

Course record information

Name and level of final award	<ul style="list-style-type: none"> • Masters of Research - MRes Creative Media Practice <p>The award is Bologna FQ-EHEA second cycle degree or diploma compatible</p>
Name and level of intermediate awards	<ul style="list-style-type: none"> • Postgraduate Diploma (Pg Dip) - Creative Practice • Postgraduate Certificate (Pg Cert) - Creative Practice
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Harrow Secondary/Tertiary Locations: All University campuses as applicable
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> • Masters of Research Creative Practice FT, Full-time, September start - 1 year standard length • Masters of Research Creative Practice PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2025/6

Admissions requirements

There are standard minimum entry requirements for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/courses/postgraduate/how-to-apply>.

Aims of the programme

The MRes Creative Practice is a dynamic research-led masters in the creative arts, which aims to:

- develop your creative practice into a rigorous practice-led body of research
- support and nurture your independent, research-led art and design practice
- introduce you to key debates and critical insights in your creative field
- provide you with the practical tools and knowledge to develop and complete a major research project
- develop your transferrable skills in problem solving, peer-led team building and technical expertise
- engage you in the creative research culture of the Schools of Arts, Architecture and Visual Culture
- open up professional and academic avenues for your future creative research, such as PhD research.

Through seminars, group workshops, site visits and field trips, visiting practitioners and researchers, and in dialogue with external organisations, the MRes will open up your practice to a range of creative engagements, collaborative and professional potential.

The course, which provides access to the technical facilities and expertise of Westminster School of Arts, welcomes creative practitioners working across fashion, music, fine art, moving image, photography, ceramics and digital media forms. Your practice will benefit from the insights you will gain into contemporary cultural debates through a wide choice of interdisciplinary module options available across the Schools of Arts, Architecture and Visual Culture: from museum management to policy making, space and identity to global art and sustainable futures.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

The MRes will provide you with the tools and knowledge to situate your work in creative and cultural contexts; providing you with transferrable skills for a range of professional and academic applications. MRes staff and supervisors work closely with you to identify your career pathway as a creative practitioner, helping you to develop your route into professional and academic careers, supported by the professional networks provided by researchers within the Schools of Arts, Architecture and Cities, Visual Cultures, as well as external speakers and visitors working in the field of creative industries: from museums and galleries to a range of art and design agencies.

The MRes helps you develop knowledge of promotional and presentational tools to articulate your practice to a range of contexts and audiences, through a practical experience of key networks, project management, equipping you with key collaborative and networking skills for building relationships and working in the cultural industries.

The MRes provides a proven stepping stone to further creative research in practice-based doctorate research, leading to careers in higher education. The MRes also benefits from university wide resources such as the Westminster Enterprise Network and Careers Employability Service, helping you realise your career as a self-employed or small cultural enterprise.

MRes alumni have successfully developed careers in many of the following areas of creative practice including:

- Practice-based PhD research in UK and International universities
- Arts and Design teaching in tertiary and further education
- Sales, screenings and exhibitions as self-employed creative practitioners
- Professionals in the cultural industries, including: animation, ceramics, curating, exhibition design, popular music, make-up, fashion, photography, film production, Audio Visual event organisation
- Creative interdisciplinary engagement with community group initiatives and organisations such as Northwick Park Hospital.

What will you be expected to achieve?

Course learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning.

These are threshold statements of achievement the learning outcomes broadly fall into four categories:

The overall knowledge and understanding you will gain from your course (KU)

Graduate attributes are characteristics that you will have developed during the duration of your course (GA)

Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)

Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 7 course learning outcomes: upon completion of Level 7 you will be able to:

- CL01 Apply a high level proficiency in practice-led research skills, such as observation, investigation, critical enquiry and visualisation. (KTS)
- CL02 Critically apply inter-and multidisciplinary approaches within contemporary practice in art and design with an advanced awareness to its implications for sustainability. (KTS)
- CL03 Articulate and communicate complex ideas and information effectively to a range of audiences through high level visual, oral and written forms (KTS)
- CL04 Synthesise the advanced development of practice based research through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts (SS)
- CL05 Manage complex group and individual research goals and outcomes, interacting effectively with others through collective endeavour, negotiation and critical and collaborative thinking. (PPP KTS SS)
- CL06 Develop an advanced, complex and in-depth understanding of research-based knowledge and its professional implementation (KU)
- CL07 Generate innovative ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as a self-initiated activity (KU)
- CL08 Situate your research knowledge within real-world contexts and communities, integrating appropriate creative, critical, and professional practices. (PPP)
- CL09 Act resourcefully, ethically and entrepreneurially in the realisation of a range of complex research goals (PPP KTS)
- CL10 Work proactively with others to advocate and enact ethical values and appropriate solutions in unpredictably complex contexts. (KU PPP)

How will you learn?

