Programme Specification

MA Publishing

Core award
MA Publishing

Specialist strands/exit awards
MA Publishing: Design Commentary
MA Publishing: Digital Futures
MA Publishing: Editorial Design
MA Publishing: Illustration

Faculty of Arts
School of Art and Media

For commencement Sep 2012

Full-time 1 year
Part-time 2 years
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PROGRAMME TITLE

Core award
MA Publishing

Specialist strands/exit awards
MA Publishing: Design Commentary
MA Publishing: Digital Futures
MA Publishing: Editorial Design
MA Publishing: Illustration

BRIEF DESCRIPTION OF PROGRAMME

All students wishing to pursue this award would want to develop skills to enhance their employability within the Creative Industries and in particular within the Publishing sector.

There is one core award – MA Publishing. It is made up of a number of ‘strands’ that the student would apply to and explore from the outset, dependent on personal aims and ambitions. The strands have been developed to reflect the broad nature of Publishing as a profession/industry, where managers, writers and editors work in close collaboration with editorial designers and image-makers to deliver visual content. In addition the industry demands that innovation and an eye to the future is key to success in contemporary publishing. What is unique about this award is that it places all these students together in a single learning and research environment so they may learn from each other and gain a broad insight into what Publishing might involve.

Applicants will be required to apply for the core award or a specific strand/exit award in full or part-time mode. This would lead to a specified award name as listed above and overviews of these awards are outlined on the following pages.
DISTINCTIVE FEATURES

Publishing is an expanding and developing industry that each year recruits a significant number of graduates. Very few publishers have an in-house training scheme; they also find it difficult to process large numbers of applications from graduates interested in Publishing as a career. Therefore a key feature of the MA Publishing course is to provide the industry with postgraduates possessing a practical awareness of publishing.

Few courses exist at this level with such a practical approach. This practicality enables students to appreciate the functions of the many trades and professions which contribute to contemporary Publishing. Students will acquire a positive attitude to the applications of new technology within the industry and its future markets. The course focuses on skills, training and an intellectual underpinning that will enhance the understanding of the task of management. Students are also introduced to the contribution made by the full range of professional working practices found within the industry, its markets and ancillary trades.

Students are required to adopt an analytical and evaluative approach towards Publishing in order to have a greater understanding of the dynamic relationships between publisher and public.

There is common taught delivery, where students have the opportunity to collaborate and work in interdisciplinary teams across all strands of the award, mirroring industry practice. Expertise of academic and technical staff will be drawn from:
1. The existing MA Publishing team.
2. The Communication Arts Subject Area:
   (Graphic Communication with Typography, Illustration)
3. Design Research
4. The Digital Art and Technology Subject Area

Students have the opportunity to share experiences, teaching and learning with students from every strand of the award as well as study with strand specialist teaching teams. Teaching and technical staff with specific knowledge and experience will contribute as needed:
Graphic Communication with Typography
Illustration
Publishing
Design Research
Digital Arts and Technology
Photography
As an example, a student exploring the business strand would have experience of working with students and staff from all the other strands, ensuring a broad understanding of what publishing might entail for designers, illustrators, design commentators/writers or students wanting to explore the future of the industry.

**MA Publishing (Core Award)**

Students will have the opportunity to research, design, edit/author and create a range of publications through a variety of media (vehicles). The student’s use of media may range from traditional manual and mechanical processes such as:

1. hand bookbinding
2. evolving and developing technologies such as electronic page make-up for print, e-books for tablet computers, laptops and other hand held devices.

The product (output) delivered through this diverse range of media can range from books, magazines, journals, e-publications, limited edition books to marketing to inform and/or promote publications and ambitions of individuals, businesses, interest groups and public sector organisations.

Outputs would be diverse and would reflect the range and breadth of content that already exists within the Publishing and Creative Services Industries.

The above addresses the requirement by individual consumers for content; whether it’s for education, business or pleasure, but also addresses the diverse nature of publishing outputs that require creation to publish and deliver a diverse range of content through a diverse range of media and contexts.

**MA Publishing: Design Commentary**

Students would focus on developing critical, analytical and writing skills to evaluate and contextualise design artefacts, outputs and writing in the form of commentaries, reviews, interviews and essays, which could be published as a journal (analogue or digital). This would necessitate collaboration (as currently takes place in the first theory modules of MACD and MAPU). They might also develop writing for other publishing platforms:

1. blog or online journal (journalism)
2. creative writing
3. script for a short film
4. other forms of writing

Students would create content according to individual strengths, interests and academic background. They would also select the appropriate media in which to publish their work (see Editorial Design strand above):

1. Individually or on collaborative projects.
2. On a self-initiated publication, such as a magazine or comic.
3. By contract with existing publishers, of a journal, perhaps.
4. Submissions of work to established Publishing brands, such as newspapers
5. Academic papers for conference publications and books.

