

## MA Learning and Teaching in the Creative Industries - Course Specification

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

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## Course Structure

### Early Career Pathway – Full Time

Year 1		
Module Name	Credits	Optionality
Teaching, Learning and Assessment	30	Core
Investigating Learning and Teaching	30	Core
Creative Educational Practice	30	Core
Curriculum and Instructional Design	30	Option
Education, Ideology and Society	30	Option
Coaching and Mentoring	30	Option
Report and Teaching Placement	60	Core

Students must achieve 180 Credits to receive the award. Students choose one of the three option modules available and choose between doing the Dissertation or Report and Teaching Placement pathways.

### Early Career Pathway – Part Time

Year 1		
Module Name	Credits	Optionality
Teaching, Learning and Assessment	30	Core
Creative Educational Practice	30	Core
Curriculum and Instructional Design	30	Option
Education, Ideology and Society	30	Option
Coaching and Mentoring	30	Option
Year 2		
Module Name	Credits	Optionality
Investigating Learning and Teaching	30	Core
Report and Teaching Placement	60	Core

Students must achieve 180 Credits to receive the award. Students choose one of the three option modules available and choose between doing the Dissertation or Report and Teaching Placement pathways.

## Experienced Educator route – Part Time

Year 1		
Module Name	Credits	Optionality
Investigating Learning and Teaching	30	Core
Creative Educational Practice	30	Core
Curriculum and Instructional Design	30	Option
Education, Ideology and Society	30	Option
Coaching and Mentoring	30	Option
Year 2		
Module Name	Credits	Optionality
Leading Educational Change	30	Core
Dissertation	60	Core

Students must achieve 180 Credits to receive the award. Students choose one of the three option modules available.

## Year Structure

BIMM Institute splits its years into three 15 Week Semesters:

Autumn Semester: September to January

Spring Semester: January to May

Summer semester: May to September

## Timetables

Timetables are made available at or prior to enrolment. Modules are structured differently, however taught sessions take place either on weekday evenings (from 6pm-9pm) or in weekend workshops (one or two days, from 10am-5pm).

## Work Load

### Assessment and Contact Hours

Total Assessments	7-9
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### Early Career Pathway – Full Time

Module	Mode of assessment	Duration or word length	Submission	
<b>Autumn Semester</b>				
Teaching, Learning & Assessment	Taught session and feedback discussion	30 Minutes taught session  30 Minutes feedback	Week 11	
	Coursework	4500 words	Week 13	
Investigating Learning and Teaching	Written proposal	5000 words	Week 12	
<b>Spring Semester</b>				
Creative Educational Practice	Group assessment of team teaching	30 minutes or 2000 words	Week 12	
	Learning Journal	3000 words	Week 12	
Report and Teaching Placement	Teaching practice/observed lessons	100 hours of logged teaching practice  8 separate teaching observations	To be completed by the end of the module	
<b>Summer Semester</b>				
Curriculum and Instructional Design <i>(Option)</i>	Presentation and discussion	30 minute presentation 30 minute discussion	Week 9	
	Portfolio	4000 words  20 minute video	Week 11	
Education, Ideology and Society <i>(Option)</i>	Conference paper	20 minutes or 3000 words	Week 12	
Coaching and Mentoring <i>(Option)</i>	Reflective portfolio	6000 words	Week 15	

Report and Teaching Placement	Project Report	8000 words	Week 15	
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### Early Career Pathway – Part Time

Module	Mode of assessment	Duration or word length	Submission
<b>Autumn Semester Year 1</b>			
Teaching, Learning & Assessment	Taught session and feedback discussion	30 Minutes taught session  30 Minutes feedback	Week 11
	Coursework	4500 words	Week 13
<b>Spring Semester Year 1</b>			
Creative Educational Practice	Group assessment of team teaching	30 minutes or 2000 words	Week 12
	Learning Journal	3000 words	Week 12
<b>Summer Semester Year 1</b>			
Curriculum and Instructional Design (Option)	Presentation and discussion	30 minute presentation 30 minute discussion	Week 9
	Portfolio	4000 words  20 minute video	Week 11
Education, Ideology and Society (Option)	Conference paper	20 minutes or 3000 words	Week 12
Coaching and Mentoring (Option)	Reflective portfolio	6000 words	Week 15
<b>Autumn Semester Year 2</b>			
Investigating Learning and Teaching	Written proposal	5000 words	Week 12
<b>Spring Semester Year 2</b>			
Report and Teaching Placement	Teaching practice/observed lessons	100 hours of logged teaching practice  8 teaching observations	To be completed by the end of the module
<b>Summer Semester Year 2</b>			