Learning methods

You will be supported to develop your research practice through your engagement in seminars, visiting speakers and peer-led discussion, presentation and exhibition programmed across 4 core modules and a further module option, which you will select from across the university's visual arts and culture curricula. You will develop individual and/or collaborative pathways towards your independent creative, scholarly or professional studies focused upon your chosen creative discipline and professional contexts and ambitions. Your engagement with professional development contexts will enable you to identify personal strengths, abilities, and motivations, whilst learning to situate your creative research in the broader professional issues across changing cultural and creative disciplines post-graduation.

Learning Methods:

- individual and group tutorials;
- iterative processes of creative development and realisation;
- presentations and discussion forums;
- peer-led reading groups;
- self-critical and peer led evaluation;
- off site visits and fieldtrips;
- exhibition production;
- online and physical learning resources.

Teaching Methods:

- Lectures and seminars;
- professional practice workshops;
- independent and collaborative studio supervision;
- inductions and workshops;
- guest speakers;
- visiting practitioners and professionals;
- symposia.

The MRes model for delivery of teaching is built upon providing an authentic, inclusive, and progressive learning environment that allows students to experience and develop creative research across individual, co-creative practices and collaborative projects.

MRes Equality, Diversity and Inclusion Statement

The course's aim is to support equitably all MRes students to fulfill their potential and instil confidence in their ability to realise their creative research for further creative attainment and career success. The MRes course learning environment and curriculum develops teaching methods and respectful, inclusive learning models which encourage and foster diverse perspectives and experiences. The MRes welcomes a diverse range of students to the course and welcomes the opportunity to support their high-quality creative research, addressing all forms of experiences and perspectives. The course teaching and learning activities are reflective of the commitment by the course to the University's Equality, Inclusion and Diversity strategy. Our research culture and processes of learning, teaching and assessment support are committed to ensuring equality of opportunity in all areas of learning support. The MRes is also committed to upholding the university's sustainability goals, and fostering environmental awareness through embedded teaching and learning methods. The MRes strategy includes:

- engaging authentic assessment tools in the curriculum to ensure that all forms of inclusive learning evaluation are fully optimised: through a range of different written, discursive and presentational forms, guided by the university's Authentic Assessment;
- providing individual mentorship to ensure students of all backgrounds and experiences are equipped with the skills, agency and confidence to thrive up to and following graduation, enhancing their employability and professional experience
- reimagining entrenched learning processes of research and creative practice through the utilisation of essential resources such as UoW's decolonising the curriculum tool-kit;
- creating a safe and inclusive environment that allows for diversity and parity of learning experience, whether for independent research, peer-led discussion, working with collectives, communities and other external organisations;
- building opportunities for students of all backgrounds and experiences to gain real-world insights through placements, gallery and studio visits, field trips and visiting speaker programmes.
- working together and sharing diverse perspectives in an open and honest, mutually respectful, and safe environment.
- through its teaching methods and delivery the course strives to attain Environment, Social and Economic sustainability as outlined in the University of Westminster's Sustainable Development Goals.

MRes Generative-AI technologies statement

On the MRes Creative Practice course we are aware of the multiple creative opportunities brought by generative-AI, as well as the ethical and legal challenges posed by the use of this technology. Our aim is to offer students a contextual understanding of the functioning mechanisms of generative-AI systems and its value as an advanced tool for research and creative practice. The MRes encourages its students to embrace an ethically responsible approach to generative-AI technologies, including in matters of sustainability.

Teaching methods

The MRes utilises a range of inclusive and authentic teaching modes in order to open up a diverse range of perspectives and approaches to support the development of your creative practice-based research. These include:

Technical Development workshops: enable you to engage with the range of technical facilities and expertise at the Harrow Campus. The workshops available in film, photography, music, print, fashion and 3D provide the opportunity for students to expand their knowledge of other disciplinary practices alongside access to the equipment and materials familiar to their research. As part of the In Situ Core module, you will access further facilities at the School of Architecture and Cities Marylebone campus.

Presentations: are a valuable element of all MRes modules, enabling you to articulate your research in process with tutor and peer-led support and engagement. These include: practice-in-progress peer-led presentations for group dialogue around creative practice. to professionally focused collaborative workshops and group work exercises.

Advocacy and Ethics research workshops: across the MRes curriculum workshops from a range of expert and specialist speakers focus on how research engages in real-world contexts, such as creative research innovation in

advocacy and activism, and collaborative practice and social engagement in creative research development. Through workshops led by experts in the field of environmental justice and activism, you will learn ethical research methods, and you can contribute to environmental change-making, debating potential project scenarios through group workshops and presentations.

Critical and academic writing workshops: develop your skills in how to articulate research in a range of different written and presentational registers, as part of peer-led discussion and

Professional Development workshops: will provide practical skills for how to focus and direct creative research to professional contexts and employability. This will include networking, media development and presentation skills, with the aim of developing your understanding of professional and industry-standard forms and formats for presenting ideas, proposals and outcomes.