The format of work would not be prescriptive: print or digital could be used, according to suitability for the task.

**MA Publishing: Digital Futures**

Students will engage with a rich mix of practical and critical contextual material that underpins an experimental approach to the production of digital content, processes and infrastructures. Publishing Futures explores the evolution and mutation of publishing and broadcasting technologies and the kinds of new and collaborative information spaces that emerge.

Projects are developed around a blend of:
1. The historical/cultural context of new media forms and institutions, and the speculative exploration of future developments of new media forms and institutions.
2. The practical creative design and production of digital media projects.
3. Technical production and control of new media projects and assets.
4. The management and control of digital media content production processes on individual, group and institutional levels.

Practical production work will explore a range of issues critical to the future of Publishing, such as:
1. The emergence of interactive systems and artefacts, as an evolution from the screen into the physical realm of place and space.
2. Skills and practices that focus on the manifestation of information, visualisation, sonification and simulation for new publishing platforms.
3. The con/di-vergence of platforms and technologies, such as the practical exploration of streaming media, mobile phone apps and game design.

This activity encompasses digital animation, 3D modelling, real time data visualisation, virtual/augmented reality systems, immersive Dome environments, scientific imaging technologies, Internet of Things, Physical Computing, industrial and non-standard gaming platforms and novel physical interactions.
**MA Publishing: Editorial Design**

Students will have the opportunity to research, design, edit/author and create a range of communications through a variety of media (vehicles). The student’s use of media may range from traditional manual and mechanical processes such as:

1. printmaking including silkscreen and letterpress
2. evolving and developing technologies such as digital books, tablet computers and smart phones.

The product (output) delivered through this diverse range of media can range from magazines, journals, reports, mass or limited edition books to published communications informing and/or promoting the services, products and ambitions of individuals, businesses, interest groups and public sector organisations.

Outputs would be diverse and would reflect the range and breadth of content that already exists within the Publishing and Creative Services Industries.

The above addresses the requirement by individual consumers for information; whether it be for education, business or pleasure, but also addresses the diverse nature of the Editorial Designer’s client base that have a need to create, publish and deliver a diverse range of information through a range of media and contexts.

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**MA Publishing: Illustration**

Students will have the opportunity to research, edit/author and create a range of communications through a variety of media (vehicles). Simple outputs are easily achievable using existing technologies and facilities for example:

1. Print on demand – blurb etc.
2. Lo-fi systems – photocopy / hand / found ephemera
3. Craft – bookbinding specialist skills
4. Inkjet
5. Printmaking – including silkscreen and letterpress
6. Digital
7. Web-based

Students might use media, singularly or in combination, handcrafted (drawn / collaged / painted / etc) lens-based, digital, animation.

The content might be fictional or non-fictional, either sequential, thematic or taxonomic in nature. The data content might be generated by the student or be an interpretation and communication of existing data or text.

Content could range from self-authored, fictional writing to communications informing and/or promoting the services, products and ambitions of individuals, businesses, interest groups and public sector organisations.

Outputs might be diverse in nature and could range from magazines, comics,
graphic novels, journals, websites, I-pad, mass or limited edition books to digital books, websites, smart phones and digital public venues (such as London Underground’s digital ‘posters’).

This route has a vocational focus to enable students to either gain employment in the Publishing sector or more generally within the Creative Service Industries. Alternatively, some students might want to explore self-publishing as a vocation.

A unique selling point of the programme, is that it will allow students to engage and debate the issues and method required to formulate a strategy for the business of publishing, editorial (text and image), communication (text and image), future methods of delivery. There will be opportunity for students to work within the framework of the University of Plymouth Press (UPP).

The programme also enables a great opportunity for students to identify and negotiate work experience with a publisher or collaboration with an outside agency that can offer a specialism specific to career aspirations. There is a proven record of successful employment.

Students will work in a modern environment on a large university campus. There are comprehensive information technology resources, printmaking and photography studios, and an extensive library that reflects the wide cultural diversity, subjects and research activity of the university as a whole.

There is a variety of choice and experiences. Visiting tutors and a visiting lecture series bring additional expertise and experience and educational visits are undertaken where appropriate.
ENTRY REQUIREMENTS

Entry requirements and admissions criteria
Students will normally need a 2.1 honours degree or above or equivalent in a relevant subject, however candidates with lower grades will be considered on their individual merits.

Students will be required to apply for particular specialism and exit award
MA Publishing (Core Award)
MA Publishing: Design Commentary
MA Publishing: Digital Futures
MA Publishing: Editorial Design
MA Publishing: Illustration

Applications will be considered by the Programme Leader and where appropriate in conjunction with the relevant Strand Coordinator.

