Royal College of Art
Postgraduate Art & Design

Programme Specification

1.   General information

Programme title:	Creative Education
Award:	Masters in Education (MEd) (Full-time)
Qualification Framework level:	Level 7
School/Department or equivalent:	Academic Development
Campus location(s):	Kensington
Total UK credits:	180
Date valid from/to	2023-24

2.   Programme Philosophy

The MEd in Creative Education enables you to develop the confidence to design, deliver and evaluate innovative creative education that is informed by a critical understanding of competing conceptual and policy perspectives. This will involve an exploration of new and emerging forms of creative education.

The programme is designed to provide opportunities for you to review and renew your creative education practice in response to contemporary perspectives on education. This starts with a discussion about your educational values, and an exploration of how those values have been shaped by the experiences and expertise that you bring with you to the programme. Crucially, this reflection is tied to action. You will translate your pedagogic principles into their creative education practice through a series of self-initiated projects that respond to different national and international educational contexts. This includes the full range of creative educational activities, from formal education through to community engagement.

This emphasis on creative education as an iterative process is a fundamental aspect of the programme. As part of this process, you will be expected to conduct your own educational research using the action research cycle of planning, acting, observing and reflecting. This will enable you to interrogate an aspect of your creative education process through the lenses of self-reflection, student feedback, peer feedback and engagement with contemporary theory. In doing so, you are supported to make connections between your own creative educational practice and those of others, and locate yourself within a broader ecosystem of pedagogical ideas, actions and structures. Throughout, the programme adopts a decentred approach that embraces a sense of creative restlessness and rejects static definitions of what effective teaching is.

The programme also supports you to thrive beyond graduation by developing your academic and

professional skills. These skills include engaging with theory, designing inclusive learning, evaluating impact, collaboration and ethics. You do so within a community of creative educators working in a range of different contexts. This diversity of perspectives is one of the greatest resources that you can draw on throughout your studies.

3.   Educational Aims and Outcomes of the Programme

The programme aims to:

- Provide you with the intellectual, technical and professional skills to review and renew your approach to creative education;
- Foster an experimental learning and teaching environment that enables you to make connections between different people, environments and ideas;
- Enable you to develop and realise an independent research project that translates your pedagogical principles into practice;
- Develop your confidence to identity and pursue opportunities that enhance your creative education practice and profile;
- Establish a diverse community of creative educators able to work collaboratively across disciplinary, sectoral and national boundaries.

At the conclusion of the programme, you should be able to:

- Define your values as a creative educator in relation to competing critical, conceptual and policy perspectives;
- Critically evaluate your pedagogical strategies using the principles and methods of educational research;
- Demonstrate how to translate your pedagogical principles into the design and delivery of effective creative education;
- Critically reflect on the public impact of your practice as a creative educator, and on your responsibilities as a practitioner;
- Develop strategies for working with others across a range of diverse national and international learning environments;
- Communicate the aims, methods and outcomes of your creative education practice to a range of specialist and non-specialist audiences;
- Define your professional ambitions as a creative educator, and the actions required to met those ambitions.

4.   What will I learn?

Credit Map

Term 1	Term 2	Term 3
Foundations of Learning (15 credits)	**Designs for Learning** (15 credits)	**Independent Research Project** (60 credits)
Action Research: proposal (15 credits)	**Action Research: project** (15 credits)	
College-wide Elective (15 credits)	**College-wide Elective** (15 credits)	
College-wide Elective (15 credits)	**College-wide Elective** (15 credits)	

Core unit summaries

- *Foundations of Learning*: this unit explores the concepts and controversies of contemporary creative education. You will reflect on their experiences, knowledge and values, and locate your practice within a broader theoretical context.

- *Designs for Learning*: this unit gives you insight into and experience of designing inclusive creative education. It explores how to apply ideas in practice across a range of educational methods and modes, including discussion of campus-based, blended and remote learning.

- *Action Research Proposal*: this unit enables you to review and renew their own creative education practice through Action Research. You will develop a project plan and associated ethics application that provides a rationale for your chosen project, and outlines how you intend to gather, analyse and present research data.

- *Action Research Project*: this unit enables you to review and renew their own creative education practice through Action Research. You will conduct, analyse and present your project, and reflect on how it informs your practice as a creative educator.

- *Independent Research Project Proposal*: this unit enables you to bring together learning throughout the programme on an ambitious research project that concludes your degree. For this part, you will develop a research proposal and associated ethics application that provides a rationale for your chosen project, and outlines how you intend to gather, analyse and present research data.

- *Independent Research Project*: this unit enables you to bring together learning throughout the programme on an ambitious research project that concludes your degree. For this part, you will conduct, analyse and present your research project.

Elective unit summaries

You will be able to choose from a selection of College-wide electives. These will include two elective units themed around creative education:

- *Education for Change*: this term 1 unit supports you to design and deliver creative education that is focused on transformation. This will involve an exploration on how education can support people to navigate a complex, changing and unpredictable world.