Report and Teaching Placement	Project Report	8000	Week 15
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### Experienced Educator Route – Part Time

Module	Mode of assessment	Duration or word length	Submission
<b>Autumn Semester Year 1</b>			
Investigating Learning and Teaching	Written proposal	5000 words	Week 12
<b>Spring Semester Year 1</b>			
Creative Educational Practice	Group assessment of team teaching	30 minutes or 2000 words	Week 12
	Learning Journal	3000 words	Week 12
<b>Summer Semester Year 1</b>			
Curriculum and Instructional Design (Option)	Presentation and discussion	30 minute presentation 30 minute discussion	Week 9
	Portfolio	4000 words 20 minute video	Week 11
Education, Ideology and Society (Option)	Conference paper	20 minutes or 3000 words	Week 12
Coaching and Mentoring (Option)	Reflective portfolio	6000 words	Week 15
<b>Autumn Semester Year 2</b>			
Leading Educational Change	Negotiated assessment	6000 words or equivalent	Week 12
<b>Spring Semester Year 2</b>			
No formal assessment but dissertation will be started in the Spring Semester			
<b>Summer Semester Year 2</b>			
Dissertation	Dissertation	15,000 words	Week 15

<b>Total Contact Hours</b>	286 - 243 Hrs
<b>Total Self-Directed Study Hours</b>	1414 - 1557 Hrs
<b>Placement Hours</b>	min. 100 Hrs

\*All details above are provided for guidance only but are believed to be accurate at the time of writing. Some figures could be affected by national holidays and exam timetables. If any modules are





added or removed from the course before you start you will be informed prior to enrolment. Modifications may be made in line with our [course modification policy](#) this may result in slight adjustments to contact hours and assessments. Optional modules may not run if the number of student who wish to take the course are too low, in this case you will be contacted and offered alternative modules.

## Studying

### Student Responsibilities

You are expected to attend all classes and submit work for assessment by published deadlines, as well as engaging in self-directed study (including both academic and personal development time) as detailed in your module guides. In addition, you are expected to engage in any online tasks and discussions on our Moodle VLE, which form key formative opportunities for you to develop your critical reading and writing skills, generate pieces of your graded assignments, and support and contribute to each other's learning as a cohort.

If you cannot attend a scheduled class or online webinar, you should please inform the course tutor running the session. You are normally expected to catch up on missed work independently, and with your peer group, before seeking support in tutorials.

If members of the Course Delivery Team need to contact you, they will normally do so either by a group announcement on our VLE, or directly by email. It is important to note that any communication from Moodle or other online systems will be automatically sent to your student email address you were provided with at enrolment. Please ensure you check this regularly.

### Evening classes

Most modules incorporate some form of evening teaching, in 3 hour face-to-face session on weekday evenings. These sessions are active and require your involvement in processing and discussing course content. Session activities include discussion & debate, independent reflection, collaborative reflection, enquiry, problem-solving, role-play and more.

### Weekend classes

Most modules also incorporate some form of weekend teaching, as either one-day or two-day face-to-face workshops. These again are active sessions, introducing key ideas and learning vital for understanding the topics covered throughout the module wherein you will plan, deliver and discuss taught lessons with others on the course.

### Teaching requirements (\*Early Career pathway only)

To develop as a teacher, you must have regular opportunities to practice. As part of the Report and Teaching Placement module, you have two course requirements that provide the opportunity for you to develop your teaching:

- **at least 100 hours of teaching practice**
- **a minimum of eight teaching observations** during your course

We will provide the opportunities for you to successfully engage with these aspects of professional teaching practice, detailed below.