Accredited Prior Credited Learning & Accredited Prior Experiential Learning
Students will normally need a 2.1 honours degree or above or equivalent in a subject relevant to their specialism, however candidates with lower grades will be considered on their individual merits.

Accredited Prior Credited Learning (APCL), i.e. credits achieved from previous study at another institution will also be assessed and acted on in accordance with University/Faculty guidelines and/or rights of progression onto the programme. For example the successful completion of an appropriate Plymouth Devon International College pathway/qualification will also be assessed and acted on in accordance with University/Faculty guidelines and/or rights of progression onto the programme.

Accredited Prior Experiential Learning (APEL), such as appropriate professional experience and prior experiential learning will be assessed on an individual basis and in accordance with University/Faculty guidelines.
Where appropriate the programme will actively engage in the Faculty widening participation strategy, for example by recruiting students with appropriate professional experience and prior experiential learning. However the Widening Participation strategy is largely aimed at recruiting students to undergraduate level from backgrounds that have little or no experience or contact with higher education.

**200 - 500 word outline of areas of potential interest, study and career aspirations**

An outline of 200 -500 words indicating areas of potential interest and study should also be submitted with the student’s application. The outline proposal should indicate their ambitions, areas of interest and avenues of potential study and exploration.

**Portfolios**

- **Graphic Design, Illustration & Design Commentary applicants**

Students applying for these specialisms will be required to supply a digital portfolio of their work. Design Commentary applicants should submit a selection of their most recent essays, seminar papers and/or dissertation. Editorial Design and Illustration applicants should submit a digital portfolio that demonstrates a range of their most recent work together with accompanying descriptive notes.

**Interviews**

Where feasible, applicants for Editorial Design and Illustration may also be asked to attend an interview together with their portfolio of work. The latter may also be undertaken online using Skype or similar.

The portfolio of work may be print and/or digitally based and if it is impractical to bring examples of 3 dimensional or installation/environmental/performance communications; videos or photographs of the latter are acceptable. The portfolio in combination with the student’s previous learning/experience and the outline proposal should demonstrate their suitability and potential to:
- research, identify, evaluate and solve Publishing, Graphic Design and Illustration problems
- research, identify, evaluate and contextualise Publishing Graphic Design and Illustration theoretical frameworks

at Masters level.

Where feasible, applicants for MA Publishing and MA Publishing Digital Futures may also be asked to attend an interview to elaborate on their 200 – 500 word outline and further assess how the programme may facilitate the applicant’s aspirations.
Offers and acceptance
Any offer made by admissions should also be followed up by the relevant Strand Coordinator.

MA Publishing & MA Publishing Digital Futures
An unconditional or conditional offer will be made after the receipt of an application and a 200-500 word outline of areas of potential interest and study or in certain circumstances after an interview.

MA Publishing Design Commentary
An unconditional or conditional offer will be made after the receipt of an application, a 200-500 word outline of areas of potential interest and study and a digital portfolio of work.

MA Publishing Graphic Design & MA Publishing Illustration
An unconditional or conditional offer will be made after the receipt of an application, a 200-500 word outline of areas of potential interest and study, a digital portfolio of work and/or an interview with portfolio of work.

Overseas students
If attending an interview is impractical, overseas students applying to Graphic Design or Illustration specialism will be required to submit digital portfolios and a 200-500 word outline of areas of potential interest and study with their application. An interview may also be undertaken online using Skype or similar.

PROGRESSION
Progession from PDIC Pre Masters in Art and Media (3rd Year Degree Equivalent (PDIC Postgraduate Stage 1/NQF Level 6). Students will be entitled to progress to the MA Publishing (core award) upon successful completion of and to an agreed level a Pre Masters in Art and Media programme delivered by Plymouth and Devon International College.

The part-time study option is not available to overseas students taking this progression route.
PROGRAMME AIMS

The programme is intended to enable and encourage students to

1. investigate and develop a focus for their specialism of Publishing study and practice by developing knowledge, competence and confidence through the evaluation and critical analysis of contemporary Publishing in relation to changing technologies and cultural contexts.

2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation.

3. engage with a framework of sustained national and international academic debate to develop and demonstrate, a deep understanding of theories, practices and knowledge both relating to existing and/or new Publishing technologies, considering notions of 'audience' and the implications of new modes of distribution.

4. develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them.

5. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD.
INTENDED PROGRAMME LEARNING OUTCOMES

Graduates from this programme will be able to:

1. Identify specific or cross-disciplinary Publishing contexts, technologies, practices, outputs, ideas and objectives that are at, or informed by the forefront of Publishing practice and theory, both nationally and internationally.

2. Develop and demonstrate a deep insight, understanding and knowledge of the identified contexts, technologies, practices, outputs, ideas and objectives through appropriate in-depth modes of research, analysis, critical evaluation and synthesis.

