of a broad range of knowledges, involving a combination of declarative knowledge-content ('know what'), functioning skills-knowledge ('know how') and the development of dispositional self-knowledge of ourselves and our roles as teachers, including an ethical duty of care, patience, passion, situational awareness, and compassion towards students.

Subject knowledge is important for teachers; however, we do not accept that good teaching is entirely subject-specific. Our approach focuses on supporting each participant in encountering, learning and practicing generalisable theories, tools and techniques, and to undertake a critical examination of how these look in their own disciplinary contexts. While we do not teach subject areas specifically, we do place an emphasis on students to localise, specialise and personalise their knowledge within their areas of speciality.

For us, learning is a complicated and messy process, often involving uncertainty and discomfort - before the satisfaction and fulfilment of realising our progress. Deep learning also involves loss, in that stepping into new knowledge of ourselves and the world means we leave behind simpler and perhaps more comfortable views of these things. In navigating this particular kind of learning, relationships with others - involving trust, support and appropriate challenge - are vitally important.

As endorsed by BIMM University's Learning and Teaching Strategy, we employ inclusive and collaborative approaches to pedagogy that seek to establish and nurture an active community of practice (Lave and Wenger, 1991). Our MA Tutors are flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and as co-creators (McWilliam, 2008). Teaching practice will aim to make learning visible to both teacher and students (Hattie, 2009) and create an open and supportive environment where there are frequent opportunities to critique practice and theory. We also recognise that feedback, properly utilised is one of the most powerful influences on learning (Hattie & Timperley 2007) and this has informed our approach to assessment across the course, allowing students to make every opportunity to use formative feedback to improve their work.

Graduate Attributes

Graduates of the MA Learning and Teaching in the Creative Industries will be prepared to work as teaching practitioners, academic administrators, educational & curriculum developers, and change-leaders in the field of creative arts education. Graduates will be qualified to work institutionally at Further Education and Higher Education levels and will possess the skills and self-sufficiency required for self-employed and entrepreneurial work in education. From their studies, graduates will have developed the professional, academic and personal and enabling skills to allow them to work professionally and continue to grow as successful educators.

Educational leaders

MALTCI graduates will be leaders of their and others' learning, working collaboratively to identify and navigate complex developmental challenges.

Professional practitioners

MALTCI graduates will be professionally competent educators, providing consistently high-quality learning experiences and able to both give and receive appropriate developmental feedback.

Creative and curious

MALTCI graduates will be creative in their approach to learning and teaching, demonstrating curiosity, reflexivity and innovation.

Critical and rigorous

MALTCI graduates will be questioning and thoughtful with the ability to examine and question the principles, practices and boundaries of creative education.

Academically confident

MALTCI graduates will be independent and confident researchers able to generate new insights into theory and practice.

Globally Aware

MALTCI graduates will have awareness of international contexts and practices within creative education.

Socially Responsible

MALTCI graduates will be purposeful and value-driven in working to enhance the wellbeing of others.

Self-Aware

MALTCI graduates will demonstrate qualities that enable them to be reflective and independent lifelong learners.

Assessment

MALTCI Assessment Strategy

Our aim is to offer all our students opportunities for authentic assessment, which allow you to demonstrate your achievement of the module learning outcomes in the contexts of your own professional work and scholarship, and of your own personal & professional development.

As is appropriate for Masters-level work, you will have considerable autonomy in choosing what to focus on in your assessments. You are offered plentiful formative peer and tutor feedback (in person and online) as you prepare your work. It is our aim that every student can put forward a piece of work that fully reflects their professional achievement and of which they will feel proud.

Assessment weeks can be found at the bottom of this handbook in the “[Course Structure](#)” section.

Assessment Guidance

During your studies, you’ll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the [Student Assessment Handbook](#) in full to make sure you understand how assessments will work for you. Both the Student Assessment Handbook and the [Postgraduate Academic Assessment Regulations](#) provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

How will I be assessed?

There are generally two types of assessment on BIMM University courses:

- > Coursework – assessments that are submitted online through the University’s VLE, Canvas.
- > Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

- > Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students’ performance can be improved or maintained.
- > Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

How will my work be marked?

Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find our assessment rubrics [here](#).

When will I be assessed?

Assessment dates can be found in the “[Course Structure](#)” section of this handbook, as well as in the module specification.

Academic Integrity

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying

with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the [Academic Integrity Policy](#).

Exceptional Circumstances

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. [The Exceptional Circumstances Policy](#) covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

Feedback

Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

Different types of feedback

There are three main types of feedback that are used at BIMM University:

- > Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.
- > Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.
- > Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the [Student Assessment Handbook](#) for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

PART TWO: COURSE-SPECIFIC INFORMATION

Key Course Staff

Welcome!

This MA offers a chance to grow as a creative teacher while earning a valuable postgraduate qualification and QTLS eligibility. Our team is dedicated to supporting your personal and professional development. Stay committed and take ownership of your learning, but remember, we're here to help. Enjoy the journey!

We are really looking forward to meeting you and working with you on your learning journeys on this challenging and rewarding postgraduate course.



Gerry Lewis
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Course Leader (Bristol)

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Course Summary & Aims

Course Summary

The MA Learning & Teaching in the Creative Industries aims to enable new and experienced teachers to develop significantly as creative, thoughtful and collaborative educators. Through the course you will learn powerful skills and knowledge for teaching effectively, as well as develop high-level literacies in using educational theory and conducting research.

We take a highly person-centred approach on the MA, offering a range of engaging practical workshops & seminars, expert 1-to-1 tuition & mentoring, and guided independent study that will support you to develop greater agency and autonomy as a learner. Our main pedagogical approach is that of ‘co-construction’, guiding you and your peers to construct high-level practical, conceptual and personal knowledge & understanding. In this, we will guide you to engage critically with existing theory from post-compulsory creative education sector, to apply and practice in your own teaching contexts, and ultimately to reflect on and reconceptualise your understanding of your teaching practice, students and subject. Together, we aim to build a shared ‘community of practice’, with student-educators at all different levels supporting each other to learn and grow.

The MA Learning & Teaching in the Creative Industries is offered in two distinct pathways:

The ‘**Initial Teacher Education**’ (ITE) pathway is intended for early and pre-career teachers, focusing on developing their practical and reflective skills, in line with typical requirements of initial teacher training programmes for post-compulsory educational levels (e.g. QTLS). Students on this pathway undertake a teaching placement and receive developmental mentoring and supportive teaching observations in order to develop their teaching practice. This pathway is offered both full-time over one calendar year (3 trimesters) and part-time over two calendar years.

The ‘**Experienced Educator**’ (EE) pathway is intended for those either already qualified as a teacher and/or with at least three-years teaching experience. It extends students’ existing teaching practice, building deeper theoretical and pedagogic knowledge, and develops new competencies in innovation, change-making and leadership. This pathway is offered part-time over two calendar years to more easily accommodate work schedule for professional educators.

The course design utilises an outcomes-based framework, with four 30 credit modules, and a final 60-credit research dissertation. As a practice-based course, both pathways expect students to spend regular time practicing in an educational setting, with placement opportunities provided on the ITE pathway. The course culminates in the curation of a final portfolio, drawn from previously assessed work, which provides the final grade of the MA.

Course Aims

The overarching purpose of the MA Learning & Teaching in Creative Industries is to help its students develop into confident, effective, thoughtfully reflective, well-informed teachers.

More specifically, the MA aims to enable each student to develop:

- > Their ability to integrate theory and practice, such that each sheds a critical light on the other.
- > Their ability to take a rigorously evidence-based approach to their professional practice.
- > Their ability to reflect systematically on their own practice and thereby to improve it.
- > Their ability to investigate important issues in learning, teaching and education using high-level research skills.
- > Their critical understanding of the current state of knowledge in post-compulsory creative education.

- > Their critical appreciation of how such knowledge has been arrived at, and of the methodological issues involved in professional and educational research.
- > Their ability to act effectively in a variety of professional contexts; to self-manage; to be resilient; and to work constructively with others.
- > Their ability to communicate their findings clearly and persuasively to a variety of audiences orally and in writing.
- > Their ability to take responsibility for, and to manage, their on-going personal and professional development.

