

Bath Spa University



Studying at Bath Spa University

Find out what it's like to live in the beautiful city of Bath and study at our environmentally award winning campuses where high quality teaching and research are priorities.

Choose which course to study

From Design to Creative Writing – a full guide to all of our courses to help you choose the right subject for you and your future career.

Postgraduate Prospectus

2012

Corsham Court Centre
Corsham/Wiltshire/SN13 0BZ
Newton Park Campus
Newton St Loe/Bath/BA2 9BN
Sion Hill Campus
Lansdown/Bath/BA1 5SF
Tel +44 (0)1225 875 875



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Welcome

Your choice of university for postgraduate study is an important one – one that will affect your future. Postgraduate study at Bath Spa has a number of attractive features. Our postgraduate awards have developed – often with invaluable input from experts within associated industries – to provide opportunities for advanced study that are both academically challenging and vocationally relevant.

From the Vice Chancellor Professor Frank Morgan

Staff at Bath Spa University are passionate about their subjects, and considerable emphasis is placed on developing innovative methods of teaching and assessment. They are actively engaged in research and scholarship that directly informs their teaching, and as a postgraduate student you will receive professional and academic expertise that is current – and often cutting-edge – within a vigorous research culture.

The academic environment at Bath Spa University is supportive and friendly; students' academic and welfare needs are addressed with professionalism and care. However Bath Spa is a forward-looking university, and our sound financial position – along with our popularity with students – allows us to develop and expand with confidence.

Our aim is to offer students a university experience that is distinctive, challenging and fulfilling. I hope that what we offer matches your needs and ambitions.



Reasons to choose Bath Spa University

Teaching-led research/A great range of courses/Superb campuses/Bath – A top student city/Staff who will care/Supportive and friendly/Accessible to all/Environmental ethos/An international university/A long history of success



Why Bath Spa University?

01



01. Teaching-led research
Our research and scholarly activity is of direct benefit to students, underpinning the curriculum and improving the student experience.

87%
Score for teaching quality in the National Student Survey 2011

04



04. Bath – a top student city

490,000m²
of parkland in the city

A beautiful and unique city, with historic attractions, stunning architecture, and excellent shopping.

130+
Bars and pubs!

Bath also has a lively social scene, but is friendly, compact and a safe city.

3rd
3rd top city in the UK for safety and security – Complete University Guide 2009

02



02. Great range of courses
Bath Spa's wide and expanding range of postgraduate awards provide opportunities for advanced study that are both academically challenging and vocationally relevant, leading to the awards of graduate certificate, graduate diploma, postgraduate certificate, postgraduate diploma and Master's degree (MA, MSc, MFA, MMus or MTeach).

In addition there is a lively research environment at Bath Spa, with opportunities for supervised, original research leading to the degrees of MPhil and PhD.

05



05. Environmental ethos
Staff and students at Bath Spa share a strong environmental ethos – partly in response to our exceptionally beautiful campuses that we're looking after for future generations, but also to make sure that we minimise our impact on the environment.

7th
Bath Spa is ranked 7th out of 142 UK universities in the People and Planet Green League 2011 for its environmental policy and performance.

Platinum
Bath Spa has also achieved the Platinum Award under the national EcoCampus scheme (the highest level) along with the international environmental management quality standard ISO 14001.

03



03. Superb campuses

Visitors and students are often bowled over by our campuses. How many universities boast medieval buildings and their own parkland estate? There's a unique mix of the old and the new, with state-of-the-art modern facilities alongside historic buildings – providing an inspiring and safe study environment.

Our Art and Design campus at Sion Hill has recently

undergone major re-development and now has some of the best facilities and equipment in the country.

There are proposals for a major development of the Newton Park campus starting in 2012, involving enhanced academic facilities, social amenities and additional student accommodation on campus. The new development will be sustainable and

innovative, whilst blending sympathetically with the unique and historic setting of the Newton Park campus.

Corsham Court is specialist postgraduate and research study centre with specialist provision for music, songwriting, art and design, ceramics, filmmaking, and continuing professional development for teachers and educators.

06



06. Staff who care

Our staff care about their students. They are accessible, supportive and passionate about their subjects, and they put a lot of effort into developing dynamic approaches to teaching and assessment. They undertake what we call 'teaching-led research'. That means they're actively engaged in research and scholarship so that their professional and academic expertise is current, and often cutting edge – but the research is of direct benefit to you. It's relevant and applied, and used to inform what, and how, you are taught.

"The teaching quality is excellent, the lecturers really get to know you and provide great support"
Jenny Brown, graduated 2010

07

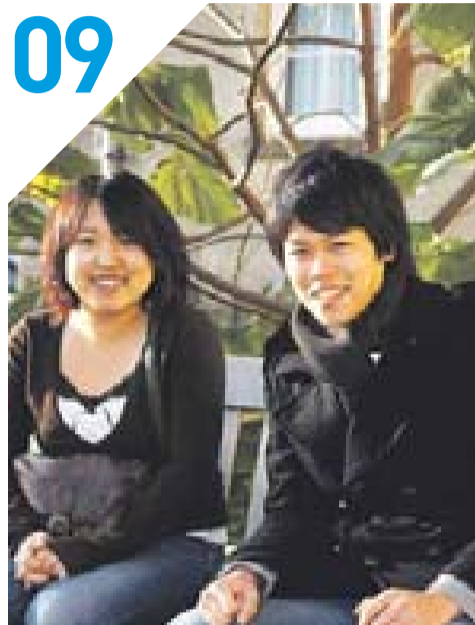


07. Supportive and friendly
 This is what students often say when we ask them what they like about Bath Spa University – there's a real community feel.

6,500
 Students; it's small enough for students to feel that they won't get lost in the crowd – but large enough to provide good facilities and social activities.

"Students like the 'small and friendly' atmosphere, which the university is anxious to retain." The Times Good University Guide 2010

09



09. International university
 We welcome students from across the globe to study here, and we have links with many universities abroad and are members of important international organisations.

Member of many important international education organisations including the Association of Commonwealth Universities, the European Association for International Education and the NAFSA: Association of International Educators.