3. Synthesise and distil the understanding and knowledge gained from Publishing research that relates rationally and effectively to the contexts, technologies, practices, outputs, ideas and objectives.

4. Develop and demonstrate professional and effective application and synthesis of relevant technical knowledge and skills.

5. Develop and demonstrate the ability to research, investigate, analyse, contextualise and critically evaluate historical and emerging Publishing theories, practices, contexts and outputs through the synthesis of a substantial piece of Publishing research.

On the following pages please see the above mapped out in relation to the QAA M-Level Graduate Level Skills & Atributes in the following manner:

- Programme Intended Learning Outcomes, Programme aims and Core Modules
- Knowledge/ Understanding, Programme aims and Core Modules
- Cognitive / Intellectual Skills (generic), Programme aims and Core Modules
- Key / Transferable Skills (generic), Programme aims and Core Modules
- Practical Skills (subject specific), Programme aims and Core Modules
- Employment-related skills, Programme aims and Core Modules
## Masters (M) Level Programme Intended Learning Outcomes Map

<table>
<thead>
<tr>
<th>1 Graduate Attributes and Skills</th>
<th>2 Aims</th>
<th>3 Related Core Modules</th>
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<tbody>
<tr>
<td><strong>Core Programme Intended Learning Outcomes</strong> (as worded in the Programme Specification). <em>The FHEQ requirements are already given here in italics</em></td>
<td><strong>Core Programme aims</strong>&lt;br&gt;The programme is intended to enable and encourage students to</td>
<td>MAPU 711, 712 713, 714 715</td>
</tr>
<tr>
<td>1. Identify specific or cross-disciplinary Publishing contexts, technologies, practices, outputs, ideas and objectives that are at, or informed by the forefront of Publishing practice and theory.</td>
<td>1. investigate and develop a focus for their specialism of Publishing study and practice by developing knowledge, competence and confidence through the evaluation and critical analysis of contemporary Publishing in relation to changing technologies and cultural contexts.</td>
<td>MAPU 711, 712 713, 714 715</td>
</tr>
<tr>
<td>2. Develop and demonstrate a deep insight, understanding and knowledge of the identified contexts, technologies, practices, outputs, ideas and objectives through appropriate in-depth modes of research, analysis, critical evaluation and synthesis.</td>
<td>2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation</td>
<td>MAPU 712, 713, 714 715</td>
</tr>
<tr>
<td>3. Synthesise and distil the understanding and knowledge gained from Publishing research that relates rationally and effectively to the contexts, technologies, practices, outputs, ideas and objectives.</td>
<td>3. engage with a framework of sustained national and international academic debate to develop and demonstrate, a deep understanding of theories, practices and knowledge both relating to existing and/or new Publishing technologies, considering notions of ‘audience’ and the implications of new modes of distribution</td>
<td>MAPU 712, 713, 714 715</td>
</tr>
<tr>
<td>4. Develop and demonstrate professional and effective application and synthesis of relevant technical knowledge and skills.</td>
<td>4. develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them</td>
<td>MAPU 712, 713, 714, 715</td>
</tr>
<tr>
<td>5. Develop and demonstrate the ability to research, investigate, analyse, contextually and critically evaluate historical and emerging Publishing theories, practices, contexts and outputs through the synthesis of a substantial piece of Publishing research.</td>
<td>5. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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<tr>
<td><strong>Knowledge/ Understanding</strong></td>
<td><strong>Core Programme aims</strong></td>
<td><strong>MAPU</strong></td>
</tr>
<tr>
<td>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Publishing theory and practice.</td>
<td>The programme is intended to enable and encourage students to</td>
<td>711, 712</td>
</tr>
<tr>
<td>A comprehensive understanding of techniques and skills applicable to their own research, advanced scholarship and practice.</td>
<td>1. investigate and develop a focus for their specialism of Publishing study and practice by developing knowledge, competence and confidence through the evaluation and critical analysis of contemporary Publishing in relation to changing technologies and cultural contexts.</td>
<td>713, 714</td>
</tr>
<tr>
<td><strong>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in Publishing.</strong></td>
<td>2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation</td>
<td>715</td>
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<td></td>
<td>3. engage with a framework of sustained national and international academic debate to develop and demonstrate, a deep understanding of theories, practices and knowledge both relating to existing and/or new Publishing technologies, considering notions of ‘audience’ and the implications of new modes of distribution</td>
<td>MAPU 712, 713, 714</td>
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<td></td>
<td>4. develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them</td>
<td>MAPU 712, 713, 714, 715</td>
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<td></td>
<td>5. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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<tr>
<td><strong>Cognitive / Intellectual Skills (generic)</strong></td>
<td><strong>Core Programme aims</strong></td>
<td><strong>MAPU</strong></td>
</tr>
<tr>
<td>Conceptual understanding that enables the student to:</td>
<td>The programme is intended to enable and encourage students to</td>
<td>713, 714, 715</td>
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<tr>
<td>- evaluate critically current research and advanced scholarship in Publishing;</td>
<td>2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation</td>
<td></td>
</tr>
<tr>
<td>- evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</td>
<td>3. engage with a framework of sustained national and international academic debate to develop and demonstrate, a deep understanding of theories, practices and knowledge both relating to existing and/or new Publishing technologies, considering notions of ‘audience’ and the implications of new modes of distribution</td>
<td>712, 713, 714</td>
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<tr>
<td></td>
<td>5. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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<tr>
<td><strong>Key / Transferable Skills (generic)</strong></td>
<td>Core Programme aims&lt;br&gt;The programme is intended to enable and encourage students to</td>
<td>MAPU 713, 714 715</td>
</tr>
<tr>
<td>Typically, holders of the qualification will be able to:</td>
<td>2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation</td>
<td>MAPU 712, 713, 714, 715</td>
</tr>
<tr>
<td>- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;</td>
<td>4. develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them</td>
<td></td>
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<tr>
<td>- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;</td>
<td>5. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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<tr>
<td><strong>Practical Skills (subject specific)</strong></td>
<td><strong>Core Programme aims</strong>&lt;br&gt;The programme is intended to enable and encourage students to&lt;br&gt;&lt;br&gt;1. investigate and develop a focus for their specialism of Publishing study and practice by developing knowledge, competence and confidence through the evaluation and critical analysis of contemporary Publishing in relation to changing technologies and cultural contexts.&lt;br&gt;&lt;br&gt;2. develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them.&lt;br&gt;&lt;br&gt;4. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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<tr>
<td><strong>Employment-related skills</strong></td>
<td>Core Programme aims</td>
<td>MAPU 713, 714 715</td>
</tr>
<tr>
<td>Qualities and transferable skills necessary for employment requiring:</td>
<td>The programme is intended to enable and encourage students to</td>
<td></td>
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<tr>
<td>- the exercise of initiative and personal responsibility;</td>
<td>2. achieve and demonstrate a deep insight and understanding of an area informed by or at the forefront of Publishing practice through research, critical analysis, discussion, project development and realisation</td>
<td>MAPU 712, 713, 714, 715</td>
</tr>
<tr>
<td>- decision-making in complex and unpredictable contexts;</td>
<td>develop the requisite professional and postgraduate level research, presentation, negotiating and technical skills to work effectively in a professional, business environment and to initiate, coordinate and manage the creation and production of published material, whilst understanding the techniques and practices in and surrounding the Publishing industry plus the relationship between them</td>
<td></td>
</tr>
<tr>
<td>- the independent learning ability required for continuing professional development.</td>
<td>4. effectively focus, position and develop their study and practice to achieve a qualification which is appropriate to, and endorsed by, the Publishing industry; which can enable them to maximise their career opportunities and prospects within their chosen field in the Publishing industry or if appropriate establish a direction for further academic research to MPhil/PhD</td>
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| Other | | |