Through developing the course, it is our social vision to:

- > Support new and existing contemporary music industry teachers, and enable them to navigate the profession as capable, reflective practitioners.
- > Develop the advanced, higher-level skills of contemporary creative industries teachers to meet the needs of our burgeoning education sector.
- > Contribute to raising professional standards in contemporary creative industries education.

Course Structure

The course structure has been designed to maximise flexibility and access to the programme (by offering both one-year full-time and two-year part-time routes). Two pathways are offered (ITE and EE) which give clear, logical and developmentally appropriate routes for participants coming from different backgrounds.

- > Both pathways comprise of four 30-credit taught modules and one 60-credit dissertation.
- > Most modules are core but students will select one of three optional modules in trimester two.
- > All modules run for a single trimester other than the dissertation which runs over two.
- > All modules on MALTCI are FHEQ Level 7 (Master’s level).

Both pathways will undertake teaching practice throughout their studies (see below on ITE course requirements for placements & observations).

Note: Teaching placements normally run over trimesters 1 and 2.

Initial Teacher Education (ITE) Pathway

The ITE pathway is more focused towards development of foundational & early-career teaching competencies, and includes requirements for teaching practice

Code	Trimester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1 Full-Time ITE Pathway						
MLT711	1	7	Teaching, Learning and Assessment (TLA)	Core	30	A1: 11 A2: 13
MLT712	1	7	Investigating Learning and Teaching (ILT)	Core	30	13
MLT716	2	7	Curriculum and Instructional Design (CID)	Option	30	A1: 9 A2: 13
MLT717	2	7	Education, Ideology and Society (EIS)	Option	30	13
MLT718	2	7	Coaching and Mentoring (CAM)	Option	30	13
MLT714	2&3	7	Dissertation (DISS)	Core	60	14 (T3)
MLT713	3	7	Creative Educational Practice (CEP)	Core	30	13
Total Credits					180	

Code	Trimester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1 Part-Time ITE Pathway						
MLT711	1	7	Teaching, Learning and Assessment (TLA)	Core	30	A1: 11 A2: 13
MLT716	2	7	Curriculum and Instructional Design (CID)	Option	30	A1: 9 A2: 13
MLT717	2	7	Education, Ideology and Society (EIS)	Option	30	13
MLT718	2	7	Coaching and Mentoring (CAM)	Option	30	13
MLT713	3	7	Creative Educational Practice (CEP)	Core	30	13
Total Credits					90	
Year 2 Part-Time ITE Pathway						
MLT712	1	7	Investigating Learning and Teaching (ILT)	Core	30	13
MLT714	2&3	7	Dissertation (DISS)	Core	60	14 (T3)
Total Credits					90	

Experienced Educator (EE) Pathway

The EE pathway, while having similar modules to ITE, is more focused towards educational research and leadership. The pathway begins with MLT712 in order to focus students' learning on engaging with educational research/scholarship and giving them maximal time to prepare topics for their dissertations.

Code	Trimester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1 Full-Time EE Pathway						
MLT712	1	7	Investigating Learning and Teaching (ILT)	Core	30	13
MLT715	1	7	Leading Educational Change (LEC)	Core	30	13
MLT716	2	7	Curriculum and Instructional Design (CID)	Option	30	A1: 9 A2: 13
MLT717	2	7	Education, Ideology and Society (EIS)	Option	30	13
MLT718	2	7	Coaching and Mentoring (CAM)	Option	30	13
MLT714	2&3	7	Dissertation (DISS)	Core	60	14 (T3)
MLT713	3	7	Creative Educational Practice (CEP)	Core	30	13
Total Credits					180	
Year 1 Part-Time EE Pathway						
MLT712	1	7	Investigating Learning and Teaching (ILT)	Core	30	13
MLT716	2	7	Curriculum and Instructional Design (CID)	Option	30	A1: 9 A2: 13
MLT717	2	7	Education, Ideology and Society (EIS)	Option	30	13
MLT718	2	7	Coaching and Mentoring (CAM)	Option	30	13
MLT713	3	7	Creative Educational Practice (CEP)	Core	30	13
Total Credits					90	
Year 2 Part-Time EE Pathway						
MLT715	1	7	Leading Educational Change (LEC)	Core	30	13
MLT714	2&3	7	Dissertation (DISS)	Core	60	14 (T3)
Total Credits					90	

In lieu of a teaching placement, we expect students on the EE pathway to apply their learning into practice through their own professional work as teachers, academics and/or leaders.