### Teaching placement (\*Early Career pathway only)

We will arrange an internal teaching placement within the BIMM Institute college you are studying at, which can provide all, or some, of the teaching hours required. We will discuss your skills and interests at interview and place you on a suitable BIMM Institute module, where you will be mentored by the tutor and supported in building your teaching skillset.

You may also organise placements outside of BIMM Institute, however it is advised that you check with your course leader to confirm that any placements are appropriate for the course.

We typically recommend you take between 5-8hrs of weekly placement over the year.

### Teaching observations (\*Early Career pathway only)

There are several kinds of teaching observation that form the final total requirement for the Report and Teaching Placement module. Firstly, we provide supportive 'microteaching' workshops, where you teach peers on the MA course in a safe and developmental environment. Secondly, the mentor on your teaching placement will observe you teaching on their module. Finally, a member of the MA course team will also observe your teaching.

Our teaching observations are non-graded, supportive and highly developmental. Many students find their teaching observations deeply developmental, and often cite these as the best part of their study.

### Final Grade

The final grade for your course is derived from a single end-point portfolio submission. This final portfolio will contain your research (from either Dissertation or Report and Teaching Placement modules) and **two** other module assessments of your choosing.

For each module, you will undertake and submit assessed work which is graded as Pass/Fail, and you will receive formative feedback on how to improve it. Up until the final curated portfolio, you may revise and improve your work in line with tutor feedback and your own continued learning.

In this way, the course provides a continuous opportunity to develop your thinking and teaching via module assignments. The final grade you receive at the end of the MA reflects your overall learning at the end of that journey.

### Professional Accreditation

This course is not directly accredited by a professional body however is considered by the Society for Education & Training as an Initial Teacher Education (ITE) programme which gives eligibility to pursue professional formation, resulting in QTLS status. QTLS gives qualified teacher status for post-16 education such as Further Education in England.

## Assessments

### Written coursework

Written course work is used in all BIMM Institute courses and can take several forms.

- Research essays – in these assessments you will be expected to conduct research into the chosen topic. This could include secondary research (reading) or primary research (conducting original research such as focus groups/questionnaires etc.). You will then be required to write an essay based on this research, putting forward clear and concise arguments.
- Reflective essays – in these assessments you are required to reflect on your professional practice or development activities and identify areas for improvement. These essays do require you to engage in adequate research which will depend on what the subject of the reflective essay is.
- Dissertation/ Final year project – most courses have a large final year project which is double weighted. This is usually a combination of detailed research and reflective elements. Most courses require you to undertake an active project as the subject of your dissertation and this project is normally agreed with your tutor.
- Blog assessments – these assessments require you to submit regular written tasks normally to an online blog which are then combined to form the final assessment submission. These written tasks contain a mixture of reflective and research elements.
- Patchwork Text Assessments – these assessments are constructed from smaller written tasks given to the student throughout the year. The student then combines these smaller written tasks and submits them along with a final piece of writing that links the tasks together. These written tasks could be research or reflection based.
- Case Study – these assessments require you to research and write about a specific entity or section of the industry related to your course. For example, a case study of a record Label would require you to look at how the company works, what has made them successful etc.

### Practical coursework

Practical coursework often asks you to demonstrate a practical skill. You work on the assessment piece in self-directed study time and hand in the final assessment for marking. Examples of this type of assessment include teaching reflection, coaching supervision and curriculum design.

### Multimedia coursework / portfolio assessment

Multimedia coursework contains a mixture of elements some written and some practical. An example of this type of assessment is creating a 3-page newspaper layout containing text and visual elements. On some courses, you may have to do portfolio assessments which you compile a mixture of audio/visual and written elements together this is usually done using online portfolio software.

### Presentations

In these assessments, you will be asked to make a planned presentation to an assessor or panel of assessors. Some presentation assignments ask you to reflect on your practice on the course while others are more academically focused and require you to engage in rigorous research.