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University of Plymouth, MA Publishing, Programme Specification, Full and Part-time, April 2012
The University’s Teaching and Learning Policy states that:
‘The primary aim of our collective endeavours is the development of people. Through our teaching and their learning we aim to produce people who have knowledge and understanding and the ability to apply it, and who are equipped with the necessary skills, attitudes and confidence to play a constructive role in society throughout their lives’.

This statement underpins the programme.
Students, as they progress to graduation, will be supported to:
1. Develop a range of post graduate level attributes and skills
2. Plan for and reflect on personal, academic and professional development.
3. Recognise the importance of future employability, as part of the learning experience.

Set out below are the teaching, learning & assessment strategies and methods to be employed by the programme.

Modes of teaching, learning and assessment
The programme includes a sequence of modules that involve a number of different modes of teaching, learning and assessment. The latter are blended and employed to take into account the varied modes of study/practice within the programme from idea generation and creative visualisation to business analysis.

The first four modules are delivered through combinations self-directed practice/study, lectures/seminars, individual and group tutorials, individual and group seminars/presentations and where appropriate introductory workshops. The latter combinations may be cross-strand or strand-specific depending upon their content and timing within the module. As a general rule, cross-specialism sessions take place during the earlier stages of a module in order to address generic themes and for students to develop wider understanding of the contexts of their specialisms. Please note it will be the students’ responsibility to take cognisance of, evaluate and assimilate this varied input into their own specialist theory and practice.