10



12. A long history of success

160 Years
 We can trace our history back over 160 years, to the original Bath School of Art

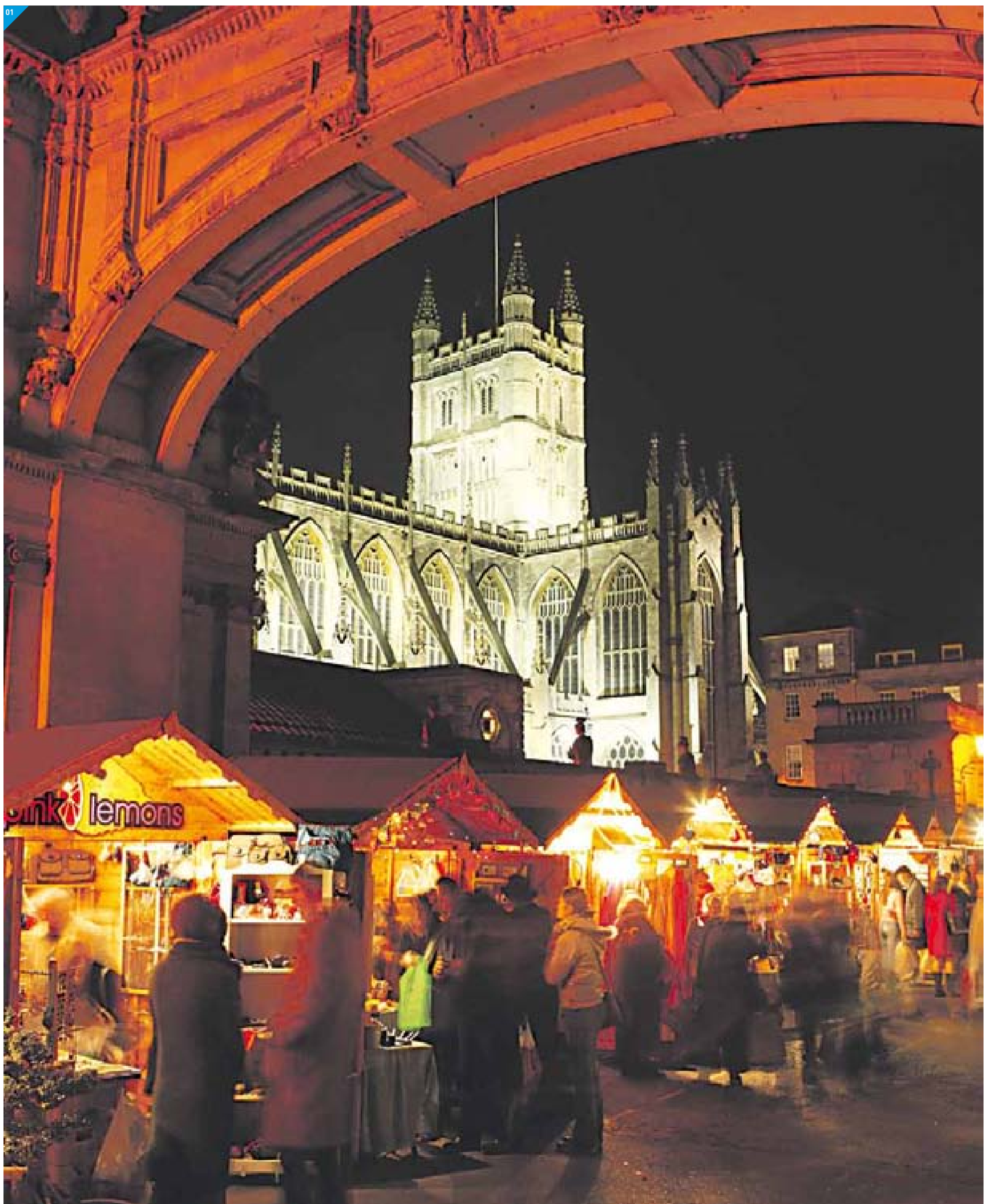
Our first trainee teachers trained here over 60 years ago. So while the University is modern and progressive, it builds on a long history of tradition and success in higher education.

08



08. Accessible to all
 We have built our success on accessibility and equality of opportunity. The unique study and social environment we offer is a key factor in our distinctiveness and in our popularity.

Variety
 Our students come from a range of backgrounds and cultures, from all parts of this country and from overseas, and with a variety of academic credentials.



Bath – A World Heritage City 90 minutes from London

Bath is well known as one of the world’s most beautiful cities. It’s a UNESCO World Heritage Site (England’s only qualifying city) with stunning architectural sites such as the Roman Baths, Royal Crescent, Circus, Pulteney Bridge and Bath Abbey.

The compact city centre has both grand Georgian streets and small picturesque passageways, packed with small independent shops and stylish boutiques as well as the familiar big name stores.

Alongside award winning restaurants and quaint tea rooms you’ll find plenty of ‘student’ pubs, many featuring regularly in the Good Pub Guide.

Nightlife in Bath is good, with nightclubs, cinemas, the famous Theatre Royal, and a great comedy scene. There’s also an exciting live music scene including regular sessions, day and night, at many of the pubs, bars and clubs – with plenty of involvement from Bath Spa students!

Bath is well known as a city of festivals and the arts, with something for all tastes from Shakespeare to Jane Austen and books to boules! Bath Spa students play a key role in many of the festivals (both main stream and fringe) including



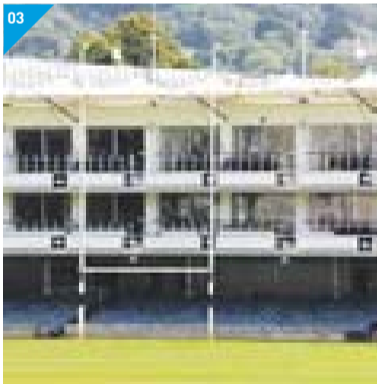
the International Music Festival, Bath Film Festival, Bath Literature Festival . For sports enthusiasts there’s the famous Bath Rugby as well as Bath City Football Club and Bath Races.

Bath is well positioned with easy access to Bristol (also popular for nights out) and only a 90 minute train journey from London.



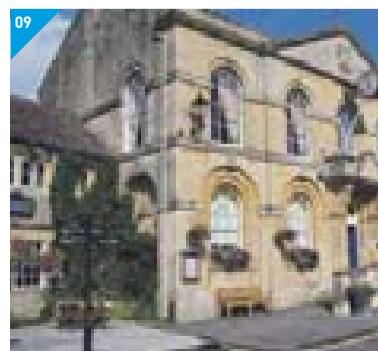
Corsham

Corsham is a small market town only 10 miles away from Bath and is the home to our postgraduate centre at the historic Corsham Court (see page 8). With Royal Saxon origins, Corsham has an impressive collection of historic buildings. This includes the High Street consisting mostly of properties from the 16th, 17th, and 18th centuries where peacocks wander freely. There is a vibrant cultural life in Corsham including the Fine Art collection at Corsham Court, Corsham Festival, the Global Village Film Festival and a thriving community arts scene. There is also a weekly market and a monthly farmers market adding to the quaint local feel of the town.



- 01 Bath’s Christmas Market, image credit: Bath Tourism Plus
- 02 Shops
- 03 Rugby at the Rec
- 04 Parade Gardens
- 05 Georgian architecture
- 06 Thermae Spa, Bath
- 07 Pulteney Bridge
- 08 Corsham High Street
- 09 Corsham Town Hall
- 10 Corsham cottages
- 11 Corsham market

Corsham images courtesy of Corsham Town Council



The campuses: Corsham Court Newton Park, and Sion Hill

We have two main campuses and a dedicated postgraduate centre, all of which are exceptionally beautiful and historically significant, and provide an inspirational setting in which to study.

Corsham Court Centre

The University's Corsham Court Centre is a specialist postgraduate and research study centre. The vibrant community of postgraduate and research students benefit from a unique study environment with state-of-the-art modern facilities in a historic building dating originally from 1582, and surrounded by gardens landscaped by Capability Brown.

Corsham Court is a stunning building that became the home of the Bath Academy of Art in 1946, and is retained by Bath Spa University on a long term lease. It is of great historic significance, and is owned by the Methuen family.