Guest Researcher Programme: seminars, presentations and site visits throughout the course will introduce you to researchers working across diverse models of creative practice from a broad array of positions, perspectives and practices, both national and global.

Field trips: to a diverse range of London's cultural spaces will engage students with professional practitioners and exhibition contexts, helping them to situate their practice in the wider cultural field and introducing them to different presentation contexts and curatorial strategies.

Group and individual tutorials: will support students' ongoing development and offers specific guidance towards assessment and professional skill needs; this includes time with a dedicated supervisor as well as members of the broader team.

Assessment methods

The MRes assessment methods employ Formative and Summative Assessments in order to evaluate your progress and your creative research development throughout the course.

Formative assessments test your knowledge, development and engagement with your peers, visiting researchers, course leader and supervisors. You will receive formative assessment through group and peer-led discussion, critical exercises and workshops, input from guest researchers, and group and individual tutorials. Formative module assessments across MRes modules will include:

- Group Presentation
- project proposal development
- Reports and Analysis
- Presentations and exhibitions

Summative Assessments are graded assignments which evaluate your progress across your modules. Each assessment is detailed on your module guide, with assessment submission deadlines through the assessment portal on your blackboard site. You will receive feedback on your assignments from your module leader and supervisor, both in written and verbal form. Each assessment is differently weighted in terms of how the grade will contribute to your overall course mark, culminating in a final exhibition presentation. Details of assessment submissions and criteria can be found on each module guide and in the course handbook. Forms of Summative Assessment on the MRES include:

- Essays and reflective portfolios, proposals and reports
- Practice and Critical Research Presentations
- MRes Creative Practice Symposium
- Graduating Exhibition/presentation and oral defence

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CL01, CL04, CL08
Literate and effective communicator	CL03, CL04, CL06, CL07
Entrepreneurial	CL05, CL06, CL07, CL08, CL09
Global in outlook and engaged in communities	CL05, CL07, CL08, CL10
Socially, ethically and environmentally aware	CL02, CL09, CL10

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

To accompany the core modules on the MRes, you must select a 20-credit elective module. The list of MRes electives is curated annually from those offered by the Schools of Arts, Westminster School of Media and Communications, Architecture and Cities and the School of Humanities, including Visual Cultures. Any module choice will be based on being in alignment with the individual student's research area, agreed upon following discussions with the MRes Course Leader and the appropriate Module Leader. An indicative list of past examples is available at the end of this Programme Specification, under 'Additional details'. If you wish to undertake a module option that falls outside the annual list of indicative electives, this will need to be agreed in consultation with the Course Leader.

To enrol on the elective module, students will complete a Module Registration Form through the School of Arts Registry Office. All assessment processes will follow those of the relevant module and be assessed by the Module Leader. The selected module will complement but not replicate content with any core module taken as part of the MRes. Your module elective assessment grade will contribute to your overall MRes assessment outcome.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7CTAD021W	Research Project	Core		100	50
7CTAD008W	Critical Thinking in Practice	Core	1	20	10
7CTAD019W	In Situ: Spatial Engagements	Core	1	20	10
7CTAD020W	Producing Culture: intersections of politics, organisations and cultural form	Core	1	20	10
		Elective	1	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

Course management

The MRes in Creative Practice is based at Westminster School of Arts, within the College of Design, Creative and Digital Industries (DCDI). You join fellow Masters students studying in Art, Design and Visual Culture, across the School of Arts, the School of Architecture and Cities and the College of Liberal Arts and Sciences. You will have the opportunity to select your option module from across the schools, and to work in liaison with creative practice researchers at the Centre for Research and Education in Arts and Media (CREAM), based at the School of Arts. You will be allocated a supervisor from CREAM's team of research professionals, taking account of your particular research project proposal, and will receive overall supervision and tutorial support from the MRes Course team.

The Course Team reviews and develops the course and sets the framework within which all members of the course team participate. The course team for MRes Creative Practice includes: the Course and Module leaders as appropriate to your chosen options.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the

course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

Additional Details

Students will receive guidance from the MRes Course Leader on elective module selection to ensure suitability with the individual research topic and any further knowledge or skills required to complete the degree. The Course Handbook includes an annually curated list of potential elective modules, but the final choice in all cases will need to be approved by the Course Leader and the relevant Module Leader. Indicative past examples of elective modules taken by students include:

- Film Programming and Moving Image Curation
- Documentary Aesthetics, Sites and Spectatorship
- Theories of the Image
- Representing World Cultures
- Writing Photography
- Digital Cultures
- Contemporary Debates
- Histories and Context – Documentary and Photojournalism
- Queer Now
- Art Institutions and Contemporary Culture

Please note that this list is indicative only, and the live list of elective modules and titles may differ from year to year.