The final fifth module MAPU 715, students are required to submit a Major Publishing Project plus Written Report or a Dissertation. This is delivered primarily through tutorials with a nominated Supervisor appropriate to the student’s specialism.
Workshops take place at appropriate points in modules in term 1; these workshops introduce all students to a selected range of digital and non-digital processes such as Adobe InDesign, Letterpress and Bookbinding. These workshops enable students with a creative visualisation focus to broaden and/or refine their skills whilst students that have a business and/or written focus can develop an understanding of other key Publishing activities.

Please note, once introduced to these processes, it is the student’s own responsibility to develop the requisite skills to produce their proposals (although technical staff will at certain times be available for technical guidance and troubleshooting). These workshops will be optional for students that are already proficient or have undertaken inductions to these processes.

Self-directed study is a substantial part of the programme; students will be expected to take responsibility for their own learning within the framework of the programme structure and defined learning outcomes. In consultation and negotiation with programme teaching staff and in particular their Strand Coordinators, students will determine the direction of their study by establishing a focus to their Publishing practice, related research, analysis, critical evaluation and synthesis together with related theoretical and contextual written work.

This process of defining a focus and direction of study and establishing appropriate objectives within the timeframe of the programme is a key aspect of postgraduate study, and requires high levels of self-organisation, participation and responsibility.

Student are expected to demonstrate:

1. commitment to pursuing projects, taking into account relevant deadlines, and taking responsibility of own learning process

2. active participation within the student group in relation to formal (assessed) projects; constructive feedback during work-in-progress workshops; contributions to informal debate, communication and mutual support

3. a sense of responsibility in the use of equipment.

4. contribution to the smooth running of the programme.

Individual tutorials take place with the Module Leader/ teacher and/or Strand Coordinator at appropriate formative assessment points during each module, these tutorials evaluate progress and discuss potential areas, developments and directions of further study.
Group tutorials take place with the Module Leader/teacher and/or Strand Coordinator at appropriate formative assessment points in each module. Through group discussion and peer review, these tutorials evaluate students’ progress, consider issues and themes that are relevant to all members of the group and highlight potential areas, developments and directions of study. The format of these is dependent upon the nature of the student work being discussed which can include essays, reports, presentations and/or the creative visualisation of publishable outputs depending upon the nature of the student group and the task they are addressing.

Group seminars take place with the Module Leader/teacher and/or Strand Coordinator at appropriate formative assessment points in modules. Through group discussion, student presentations and peer review, these seminars evaluate student’s progress, consider issues and themes that are relevant to all members of the group and highlight potential areas and directions of study. The format of these is dependent upon the nature of the student work being discussed. The latter would generally take the form of essays, reports and presentations.

Lectures/seminars take place with the Module Leader/teacher and Strand Coordinator during the earlier stages of a range of modules, these Lectures/seminars tend to be presentations on Publishing theory and practice delivered primarily by all of the Strand Coordinators in order to cover all specialisms within the module/course. These would usually conclude in a discussion or question and answer session. This diverse but related content accommodates the varied subjects and modes of study/practice within the programme whilst enabling all participants to understand and position their specialism within a broader context with a view to developing links and synergies between specialisms and disciplines.

Assessment
There are two types of assessment. The descriptions below outline how these types of assessment relate to the process of teaching and learning and successfully address the varied modes of study/practice within the programme.

1 Formative assessment & feedback
This is the evaluation of and feedback on student progress, provided by tutors at intervals throughout each module through individual tutorials, group tutorials and seminars. Peer review during Group Seminars and Group Tutorials will also provide feedback on aspects of student progress, including: ideas development, methods and processes, research, presentation and outcomes.

Within most modules formative assessment feedback will be predominantly verbal feedback but may include written feedback on written outputs.
Throughout the programme students will be given regular formative assessment feedback from staff and peers through Group Seminars, Individual and Group Tutorials. It is the student’s responsibility to take cognisance of, evaluate and act appropriately on this feedback.

2 Summative assessment & feedback
The Summative Assessment regime assesses the achievement of each student in relation to the published Learning Outcomes for each module, as listed in the Definitive Module Record (DMR) and in the module briefing paper. Taken together this will measure each student’s overall performance against the overarching Programme Learning Outcomes.

Summative assessment feedback will be in the form of written reports via a Personal Development Profile that will be issued within three weeks of module summative assessment submission deadline.

The Summative assessment feedback will be formulated by the appropriate Strand Coordinator that aligns with the student’s specialism (e.g. the Editorial Design Strand Coordinator for MA Publishing: Editorial Design students). The work will be second marked (in order of preference) either by Module Leader or Programme Leader or another Strand Coordinator. This flexibility is required as it is possible that one person may hold all three of the aforementioned roles.

All modules are individually examined and double marked at the final Summative Assessment points. All modules are assessed on the students’ understanding of the analytical and critical areas that have been developed within the modules in relation to particular research focus.