The University has made a major investment in the Corsham Court Centre since 2009 to provide outstanding facilities for postgraduate study and research. This includes specialist provision for music, songwriting, art and design, ceramics, filmmaking, and continuing professional development for teachers and educators.

There is a suite of high quality meeting rooms, studios, seminar rooms and a performance hall as well as individual study spaces and an open access computer room. There is a common area, with kitchen facilities available, providing an informal space to meet with other postgraduate students and colleagues. An historic outbuilding has been transformed into a state-of-the-art recording suite boasting every aspect of technology needed for professional film and recording.

Newton Park campus

This is the largest of the campuses and is set on an amazing parkland estate (leased from the Duchy of Cornwall), in an idyllic rural setting – though only four miles from the city of Bath. The grounds were designed by the well-known landscape architect Capability Brown in the eighteenth century.

There can't be many universities in the UK that can rival this unique setting. As a student you might find yourself studying in the 14th century Castle tower (the oldest building on the campus and a scheduled ancient monument) or in the Creative Writing Centre in the Castle Gatehouse, another scheduled ancient monument, now equipped with the very latest computers and audio visual equipment.

It's not all ancient buildings. The campus is a real mix of the old and the new – and the two aspects are sympathetically blended. The modern buildings include a new award-winning Theatre and, a superb purpose-built concert hall, the Michael Tippett Centre – both offering music and arts enthusiasts opportunities to see (and be involved in!) performances and exhibitions.



Development plans

There are plans to implement a major building programme on the Newton Park campus, starting in 2012. The developments are very exciting and will provide superb new facilities for students from all disciplines, with additional specialist digital and studio resources for students planning to work in the broad range of creative and cultural industries. The plans include new academic/learning space and facilities; new social space; and new residential accommodation for students.

Sion Hill campus

Sion Hill campus is the main base for the Bath School of Art and Design. Sion Hill is in the Lansdown district of Bath – a residential area of the city renowned for its architecture, and within walking distance of the city centre.

A recent major refurbishment at Sion Hill campus means that specialist facilities and resources for art and design students are amongst the most modern in the country. There are well equipped studios and workshops: graphic communication studios, electronic media workshops, studios for art, textiles and sculpture, workshops for wood, etching, lithography and silkscreen.

You'll also enjoy the friendly community atmosphere at Sion Hill. It is in a very peaceful setting (despite its closeness to the city centre), and is surrounded by its own attractively landscaped gardens; the site originally belonged to a nineteenth century mansion house, and although the house was destroyed in the war, the ornamental grounds remain.

01 Entrance to Sion Hill campus at dusk
02 Corsham Court Postgraduate Centre
03 Lake at Newton Park
04 Corsham Court gardens (© Olaf Lange)
05-06 Drawings of the new campus development

Going for green: environmental issues

Students and staff share a strong environmental ethos and are very aware of their responsibilities to achieve sustainability and help reduce climate change.

Our environmental policy commits the University to continuous improvement in environmental performance across a range of activities including waste management, reduction and recycling, energy and carbon reduction, minimisation of emissions and discharges, developing sustainable transport, construction and refurbishment and sustainable purchasing. It also includes best practice in grounds management techniques.



The University has an excellent record of environmental performance and improvement:

- ▶ We've achieved a Platinum award (the highest level) under the national EcoCampus scheme, along with the international environmental management quality standard ISO 14001.
- ▶ We've achieved our highest rank so far in the 2011 People and Planet Green League Green League table – 7th out of 142 UK universities.



01 Lake at Newton Park campus
02 Peacocks at Corsham Court (© Olaf Lange)
03 Main House
04 Environmental champions
05 Students bikes



▶ **EcoCampus Platinum Award**



▶ **7th in Green League 2011**



- ▶ We're now recycling over 60% of our waste on campus, and are on target to increase this to 70% in another year.



- ▶ There's a Carbon Reduction Management Plan in place to enable us to achieve 50% reduction in our carbon emissions by 2020.



- ▶ We promote an awareness of the environment and best environmental practice through our courses where possible.



- ▶ We make no use of animals in our teaching and research other than the observation and monitoring of mammals and birds in their natural habitats for conservation purposes.

Support: Student Services

You'll want your time at university to be enjoyable, worthwhile, and full of new challenges and experiences. We have a range of specialist services to help you achieve your goals.



What's on offer?

Advice, guidance, information and ideas on a range of issues, provided by specialist staff who are happy to work with you, sharing their expertise, bouncing ideas around and guiding you (when you need guidance) through the enormous range of activities and issues that you will encounter.

It makes no difference whether you're a full or part-time student, UK, EU or international – you'll find a professional team of people with information, guidance and advice to hand. Email: studentsupport@bathspa.ac.uk

Well-being and money advice

Student Support advisors provide information, support and guidance on a range of issues, such as study-related difficulties; finances; relationship problems; loneliness; and mental and physical health. Student Support operates a combination of drop-in sessions and pre-bookable appointments. We won't make decisions for you – but we'll help you to make them for yourself.

► **For more info email welfare@bathspa.ac.uk**

Disabled students, including people with dyslexia

Our aim is to make Bath Spa University accessible to everyone and we welcome applications from disabled students. The Student Support team will work with you and other university staff to make

reasonable adjustments to help you get the most out of your studies and to meet your learning support entitlement. Contact us to discuss your needs with us as soon as possible, so that we can make sure that we are doing everything we can to help you enjoy your life and studies at Bath Spa.

Medical service

Our Medical Service is provided by a local GP practice and provides the full range of medical services from dealing with illness and injury to providing services such as contraception, vaccination, repeat prescriptions and general health checks. We encourage all students to register. You can attend one of the surgeries on campus or make appointments at the practice health centre in town at other times. Either way you'll have a choice of doctor or nurse appointment.



Faith services

In a multi-faith environment we welcome students of all faiths – and none. Members of the University Chaplaincy team visit the campus each week for a drop-in session and special events are organised to coincide with specific seasons.

Childcare

If you're a parent of children under five you can arrange for them to be looked after at Oak Tree Day Nursery at our Newton Park campus. Children of staff and the local community use the Nursery too, and there's a happy, secure and stimulating environment. The Nursery is in two adjoining houses, arranged for children of different ages (six months to two years, and two to five years). The services and activities provided are tailored to the needs of the babies and children, enabling them to explore and learn through play. The standards of care and nursery education are high – this was confirmed by an Ofsted inspection in 2009. The report comments: 'Children are happy and confident in a well managed, stimulating care and learning environment'.

You can book morning, afternoon or full day sessions, with student rates in the range of £18.75 to £19.75 per morning or afternoon session, and £37.50 to £39.50 for a full day, depending on the age of the child.

To find out more

Full details at www.bathspa.ac.uk/services/day-nursery/ or call the Day Nursery Manager on 01225 875590

01 Off to a lecture
02 Mature students get plenty of support

Reaching out to businesses

We aim to enhance the employability of all our graduates by ensuring that as a Bath Spa graduate you are well positioned and fully equipped to identify – and set foot on – the right career path for you.

As a student graduating from Bath Spa University, you'll leave with much more than a degree in a specific area of study. Throughout your course you'll acquire and develop a whole range of transferable skills, practical experience and industry insights that will make you highly attractive to employers.