- *Making Pedagogies*: this term 2 unit explores the pedagogical implications and possibilities of an education based on making, including a consideration of the materials we use, the processes that we employ and the spaces that we inhabit.

5.   How will I learn?

The programme is structured around a series of large group interactive workshops that focus on a particular theme, skill or outcome. These hybrid sessions enable on-campus and online students to study together, and will encompass unit briefings, lectures and group exercises that enable you to make connections and collaborate with peers. All scheduled sessions are designed to build towards unit assessment briefs to ensure effective alignment between outcomes, teaching and assessment.

For the majority of units, you will be allocated to tutor groups. Within these groups, you will alternate between seminar sessions that involve themed discussions, and group tutorials that will review unit progress. For research-focused units such as the Action Research Proposal/Project and the Independent Research Project, you will be allocated to peer feedback 'triads' that will help you reflect on progress and respond to the intellectual, technical and practical challenges that you face. You will also have at least one individual tutorial with your tutor each unit.

Throughout, the programme places tremendous emphasis on peer-learning. You should expect to collaborate on a range of exercises, tasks and projects that are designed to support you to learn by doing, and to explore the relationship between your creative education practice and those of others.

Unit descriptors identify the number and type of contact hours you will have in each unit. The majority of programme delivery is academic, taking place in seminar rooms and lecture theatres, and delivered by academic staff. In this programme, some units have a number of technical contact hours included, such as technical and library orientations & inductions into the use of equipment, spaces and processes required during the unit. If you wish to access other specialist technical equipment, spaces or processes or acquire additional technical or library skills outside of your timetabled unit contact time, you will be required to make independent bookings, which are available on a first-come-first-serve basis from Technical Services and the Library.

6.   Assessment and feedback

Regulations

Regulations for assessment and progression can be found here. Please familiarise yourself with these.

Unit assessment
Assessment on the programme is considered a fundamental aspect of the process of learning. You can expect to be assessed through a range of methods that include reflective accounts, critical commentaries, teaching guides, taught sessions, presentations, research proposals and research reports. In some units, you will be given a chance of presenting in one of three formats: text, audio or audio/video (with a conversion rate of 200 words = 1 minute). All stated submissions lengths will have a +/- tolerance of 10%. Participants will normally receive feedback within 3 working weeks of the assessment deadline. To encourage experimentation no alphabetical or numerical grades are given. Assessment outcomes include Pass, Pass Subject to Corrections, Referral or Fail. Summative assessment takes place at the end of each unit, with feedback in the form of peer feedback, tutor feedback or self assessment, or a combination of these.

7.   What award can I get?

To be awarded an RCA MEd degree you need to gain 180 credits at level 7 of the Framework for Higher Education Qualifications (FHEQ). This will involve successfully completing all units. If you fail a unit at the first attempt, you will be offered an opportunity to resit the unit. If you are successful at resit you will be awarded the credits for that unit. If you are unsuccessful, you cannot progress further in your programme. Exit awards: If you have gained at least 60 credits at level 7 of the FHEQ, you may be eligible for a Postgraduate Certificate. If you have gained at least 120 credits at level 7 of the FHEQ, you may be eligible for the exit award of Postgraduate Diploma. An exit award is a final award from the College and cannot be rescinded. For more detailed information about the College's assessment, progression and awards policies see the Regulations.

8.   Admissions

Cross-College requirements
Applicants are welcome from those who have successfully completed undergraduate, graduate diploma or postgraduate degrees and have an active interest in and engagement with creative education.
Programme-Specific requirements
Personal Statement

Applicants will need to complete a Personal Statement between 400 - 600 words that addresses the following prompts:

- What informs your approach to creative education?
- What educational themes and/or challenges do you want to explore during your studies?
- What initial ideas do you have for your own educational research project(s)?
- What training and/or support do you think you would need to realise your educational research project(s)?
- How do you think the programme will support your professional development goals?

Video
As part of the application process, you will need to submit a video of no more than 2 minutes that answers the question 'how do you like to learn?'. The following prompts should help you develop your response:

- What motivates you to keep learning?
- What do you look for in a learning community?
- What do you look for in a learning environment?
- What examples best demonstrate this?

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4.   What will I learn?

Credit map (90 credits per year)

Year 1

Term 1	Term 2	Term 3
Foundations of Learning (15 credits)	**Designs for Learning** (15 credits)	**Action Research: proposal** (15 credits)
College-wide Electives (15 credits)	**College-wide Electives** (15 credits)	**Action Research: project** (15 credits)

Year 2

Term 4	Term 5	Term 6
IRP Proposal (15 credits)	**Independent Research Project**	**Independent Research Project (cont.)** (45 credits)
College-wide Electives (15 credits)	**College-wide Electives** (15 credits)	

Core unit summaries

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