Assessment of group work
This is also undertaken through Formative and Summative assessment and feedback as described above. However, assessed group work is specific to and undertaken in MAPU 712. This module allows assessment of the group and of individual students. Students are required to develop a group seminar presentation around a particular theme, each student contributing according to their specialism. The presentation groups are cross-disciplinary and each student prepares and participates in the presentation.

The completed group presentation is assessed as a whole and the individual’s participation in the presentation is also assessed. The presentation is accompanied by a group report. The group report is assessed as a whole.

The final component is the assessment is of a critical evaluation written individually by each student reflecting on their experience of the group research and presentation. Therefore, individual and shared modes of learning are practised and assessed.
Grading
Pass, Merit and Distinction are appropriate bands to reflect student achievement at this level enabling career aspirations and potential.

Please see appendix 2 for the Grade Descriptor Matrix.

Mode of Attendance
The programme is offered in full and part-time modes. Full-time and part-time students are expected to attend all taught sessions that are programmed during terms one and two in relation to the modules they are undertaking. As part-time students undertake fewer modules during a given year, then the attendance required is proportionally less than required by the full-time mode. Both full-time and part-time students should attend any sessions organized with their Final Major Project Supervisor during the Summer period.

Work experience & guidance
It is anticipated that students will negotiate their own work experience or collaboration with an outside agency in negotiation with the Module and/or Strand Coordinator.

This allows for the student to align the work experience or outside collaboration with their specialism and career ambitions. As the module (MAPU 714) starts during the middle of term 1 and runs until the following June, this also allows the student time to investigate, pursue, plan and achieve appropriate opportunities for work experience or outside collaboration.

The length of the module also allows for teaching & learning sessions before the students undertakes work experience. These sessions will include a pre work experience briefing addressing key issues such as health & safety, sessions on networking, presentation and interview skills, Industry opportunities and awareness, CV, portfolio and self-promotion, the latter facilitating student understanding and skills required to achieve and undertake appropriate work experience. The student will also be allocated a work experience tutor/mentor to monitor the student during their work experience or outside collaboration. The student is also required to submit a report of the work experience. This is also assessed as part of their module submission.
English language proficiency & support
– IELTS International English

Language Testing System
If a student’s first language is not English, then evidence of English proficiency will be required. The minimum IELTS score for acceptance onto the MA Publishing programme is 6.5 IELTS. However any student accepted onto the programme with 7.0 IELTS or below will be encouraged to enrol on one or more of the English Language support programmes as outlined below.

English Language Support
The University’s English Language Support For International Students in the English Language Centre provide free English language support for all international students on full-time University of Plymouth undergraduate, postgraduate or research programmes.

The Centre’s description below outlines its and the MA Publishing programme’s recommendations and support to students whose first language is not English.

“If your IELTS score is 8 or above, you probably have a level of English which will allow you to follow your studies easily. You may like to join one of our higher level classes in order to develop your English still further.

If your IELTS score is 7, you should be able to get by comfortably but you may not be achieving your full potential. We would recommend that you take the on-line test and join a class for at least the first term of your studies.

The English Language Centre’s description below outlines their services:

If your IELTS score is 6.5, we strongly recommend that you take the on-line test and join a class for at least the first year of your studies. You should also attend workshops and sign up for one-to-one tutorial support.”

All international, European exchange or home students who are not native speakers of English are welcome to attend the English Language support classes, which the university offers free through the English Language Centre which has a team of English language tutors who offer weekly classes, workshops and tutorials. The classes cover such topics as:

• Academic Essay writing
• Academic communication
• Survival English for University
The classes do not lead to a qualification, but students whose attendance is at least 80% will receive a certificate of attendance from the University. Students will need to register for these classes and are subject to availability.

The English Language Centre also runs workshops for Master's students. These cover such topics as:
- Writing a dissertation
- Respecting intellectual property – how to avoid plagiarism
- Asking the right research questions
- Refining research topics
- Formatting Master Documents
- Communication skills – presenting yourself and your research

Disability support and provision
If a student has a physical or sensory disability, mental health problem or mental illness which affects their ability to study, a specific learning difficulty such as dyslexia, or another unseen disability and/or medical condition such as arthritis, asthma or RSI, the information about how to apply to DAS (Disability Assist Services - see below) for support, information and resources and their location will be highlighted during interview, induction and in the programme handbook, students may also ask a member of staff for information.

DAS Disability Assist Services
Learning Gateway
Roland Levinsky Building
University of Plymouth
Drake Circus
Plymouth, PL4 8AA
Personal Development Profiles
Students are placed at the centre of their learning. That means they are offered a comprehensive learning experience that as far as possible meets personal developing needs within the context of postgraduate study. Students need to engage in all the opportunities that are offered in a reflective and responsive way so that they take charge of learning in the fullest sense.