We'll encourage you to start thinking about making the most of your future right from the start of your university life by accessing the professional support and wide ranging resources available to you throughout the year – and even after you graduate.

Careers professionals and industry experts work in partnership with lecturers and tutors to help develop key employability skills throughout your degree. They also work closely with employers and other industry partners to maximise both opportunities for students and awareness of our graduates' talents and achievements.

Excellent careers support

Our team of careers professionals is available to guide you in the right direction and suggest ways to help you make informed career decisions. Help with everything from CVs and job search strategies to assessment centres and even module choice is available throughout the year, with a range of one-to-one sessions, small group workshops, mock interviews, presentations and e-guidance options available to give you the right kind of support, how you want it and when you want it.

First to hear about industry opportunities

An array of physical and electronic resources helps you keep up-to-date with news of the latest vacancies, recruitment schemes and other opportunities. Recent developments in specific degree-related and employment sectors are available to you, as are the psychometric assessment tools, as used by major graduate recruiters. Our careers website and regular eBulletin is a rich source of information useful before, during and after your period of study.

Network with employers

You'll be introduced to graduate recruiters, local, regional and national employers and business experts through a range of industry events on campus. Through careers events and industry mentors to employer presentations and networking evenings, you'll have the opportunity to get up close and personal with the likes of the BBC, NHS, Future Publishing, Ordnance Survey, Hilton Hotels and many more, enabling you to find out about the many options open to you when you graduate. With over two-thirds of our graduates gaining employment in the south west of England, we work closely with local and regional employers to source and create the best graduate-level jobs, placements and internships for our students.

Gain essential work experience

Many subjects have placements or industry projects as part of their degree programmes,

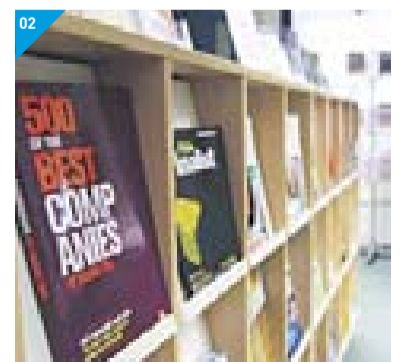
which can help you develop a range of skills and experiences to support your career development. Placements and internships are also available on an extra-curricular basis, both during term-time and vacation periods. Our careers and business support teams broker opportunities with businesses in the region, offering a wide range of opportunities for learning in a professional setting.

Work with an industry mentor

A growing team of business experts are on hand to work with you as "industry mentors", providing you with the opportunity to be supported by a trained professional working in a field of your interest including the creative and cultural, health, science and heritage sectors.

Supporting student enterprise Developing graduate entrepreneurs

As well as a host of possibilities within your degree to develop creative, innovative and enterprising ideas, many opportunities exist elsewhere at Bath Spa to unleash your entrepreneurial spirit. The University's Business Plan Competition inspires and rewards excellent new concepts and business start-up proposals from students. "InSparation" is a network offering support, advice and developmental opportunities for enterprising Bath Spa students.

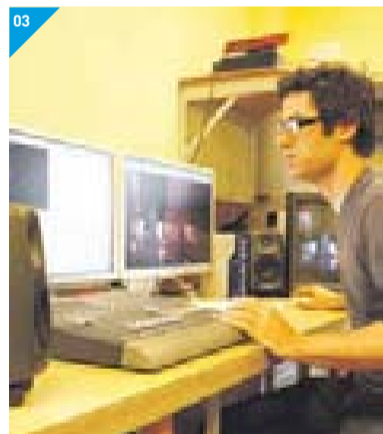
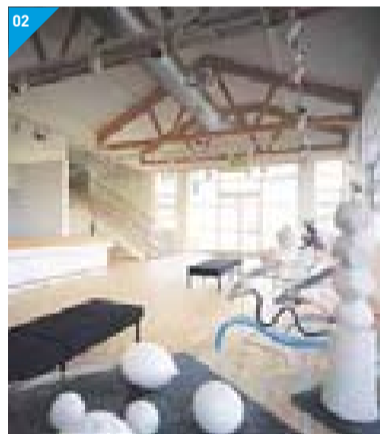


InSparation
Insights and knowledge for your futures

01 Networking with employers
02 Resources

Helping your learning

As a 'teaching-led' university we put a lot of effort into helping you get the most from your studies. You'll expect first rate lecturers, but you'll also get modern, well equipped libraries and IT suites; innovative teaching methods; the chance to study abroad – and much more!



Libraries

Each campus has a library with stock that reflects the courses that are taught there. The postgraduate centre at Corsham Court has a fully stocked library with a wide range of books and journals, and a full-time librarian available during the week to help with your enquiries.

At Bath School of Art and Design, the University has invested in equipping a central new specialist library facility which opened at Sion Hill in 2009. Here you can seek creative inspiration from a wealth of specialist books, up-to-date journals as well as collections of exhibition catalogues, slides and DVDs.

At Newton Park, our larger campus library, there is a comprehensive collection of books, journals, CDs and DVDs covering the wide range of subjects we teach. If you're an Education student there is a separate collection of resources to use when you are on teaching placements in schools. As well as traditional library materials there's also a large and increasing range of electronic resources such as electronic journals, electronic books and online services to help you access high quality information for your university work. Both libraries benefit from state-of-the-art self-service equipment and photocopying and printing facilities.

Study areas

The libraries are divided into separate areas for different kinds of study. If you want to work in peace there are "amber zones" where we ask people to talk quietly and not use mobiles. If you really need to concentrate you can work in a "red zone" where we ask people not to talk or use equipment that might disturb others. However, at other times you'll need to work with others on group projects, so we've set aside "green zones" where you can talk, use mobile phones, eat and drink. During 2010/11 the front area of Newton Park Library has been completely re-designed and refurbished to improve services and facilities for students. One of the main aims is to provide additional collaborative learning space and laptop docking points as well as a vibrant, modern and welcoming reception area and library information point. This exciting new study space will open 24/7 in term-time.

Getting help

Professionally qualified librarians run sessions that teach you how to find and use information – helping you to produce good quality work but saving you time as well. We also offer one-to-one tutorials, an electronic enquiry service and advice when you need it.

If you're a disabled student you'll get help on an individual basis to make sure we best meet your library and information needs. Check our website at: www.bathspa.ac.uk/services/library

Computer facilities

There are several hundred networked computers for students to use, many in open access rooms which are available in the evenings and at weekends as well during the day. You can use these computers for word-processing, spreadsheets, database work, email and access to the Internet. And you'll find user-friendly online help pages covering all aspects of IT at the University.

There are also specialised computer facilities across the campuses for subjects such as music, art and design, and media production. We have both PCs and Apple Macs as well as wireless connections for laptops.

When you become a Bath Spa student you'll be given your own email account – which you can keep for life!

Online learning

As a teaching-led university we make sure we're right up to date with the most advanced teaching methods, and all students have access to our online virtual learning environment, 'Minerva'. Minerva allows your lecturers to send course materials to you via the web – and makes these easy for you to find. It also provides various other features such as discussion boards which allow you to have online conversations with others from your course, and lets you submit coursework electronically.