ITE Course Requirements and QTLS

In addition to the module assessments, candidates studying the Initial Teacher Education (ITE) pathway should also have successfully completed **two** practical requirements:

- > 100 hours of logged teaching practice.
- > 8 successful teaching observations.

These requirements are set to ensure adequate time is spent practising teaching, applying course content in real scenarios, and making significant progress in professional learning.

Furthermore, these are the two primary requirements defined by the **Society for Education & Training (SET)**, that provide eligibility for pursuing Qualified Teacher Learning & Skills (QTLS): the qualified status for post-compulsory educators in the UK. QTLS has legal equivalency with Qualified Teacher Status (QTS), allowing QTLS holders to teach in UK schools.

As QTLS is still a relatively new route into school teaching, the SET has produced helpful online guides. Their general guide to gaining QTLS and FAQ pages are available here:

<https://set.et-foundation.co.uk/professionalism/gaining-qtls/>

<https://set.et-foundation.co.uk/professionalism/qtls/qtls-faqs/>

Finally, a helpful guide to QTLS for Head-teachers can be accessed here:

<https://set.et-foundation.co.uk/professionalism/gaining-qtls/guidance-for-headteachers/>

ITE Teaching Placements

To support the achievement of 100 hours of logged teaching on the ITE pathway, most students will undertake formalised teaching placements as part of the course. We recommend a minimum of 6 hours per week to be spent on this for full-time students, and a minimum of 3 hours per week for part-time. Ideally, students will undertake more in order to experience a wider range of contexts and get more opportunities to practice teaching. We aim to have all students begin their teaching placements by teaching week 3 of trimester 1.

Placements are offered in HE at BIMM University or externally across FE, HE and alternate education with other providers, spanning a range of creative subjects. You will work alongside highly-skilled teachers who act as your mentor for the placement. In discussion with your course leader, you may also organise your own external placements, or use existing professional work such as a paid teaching role or private 1-to-1 teaching to contribute to your required hours. Please identify and agree any plans for external placements or other contributing practice as soon as possible.

To meet the course requirement, you will log your weekly hours on placement and in practice through a written 'Teaching Log' form. This is checked each trimester and signed off against class register.

Please consult the 'MA Teaching Placement Handbook' for further guidance about how placements operate.

Placements at BIMM University

BIMM University placements offer students:

- > Hands on experience in the classroom, alongside an experienced lecturer
- > Mentoring support from the lecturer, both in-class and in additional 1-to-1 tutorial
- > An opportunity to observe the different ways in which students learn
- > Experience of assisting with and/or teaching sessions
- > A chance to apply and develop techniques and approaches learned during the MA.

During a BIMM University placement, students may typically engage in activity such as:

- > Supporting the lecturer/s in running sessions
- > Assisting group activities and facilitating discussion
- > Giving developmental feedback
- > Supporting students with tutorials and/or additional one-to-one support
- > Participating in online Canvas learning activity and discussion groups
- > Running additional seminar groups
- > Helping with study support.

Students are encouraged to take initiative and identify opportunities to help support the lecturer and students whilst on placement. They should actively look for ways to help, and to work in collaboration with their placement mentor to grow their role.

The MA Course Leader will liaise with students and BIMM lecturers, in order to match up suitable student experience and expertise to placements offered. Once agreed it is the responsibility of the BIMM lecturer as well as the student, to identify engagement opportunities for teaching and the mentoring support required for the placement.

Students and mentors are encouraged to build an open, and supportive relationship with each other

which should enable any concerns or queries (from either party) to be discussed openly as they arise. The MA Course Leader is on-hand to help support and review the placement process, and deal with any issues arising. However, in most cases, issues can be dealt with successfully within the student-mentor relationship. In the uncommon event of serious concerns being raised about the placement – for example, repeated student non-attendance – the placement may be changed.