Here are some of the strategies that are employed by Publishing to address and assist the personal development profile:

1. During induction, students are asked to frame their aspirations and identify existing skills which can be extended and developed.

2. Teamwork is very important in publishing so, from the induction process onwards students will be encouraged to take part in teamwork and collaborative activities.

3. Within the course students will be encouraged to develop their personal voice and to take responsibility for their own direction within each module and the MA dissertation/project.

4. Students will be given the opportunity to identify publishing opportunities that reflect their personal aspirations, and through negotiations arrange a suitable work placement.

5. Students will have access to a variety of visitors and visits to publishing and ancillary trades.

6. Students are encouraged to reflect on their own learning experience at the end of each module by building up a personal development profile (PDP), which will aid the construction of an ongoing action plan. The completed profiles will be returned to students as the basis of their personal record of achievement. This self-appraisal system is a central part of the assessment process. It provides students with both regular feedback and personal reflection, to help guide and negotiate learning activities to the maximum effect.

7. Students will be offered careers advice specific to their publishing specialism. All of the modules are publishing specific and are designed to broaden appreciation of the breadth and depth of opportunities in respect of careers and professional opportunities.

8. Within the programme, students have the opportunity to publish under the University of Plymouth Press imprint http://www.uppress.co.uk
Submission of work for assessment
Students receive details of the summative assessment submission/event (eg a presentation or submission of work) on the briefing papers for work to be undertaken in each module. These notes will inform them of the nature the assessment submission/event, when the assessment will take place, and what to they are expected to submit.

Due to the varied specialisms within the Programme, there will be varied types of submission. The majority of work both written and practice based should be submitted to the Faculty office (The current shared MA base room is not secure).

In exceptional circumstances (eg site specific work) the submission and admission of work will be negotiated with the Module Leader. The SCHOLAR system will be considered where appropriate and practical.

Module assessment points or dates
Students will be advised about the assessment procedures for each module by module tutors during delivery. The final dates for summative assessment are indicated within project briefs for both full and part-time students.
PROGRAMME STRUCTURE AND PATHWAYS

The programme is made of four 30 M-Level credit modules and one 60 M-Level credit module, please see appendix 1 for a Module diagram that shows the sequence and timing of all the modules within the programme and appendix 3 for the Definitive Module Descriptors of all the programme modules (MAPU 711, 712, 713, 714 & 715).

Successfully completing the first two 30 m-level credit modules (MAPU 711, 712) achieves a post graduate Certificate in the core award, successfully completing the first four 30 m-level credit modules (MAPU 711, 712, 713, 714) achieves a post graduate Diploma in the core award. There are no specialist post graduate Diploma or Certificate exit awards. The final major project (MAPU 715) determines the exit award.

Exit awards
Although students apply for a specific exit award and address the Learning Outcomes of the first four modules through their own specialism, it is the final major project (MAPU 715) that determines the exit award.

Changing the exit award
It is intended through the admission process to establish the student’s final award title at the start of the programme. The student will be required to commit to their Specialism from the outset by addressing the module Learning Outcomes through their own specialism.

However, certain students, after entering the programme, might wish to change from their original choice of exit award based on knowledge acquired of the possibilities of Publishing as a profession during the first term.

The latter can only take place through prior discussion and agreement with the Programme Leader and relevant Strand Coordinators during term 1 and before commencing MAPU 715 (the Final Major Project). Changes to the the student’s final award title and specialism cannot be made without agreement of the Programme Leader and relevant Strand Coordinator.

However, the Student’s Final Award Title will not be confirmed until the start of MAPU 715 the Final Major Project, at the beginning of Term 2. This allows for changes in student ambitions and direction, whilst the agreement of the Programme Leader and relevant Strand Coordinator will ensure students do not undertake specialisms for which they are not equipped.
EXEMPTIONS AND SPECIAL ACADEMIC REGULATIONS
None

FINAL AWARD TITLE AND INTERMEDIATE AWARD TITLE(S)

Final award titles
Master of Arts in Publishing
Master of Arts in Publishing: Design Commentary
Master of Arts in Publishing: Digital Futures
Master of Arts in Publishing: Editorial Design
Master of Arts in Publishing: Illustration

Intermediate award titles
PG Cert in Publishing
PG Dip in Publishing

AWARDING INSTITUTION
University of Plymouth

TEACHING INSTITUTION
University of Plymouth

ACCREDITATION BODY
Not applicable

LINKS TO APPROPRIATE SUBJECT BENCHMARKS
QAA M-Level Graduate Level Skills & Attributes

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APPENDIX 1
Programme module diagrams for full and part-time modes

APPENDIX 2
Grade Descriptor Matrix

APPENDIX 3
DMR's