01-02 School of Art and Design
03 Specialist facilities
04 Performance Hall at Corsham Court
05 High-tech studio pod at Corsham Court

Students' Union

Both postgraduate and undergraduate students automatically become members of the Students' Union when they start at Bath Spa, so you can take advantage of all our facilities and services.

Students' Union

The Students' Union is run by the students, for the students, so we would love you to get involved and add the benefit of your experience as a postgrad student.

What does the Union do?

The Students' Union is a democratic organisation which ensures that the student voice is listened to and acted upon. We support, develop and entertain students outside of their studies.

The day-to-day running of the Union is overseen by three Sabbatical Officers (the Union President, the Vice-President Communications & Campaigns, and the Vice-President Activities & Participation) and four part-time Student Officers. The Union employs full-time staff who help run the facilities and services provided by the Union, and who are always on hand to help you out.

How can the Union help you?

Like any other Union, we ensure that our members are getting a fair deal, whether that is from the University, your employer or even from your landlord. Our welfare and advice services can help with a whole range of student-related matters, from academic appeals to personal issues. We are here as your first port of call with any problems you might have – and we have the first-hand experience to be able to help.

Facilities

We have a new fitness suite built on campus with top of the range equipment. There's also a Union shop at Newton Park and the SU runs a bar at each site.

► **Newton Park holds all of the major event nights; with a capacity of 700, it is one of the largest venues in Bath itself.**

The main highlights of the week are on a Wednesday and Friday night, when we host our popular Flirt! and alternative events. For the larger Union events at Sion Hill, such as the annual Summer Ball, a large marquee is used.

Activities

The Students' Union manages all of the clubs and societies within the University. News and information about these can be found on the SU website – www.bathspasu.co.uk. Cheerleading, hip-hop dance, jogging, board sports, RAG... If none of the societies on offer sound like your cup of tea, you can always start your own society – just find ten like-minded people to join you.

Volunteering – Just V

Many students choose to give their time, energy and skills to helping local, national and international volunteering organisations – and in doing so develop themselves personally and professionally.

Sports

We have 20 active sports teams of which six compete in BUCS (British University & College Sport) at various levels and in different leagues. These teams include football, rugby, hockey, badminton, netball and American football. The teams play either mixed or as individual sexes, but no matter what your standard, you will always be able to join in with the team in some way.

Media

A new student media hub, SpaLife, covers TV, podcast radio and a termly magazine. SpaLife offers a mix of news, features, reviews, and home-grown talent, so is always relevant to student life at Bath Spa. Whilst the Students' Union provides training and support, every element of SpaLife is led by the students including editing, production, presenting and producing the content.

Further info

Check us out at: www.bathspasu.co.uk
E: bathspasu@bathspa.ac.uk

01-02 In the Students' Union
03 Relaxing on campus



Money matters: fees and funding

Postgraduate fees

20012/13 Provisional fees

Please note that all fees are provisional at the time of printing, and may be subject to change. Please visit www.bathspa.ac.uk/services/finance/students/ for the latest information on confirmed fees.

Channel Islands and Isle of Man residents

All Channel Islands and Isle of Man residents studying for taught postgraduate courses must pay a one-off registration fee of £650 in addition to UK/EU fees.

Postgraduate funding

There is no statutory funding in the form of student loans for postgraduate students unless you are undertaking a PGCE course. However, there are a number of sources where postgraduate students can apply for funding. For further information please visit: www.bathspa.ac.uk/services/student-services/current-students/student-support-service/money/post-grad-students.asp

For further information on financial assistance to support your learning, please visit: www.direct.gov.uk/adultlearning
T: 0800 100900

AHRC Studentships

Bath Spa University have AHRC (Arts and Humanities Research Council) funded studentships covering tuition fees and student maintenance in the following subjects:

- 1x PhD Creative Writing
- 2 x MA Creative Writing or MA Writing for Young People or MA Scriptwriting

- 1 x Master of Fine Art (MFA)
- 1 x MA Design (Ceramics)
- 1 x MA Design (Fashion and Textiles) or MA Design (Investigating Fashion Design)
- 1 x MMus (Songwriting)

The master's awards are under the AHRC Professional Preparation Master's Scheme. The PPM scheme supports students undertaking a course that focuses on developing high level skills and competencies for professional practice. For further information on these studentships, and any other studentships available, please visit www.bathspa.ac.uk/schools/graduate-school/

National scholarship fund for teachers

The new national scholarship fund is open to all teachers in England with qualified teacher status (QTS), currently employed in eligible schools. The scholarship focuses on four main priority areas; maths, English, science and special educational needs (SEN). Those taking awards within the Professional Master's Programme may be eligible to apply for a scholarship. Visit the TDA to find out more: www.tda.gov.uk/teacher/developing-career.aspx

Professional and Career Development Loans

A Professional and Career Development Loan could help you pay for learning that enhances your job skills or career prospects. It's a bank loan, so you'll have to pay it back once you've left your course. You can borrow up to £10k and you don't pay interest for the period when you're in learning.

UK/EU Fees					
	Full-time	Part-time	Half module	Single module	Double module
Research degrees (Mphil/Phd)	£3,765	£840	N/a	N/a	N/a
All taught postgraduate degrees with the following exceptions:	£4,565	N/a	£385	£765	£1,525
MA Heritage Management	£4,875	N/a	N/a	£815	£1,625
MA Travel and Nature Writing	£4,875	N/a	N/a	£815	£1,625
MA Business and Management	£8,280	£4,140	N/a	N/a	N/a
MA Feature Filmmaking	£10,350	£5,175	N/a	N/a	N/a
International Fees					
Research degrees (Mphil/Phd)	£10,030 – £11,095	N/a	N/a	N/a	N/a
All taught postgraduate degrees	£10,030 – £12,205	N/a	N/a	N/a	N/a

Trusts and Charities

There are a number of educational charities and trusts to which postgraduate students can apply to for grants. Often, financial help is reserved for students from poorer backgrounds, or for those who've achieved academic excellence. You can search for funding from educational trusts on the Educational Grants Advisory Service (EGAS) website www.family-action.org.uk/section.aspx?id=1037

The Bath Spa University Student Support Service is able to give you advice and support with your application. Email: studentsupport@bathspa.ac.uk

Disabled Students' Allowance (DSA)

- Non-means tested allowances for disabled students in higher education.
- They help to pay for extra costs that you may have to pay, when attending your course, as a direct result of your disability – such as the costs of a non-medical helper, major items of specialist equipment, travel and other costs.
- For more information on DSAs and how to apply, go to: www.direct.gov.uk/en/DisabledPeople/EducationAndTraining

Access to Learning Fund (ALF)

- Full time postgraduate students are expected to have a certain level of income;

- This is called notional postgraduate income (NPI) and in 2011/12 was set at £161 per week for single students and £129 for students with dependents;
- ALF cannot provide assistance with core living costs – these should be met by the student via the NPI;
- ALF cannot be used to meet the cost of tuition fees;
- Applications to ALF can be considered for expenditure over and above core living costs;

Useful websites

www.direct.gov.uk/adultlearning
www.prospects.ac.uk

Welcome international students

Bath has many international links and each year many students from all over the world come to live and study in what is one of the world's most beautiful cities.