External placements

We also have links with external educational providers, who can offer placements in FE, HE and alternate educational contexts. You can also arrange your own placements, typically when employed in a role that compliments the focus and aims of the course, or where opportunities arise for experience outside of a formal further or higher education setting.

You will be given a named contact tutor at BIMM University who will maintain close contact with the external placement provider throughout the duration of any and all placements undertaken. You will need to secure opportunities with teaching observations, including liaising with an MA Observer to arrange a site visit/s to the external provider to complete the required number of observations.

You must alert the placement provider and BIMM University to any problems with the placement that may impede satisfactory progress and completion of the placement

External placement providers are asked to provide the MALTCl course team with:

- > A point of contact (including phone, email and postal address) for where the placement is being undertaken.
- > Confirmation that placements arranged are covered by existing professional indemnity insurance.

External placement providers are asked to provide the placement student with:

- > An appropriate induction into all their own policies and procedures.
- > A clear line of report within school for any questions and concerns that might arise for student on placement.

In line with our Work Based Learning Strategy we will also ensure that:

- > Analysis of the placements takes place as part of the annual monitoring process of BIMM University provision to its university partners.
- > All placements operate within a wider national framework and will adhere to UK employment legislation and will be in line with QAA expectations and guidelines as set out in the Quality Code.

ITE Teaching Observations

Students on the ITE pathway must also purposefully engage with a minimum of 8 teaching observations during the course. These are drawn from a variety of sources:

- > 6 offered within timetabled 'microteaching' workshops
- > At least 2 from teaching placements and/or other professional practice.

Teaching observations on this MA are supportive and highly developmental. Many students find these to be one of the most significant tools for improvement whilst on the course, useful in improving their teaching, contributing to module assessments and as a place for furthering personal growth and self-awareness.

For each observation, you will complete a written 'Observation Reflective Report' form. The course requirement is met by submitting 8 of these forms alongside the log of teaching hours, by the end of the course.

You should pro-actively identify and communicate relevant opportunities for observation in good time, notifying in advance any changes to plan. Prior to the observation, you must provide your observer a completed lesson plan and any current areas of development you are working on. If you miss the scheduled opportunities for meeting their observation requirement, you will need to arrange additional opportunities yourself.

Course Learning Outcomes

Setting. As a graduate from the course, you will be able to:

A1. Investigate the challenges and complexities of your professional setting and wider educational contexts.

Knowledge and Understanding. As a graduate from the course, you will be able to:

B1. Engage critically with subject and pedagogic literature and examine the links between these and your practice.

Cognitive skills. As a graduate from the course, you will be able to:

C1. Analyse and critically evaluate the effectiveness of learning, teaching and research practices.

Performance & Practice. As a graduate from the course, you will be able to:

D1. Demonstrate professional competence as an educator, designing and utilising a range of creative and differentiated strategies in the support of learning.

D2. Assess learning in a variety of creative educational contexts and give appropriate developmental feedback.

D3. Plan, undertake and justify educational research responsibly and ethically, and disseminate your findings.

Personal & enabling skills. As a graduate from the course, you will be able to:

E1. Communicate and collaborate effectively across a variety of mediums, demonstrating awareness of the diverse needs of others.

E2. Undertake professional development both independently and collaboratively, through reflective and research-informed practices.

Course Specification

Full Title of the Course & Award	MA Learning and Teaching in the Creative Industries
Mode of Attendance	Full Time/Part Time
Length of course	1 year full time/ 2 years part time
Start date	Sep-24
Awarding Institution	BIMM University
Teaching Institution	BIMM Music Institute Brighton; BIMM Music Institute Bristol
UCAS Code	n/a
Language of Study	English
Final Award	MA Learning and Teaching in the Creative Industries
FHEQ Level	Level 7
Minimum Period of Registration	1 year (Full Time) / 2 years (Part Time)
Maximum Period of Registration	2 years (Full Time / 3 Years (Part Time)
Admissions Criteria	A good degree (normally 2.2 or above) or significant professional experience in a relevant subject. All applicants will be subject to interview and a portfolio may also be requested for Recognition of Prior Learning (RPL).
Date of Course Specification Revisions:	August 2019; re-approved February 2023.