## Teaching and learning

### Teaching

Our strategy for learning and teaching on this MA is informed by particular conceptions of learning, curriculum and pedagogy. This MA seeks 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 not just declarative knowledge-content (know what), or functioning skills-knowledge (know how) - although these are important - but also the development of dispositions referring to deep self-knowledge of how we are in the world, such as our ethical duty of care as teachers our patience and passion, our sensitivity and awareness to situations, and our kindness and compassion towards students.

BIMM encourages its staff to employ a wide range of learning and teaching techniques. As students on the course you will be taught by tutors who are experienced educators.

The course focuses on small group teaching, with a maximum class size of 15 students per single tutor. However, numbers may vary based on the number of students and resources available.

For more detail on the teaching and Learning methods BIMM employs please see our BIMM Institute's [Learning and Teaching Strategy](#).

### Self-directed study

As noted above, the MA Learning and Teaching in the Creative Industries has a substantial amount of independent study. During this time, you are expected to be engaging in appropriate learning activities for your course, such as reading of academic and professional articles, independent research and reflecting on your teaching and ongoing learning.

### Formative Assessment

BIMM has a number of mechanisms for formative assessment which allow you to gain feedback before the final exam or coursework deadline.

Many modules have formative assignments built into them. In some cases, these are ungraded and are there purely so you can improve your final submission. Some modules use graded formative assessment, in these cases the formative assessment is only worth a small percentage of your final mark.

In-class activities are also used as an opportunity to provide feedback to students. During lessons, there are often opportunities to receive feedback from peers as well as the tutors and some lessons are heavily focused toward providing students who perform or present their work with feedback to help them improve.

You can also take advantage of BIMM's tutorial system to gain additional feedback. The tutorial system allows you to book 1 to 1 sessions with tutors. You can use these sessions to gain specific feedback on any aspect of your work.

## Staff

BIMM is proud of its long history of industry professionals to teach at all our colleges. We believe that through this practice we provide the best opportunities to our students to learn from tutors who understand their goals and have the knowledge and experience necessary to help make them a reality.

More information can be found regarding our tutors on our [staff page](#).

Unfortunately, BIMM cannot guarantee which tutor will be teaching on individual modules as this will depend on tutor availability and when classes are timetabled.

Sometimes tutors are granted leave to engage in industry activities such as going on tour, conducting research or other professional development activities. This is vital to ensure that our tutors can give students the most current information, and share recent experiences, about a music industry that is constantly evolving and expanding into new areas.

Whenever a tutor goes on leave, whether it is due to industry activities or unavoidable factors such as illness or maternity leave, BIMM endeavours to ensure that lessons are covered by an industry professional with relevant experience in the subject. Through this practice, we aim to provide high quality learning opportunities throughout your course of study at BIMM.

## Language

All qualifications at BIMM are taught and assessed in English

## Costs

### Tuition fees

Accurate tuition fees information can be found on our [finance page](#)

Student Finance England offer loans for Masters courses, on behalf of the UK Government – see <https://www.gov.uk/masters-loan>. These are paid directly to students in regular instalments.

Student funding is not available to Non-EU students.

BIMM alumni will receive a tuition fee discount of £1,000 on full-time courses or £500 for part-time programmes.

Payment can be paid via debit/credit card at [www.bimm.co.uk/pay](http://www.bimm.co.uk/pay) or via bank transfer.

Any queries related to finance can be directed towards [Financeenquiries@bimm.co.uk](mailto:Financeenquiries@bimm.co.uk).

### Additional Costs

It is recommended that student applying to the course have appropriate stationary for classes.

Moreover, students will need access to word processing and internet facilities as all submissions are electronic.

### Accommodation and Living Costs

Information about accommodation and living can be found on the [Essential Documents](#) page.

### Disabled Access

Most teaching spaces are wheelchair accessible. If access is required, all reasonable efforts will be made to schedule lessons in accessible classrooms.

For more information and details of how to apply for support please see our student disability guides (<http://www.bimm.co.uk/student-disability-guides/>)