Bath Spa receives students from about 40 different countries and has links with universities and colleges in Europe, the Far East and the United States. We are part of several ERASMUS and SOCRATES networks in Europe, and have non-European students exchange programmes with universities in Australia, USA, Malaysia, Japan and China. A growing number of international students are taking MA, MSc and M Phil/

PhD programmes at Bath Spa University, attracted by our high academic standards and individual attention.

Entry requirements

The course profiles in this prospectus will show general entry requirements for individual courses. In addition, non-native English speakers will need TOEFL 550 or IELTS 6.5 or equivalent minimum. Some

postgraduate courses, notably those in the area of creative writing, have higher English requirements.

Help and advice

Throughout your application we will take great care to make sure you have all the information and support you need to start your studies here confidently. This includes advice on immigration procedures, travel, accommodation or any other information you might need. enquiries@bathspa.ac.uk

Where do you want to live?

Choosing the right place to live is an important decision for international students. The most popular choice is to stay with a family (known as home stay). Other options include staying on campus or in shared private rented accommodation in Bath, although availability for these depends on the course you are applying to study. We can advise you on how to find suitable accommodation, but you will need to finalise the arrangements yourself. accommodation@bathspa.ac.uk

Fees and scholarships

For information on fees and funding, please see above. Students are advised to contact the British Council in their own country to find out about scholarships which are available. We are approved by the US Department of Education to certify student Federal Aid loans.

International Student Profile

Brittany McComas, MA Scriptwriting

"Before coming to Bath Spa I was a professional actor and singer. I recorded in Nashville TN, and I even worked for Disney. I have a BFA in Theatre from West Virginia University. After an independent study in the U.S. with playwright Frank Gagliano, I thought Bath Spa to be the perfect place to further my education in scriptwriting.

Bath Spa is one of the most beautiful places on earth. The faculty and administration made me feel at home here, and I knew I would receive a well rounded education in Scriptwriting. The tutors are amazing, and they don't spoon feed you. In the industry of writing, you can't expect jobs to fall in your lap. The course has taught me to make contacts and to go out and find everything I am looking for. Thus far it has already helped my career in ways that I never thought possible.

Bath Spa offers an immense selection of things to do when you are not studying; from donating a day on the weekend to charity; participating in the Bath festivals; to sports; the Student's Union nights; or filming a television series with industry professionals. I loved every minute I spent at Bath Spa."

Enquiries

Please do contact us if you have any further questions.

Bath Spa University
Newton Park Campus
Newton St. Loe, Bath
BA2 9BN, United Kingdom
Telephone: +44 (0)1225 875875
Email: enquiries@bathspa.ac.uk

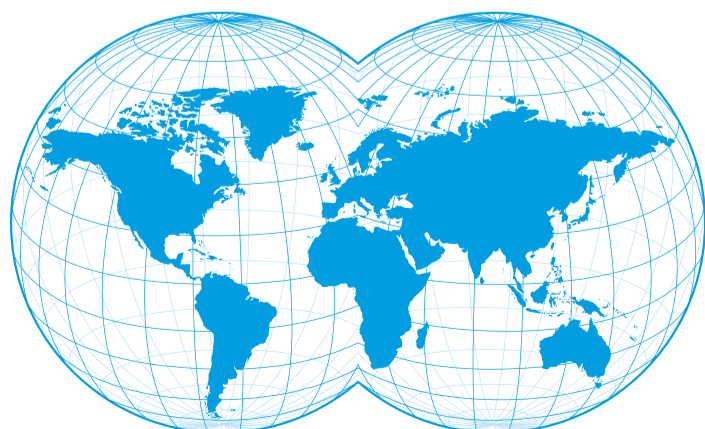
Useful websites for funding

British Council
www.britishcouncil.org

Education UK
www.educationuk.org
www.studentcashpoint.co.uk

US Federal Aid
www.fafsa.ed.gov

Scholarships for Japanese students
www.jasso.go.jp
www.cwaj.org



Research Degrees

Bath Spa offers opportunities for supervised, original research leading to the degrees of MPhil and PhD.

The University has research activity across all of its academic schools with particular strengths, as measured in the independent Research Assessment Exercise (RAE2008 – see www.rae.ac.uk), in Art and Design, English and Creative Writing, History, Music, and Psychology. All ten subject areas entered in RAE2008 (Biological Sciences, Geography, Psychology, Education, English and Creative Writing, Study of Religions, History, Art and Design, and Communication, Cultural and Media Studies) were judged to be contributing internationally recognised research (2* and above). In five areas (Music, Communication, Cultural and Media Studies, Art and Design, History and English) some of the research was awarded a world-leading rating (4*).

The University has received research grants and/or doctoral bursaries from the Arts and Humanities Research Council (AHRC) in History, English, Creative Writing, Art and Design, Study of Religions, Geography and Music. The University has also gained research grants from other major national funders, such as the Natural Environment Research Council (NERC), The Leverhulme Trust, British Academy, Arts Council, and many other charitable or commercial organisations. For details of current scholarships and/or bursaries available please see the University's main website.

Where there are a number of academic staff and doctoral researchers working together around common themes the

University has approved Research Centres and Research Groups (details of which can be viewed from our main webpage). The University particularly welcomes PhD enquiries from potential applicants whose research may complement that of the Centres and Groups.

Work at research degree level is one of the most demanding and rewarding experiences in higher education. It involves direct engagement with a chosen field of study and, through this, the chance to explore ideas and problems in considerable depth, and innovative ways. Successful completion of an MPhil or a PhD represents the fulfilment of a person's intellectual potential and a major life achievement.

Graduate School

Bath Spa organises its research degree programme through the Graduate School, based at the University's Corsham Centre. The Graduate School works closely with other Schools and all research supervisors. It also provides training, funding for seminars/symposiums and a travel conference fund for students presenting papers at conferences.

Every research student can expect close, experienced supervision and access to good library resources. In turn, they are expected to demonstrate consistent progress in their work and a commitment to the pursuit of excellence. Study can be on either a full or part-time basis. The University expects its research students to engage with the wider research environment both within the University and beyond.



02



03



04



05

01 The library
02 Quiet study
03 Main House
04 University Theatre
05 Graduation day



Working with academics

Bath Spa provides a lively research environment in which to study. The University is big enough to offer variety and diversity; yet small enough for a personal approach. There is space here to think, create and move forward. There is also the opportunity to work with academics who are not just authoritative, but also passionate about their subject.

Assessment methods

A research degree is examined through the presentation of a thesis and through a viva voce examination. For more details about the requirements, please visit the Graduate School website, and especially the Handbook to be found there.

The word length requirement for an MPhil in science or art and design is 20,000 words. For a PhD it is 40,000 words. In humanities, social science and education the word length requirement is a maximum of 40,000 for an MPhil and 80,000 for a PhD. It is possible to submit creative work as part of the thesis, in which case the word requirement is adjusted. The creative and written elements of the thesis are carefully related. It is expected that the written element will set the creative work in its relevant theoretical, historical, critical or design context.

Bath Spa University PhD Research Network (RESNET)

RESNET is a research student network run by and for Bath Spa University research students. The network arranges seminars, a research student support group and an annual symposium. It also liaises with the

Graduate School with the aim of promoting research student work within the university and beyond. All students are invited to join the group on enrolment.

Research strengths

Bath Spa has particular research strengths in the following areas:

Bath School of Art and Design

In Art and Design we offer supervision in 'practice-led' research degrees that involve creative work in the following disciplines: fine art, which includes painting, sculpture and video; graphic design; ceramics; fashion and textile design; illustration; new media; photography; digital imaging; electronic printmaking; interactive film; electronic design; media art practice.

► Every research student can expect close, experienced supervision and access to good library resources. In turn, they are expected to demonstrate consistent progress in their work and a commitment to the pursuit of excellence.

School of Education

In the School of Education we are able to offer supervision in research degrees linked to the following research centres:

Centre for Educational Innovation and Technology (CEIT):

The centre focuses

on investigating and developing innovative learning and knowledge technology (LKT) pedagogical solutions that ICT resources can provide for learners as critical thinking tools. CEIT researches new ways of understanding the epistemology of LKT and proffers learning theories and CPD solutions that enable technology integration and infusion into and across the education and training curriculum. The Centre aims to broaden knowledge of theory, policy and practice within the fields of ICT education, e-Learning, e-scaffolding and knowledge elicitation systems. Communities of Practice (CoP), virtual learning and reality learning environments.

Centre for Research in Early Scientific Learning (CRESL):

The centre promotes both individual and collaborative research and scholarship in primary and early years science education. CRESL fosters a collaborative approach to developing projects, including applications for external funding, to broaden knowledge of theory and practice within the field of early scientific learning and related fields.

Centre for Research in Arts Education (CRAE):

The centre embraces a broad range of disciplines within the arts, promoting inter-disciplinary arts and arts educational practice, and research. The Centre draws upon the distinctive specialisms at Bath Spa University, operating across the full spectrum of visual and performing arts: creative writing, dance, drama, music, visual art including traditional media and techniques, multimedia, video and installation.

Children and the Environment Research Centre (CERC):

The centre promotes both individual and collaborative research enterprise and scholarship in the field of children and their environments. It contributes to a body of knowledge of critical, philosophical, socio-cultural and political discussion within the field in addition to the international debate about improving children's well-being within the contexts of education and community. The Centre adopts a collaborative approach to developing projects and engages with an international network of professionals and academics.

Research Degrees Continued

Centre for Research into Inclusion and Vulnerable Learners (CRIVL):

The centre builds on work over recent years by an emerging group of researchers in the School of Science, Society and Management) working within the fields of inclusion and vulnerable learners (particularly those with dyslexia).

CRIVL's research focuses upon the development of interprofessional and interdisciplinary networks across children's and other agencies. The Centre is unique in its drive to: explore shifting policy and cultures of integrated services; identify theoretical perspectives arising from the drive for social and educational inclusivity and the Every Child Matters Agenda; and bring together researchers from frameworks beyond education to collaborate in the examination of issues such as, race, disability, poverty and health within a multi-cultural

Research programmes can also be offered in the areas of education policy and practice, international education, sociology of education and mathematics education.

School of Humanities and Cultural Industries

The School of Humanities and Cultural Industries can offer supervision in English Literature; Creative Writing; History; Study of Religions; and Communications, Cultural and Media Studies. Doctoral supervision is arranged within our specialist Research Centres.

Book, Text and Place (1500–1750) Research Centre:

The Book, Text and Place (1500–1750) Research Centre is dedicated to exploring literary and cultural history from the sixteenth to the eighteenth century. The Centre is composed of Dr Ian Gadd, Dr Stephen Gregg, Dr Tracey Hill and Dr Christopher Ivic, scholars who have secured major fellowships from both British and North American sources and whose work has appeared in prestigious presses and journals. Our doctoral students are active researchers, presenting and publishing their work, with an impressive record in attracting research grants; the Centre has twice secured full time AHRC funding for its PhD students. Postgraduate students



are encouraged to play an active role within the Centre's research-based and professional activities. The Book, Text and Place Research Centre particularly welcomes postgraduate research on the following subjects: literature and landscape; the cultural history of early modern London; print and manuscript culture; editorial theory and practice; femininity and masculinity; national identities in the Atlantic Archipelago; empire and colonialism in the eighteenth century; Daniel Defoe; and the eighteenth-century novel.

Contemporary Writing Research Centre:

The Centre for Contemporary Writing is the largest of the School's research centres. Cross-disciplinary in character, it involves staff and students from Creative Writing, Publishing, and English Literature. Its aims are to encourage, develop and support the research of its members; to produce new creative and critical works for publication, broadcast and other forms of dissemination; and to nurture and sustain a rich research environment. In RAE 2008, a large majority of the School's research in these subjects was classified as internationally excellent or internationally recognised; some was classified as world-leading.

The Centre has particular strengths in fiction, poetry, scriptwriting, and nature writing. Subject specific support and the development of our PhD community is given through our monthly Contemporary Writing PhD Research Forum. The Centre provides opportunities for its postgraduate students through its involvement in International Research Partnership involving Columbia College, Chicago. It promotes major events at NAWE and AWP conferences. The Centre sponsors a strand of events at the Bath Literature Festival and the Stand Up Poetry Series of public poetry readings in Bath.

PhD students have been involved in the touring production of Elizabeth Wright's play Vanessa and Virginia and an associated conference about the Bloomsbury Group. Future opportunities for postgraduate involvement will include MIX, a conference on all aspects of transmedia writing; and a conference and lifelong learning seminar series at the London Irish Women's Centre, funded by Ellen McWilliams AHRC Fellowship (the fellowship also supports Dr McWilliams' monograph, *Women and Exile in Contemporary Irish Fiction*).

Creative Writing: Candidates are invited to submit proposals for PhD projects that combine a full length manuscript (fiction, poems, play-scripts or literary non-fiction) with an element of supporting or contextualising research. The School has some of the country's best postgraduate programmes in Creative Writing, with an exceptionally strong team of publishing novelists, poets, scriptwriters, children's writers and writers of literary non-fiction. Many of our students have been successful in publishing their work and receiving literary prizes for it. We have an excellent record of securing AHRC funding for PhD students in this subject. The AHRC has awarded us full-time block grants for two PhD in Creative Writing students; these will be advertised for October 2012 and October 2013 starts.

English Literature: Candidates may propose English Literature PhD projects in any literary field. The Contemporary



Writing Research Centre has distinctive expertise in the work of William Styron, Ian McEwan and J. H. Prynne; women's writing (particularly Sylvia Plath, Margaret Atwood and Joyce Carol Oates); Irish literature and diasporic identity; modernism (especially Wyndham Lewis and Virginia Woolf); and crime fiction (with leading scholarship on Patricia Highsmith). The Centre welcomes applications that will build on and extend these areas of expertise.

History and Culture Research Centre

The Department of History at Bath Spa has active research clusters in British and Irish history (early modern and modern), international history, and the history of gender, heritage and the urban experience. 80% of the history submission to RAE 2008 was judged to be internationally recognised, internationally significant or world leading. The department currently has an active group of doctoral students working on a range of subjects, extending from the British army in the nineteenth century, 16th century queenship in Navarre, through various topics redefining the

18th–19th century cultural history of Bath from poverty to the media.

The department encourages research proposals and its research strengths include areas in early modern British/European social, political and cultural history; modern British history; Irish history; the history of the Islamic world; the history of intelligence and espionage; George Orwell, gender, politics and identity.

The Department's History and Culture Research Centre holds conferences and hosts other research activities. Encouraging applications exploring the particular questions based around the concepts of History and Culture, especially with regard to gender and the urban experience over time, and to the practical application of History and Culture through Heritage, the cultural history of the town and questions around gender, space, place and environment.

We would welcome applicants with research proposals closely related to these research areas.

Media Futures Research Centre

The Media Futures Research Centre is an interdisciplinary network of scholars and graduate students based in the Department of Film and Media Production and School of Humanities and Cultural Industries. The Centre supports research on all areas of media representation, reception and production with an emphasis on contemporary and future developments.

The media landscape is dynamic and understanding the commercial, cultural and political impacts of current and future change is a critical challenge. The Centre

seeks to place this challenge in a broad context, investigating developments in the cultural industries, new conceptions of media audiences, shifting patterns of media representation and identities and the role of transmedia and digital communication in shaping public understanding of key issues.

As a PhD student you will be part of a thriving research community which has received national and international recognition. You will have the opportunity to participate in a variety of activities including an annual research conference, a seminar series and research training, and enjoy the networking opportunities offered by the Department and the School. The University offers a Postgraduate Certificate in Teaching and Learning in Higher Education and the Department will support you in pursuing this award, providing you with a mentor and the opportunity to gain teaching experience in your specialist field.

The centre welcomes PhD applications in the following areas: Alcohol or drugs in the media; Animation; Contemporary celebrity culture; Digital media preservation; Feminism, femininity and popular media culture; Film and British national identity; Horror culture; Masculinity in the media; Media and cultural industries policy and work; Media education; Media fandom and subculture; Media policy; Metal studies; Motherhood and the maternal role; News reporting and journalism; Popular music industries and journalism; Videogames and the cultures of play; World cinema.



Writing and Environment Research Centre

The Writing and Environment Research Centre offers an exceptional level of expertise in the fields of ecocriticism and nature writing, with academics working as critics, creative writers (non-fiction writers, novelists and poets), writer-activists and pedagogical researchers. Bath Spa University has been in many ways the pioneer institution for ecocriticism in Britain, teaching the first modules in that field, publishing some of the first books and articles, and founding the UK branch of the Association for the Study of Literature and Environment. Thanks to our long-standing commitment to teaching environmental humanities, our library holdings have strength in depth, which complements the interests and commitments of our staff.

As the home of two former Chairs of the Association for the Study of Literature and the Environment (UK and Ireland) and the site for four previous conferences on ecocriticism and animal studies, Bath Spa has an impressive record in hosting and facilitating research in this field. Since 2008, the WERC has also supported the publication of Green Letters: Studies in Ecocriticism, ensuring that researchers here are kept abreast of the latest developments. Scholars in the Centre have long-standing connections with ASLE in the USA, and with branches and associated organisations in Australia, Canada, Europe, India, China and are actively engaged in collaborative international research projects.

We would welcome applicants wishing to pursue research in the theory and practice of ecocriticism, nature writing and all other kinds of environmental creative writing, environmental journalism, animal studies and the pedagogy of the environmental humanities.

Writing for Young People Research Centre

Candidates are invited to submit proposals for PhD projects that combine the manuscript of a novel for young people (8–12 or YA fiction) with an element of supporting or contextualising research. The School has a well-established and highly regarded specialist postgraduate programme, with a strong team of published writers for Young People and an excellent track record of student publication.

Other areas of postgraduate research within the School

Staff in the Department of English also have specific expertise in modernism, gothic studies, the work of Bram Stoker, the Victorian novel, and postcolonial literatures. The Department has a thriving community of PhD researchers working on topics including narratives of animal-human metamorphosis, early modern

theatre and popular literature, literature and climate change, and author-focused studies on Jean Rhys and Joan Didion. English PhD researchers also run a monthly English PhD Research Forum and play an active role in Departmental Research Days.

Research strengths in the Religions, Philosophies and Ethics team include: Indian religions in the modern period; East-West encounter from the nineteenth century onwards; religious education in national and international policy and practice; religions of South Asian origin in education; contemporary spiritualities such as Paganism in education; Theravada Buddhism; Buddhism in diaspora; Buddhism in interfaith; ethics of war, peacebuilding and reconciliation; Buddhism, politics & violence; contemporary Buddhist movements in Asia (India, China, Korea and Japan); ecological, existential and feminist philosophies; and contemporary religion and spiritualities including Paganism and women's spiritualities.

We would welcome applicants with research proposals closely related to these research areas.

School of Music and Performing Arts

The School offers supervision in Music as a research area, and we particularly welcome practice-led proposals that incorporate a portfolio of creative work. As a research centre, 80% of our submission was recognised internationally in terms of originality, significance and rigour, with 10% judged as being world-leading in the latest RAE exercise. Recent funded research projects include an investigation into the composition and performance practice of text scores, visual music, and songwriting in the higher education curriculum. All our staff are active as practitioners, and full details of their specific research interests and profiles, as well as information about the research environment in the School, can be found at the school website from the main bathspa.ac.uk webpage.

Research can be supported in the following areas in particular:

composition (electro-acoustic and instrumental), sonic art, experimental music, visual music, contemporary music, contemporary performance and performance practice, music analysis, historical performance, early notations, preparing critical and performing editions, medieval and renaissance musicology, early music, and ethnomusicology.

School of Science, Society and Management

The School can offer supervision for MPhil and PhD in biology, environmental

science, food science and technology, human nutrition, public health nutrition, geography, GIS, sociology, health studies, psychology and business & management.

Department of Science: Research in Biology is conducted through its Ecology Research group, and is wide ranging from algal flora of the Severn Estuary, to otter diet on the Somerset Levels, and to occupational and domestic exposure to fungal contaminants. One of its key strengths is in Ecology where there is expertise in habitat creation, algal flora of tufa formations, mammal and bird ecology, ecological impact assessment and risk assessment. Much of this work is done in close association with local and regional nature conservation organisations and is closely connected with consultancy work and postgraduate teaching undertaken by staff.

▶ Research students wishing to pursue an academic career can take the University's Higher Education Academy (HEA) accredited PGCert in Professional Learning in Higher Education at no extra cost.

Food and Nutrition research strengths in the areas of microbiology, food quality, food safety and control, human nutrition, public health nutrition and health and well-being. The subject also has strengths in human nutrition in particular type 2 diabetes, food product and process development, development of smart labels and industrial applications of immobilised enzymes. The subject has also conducted several consultancy projects for the food and nutrition sector, including the food industry, through its Food Business Centre, which houses the Centre for Food Product Development.

Psychology conducts its research through its Psychological Research Group which has particular strengths in evolutionary psychology and Parkinson's disease. Other strengths include lateralization of emotions and language, chronic health illness and rehabilitation and hearing damage in motorcyclists. Researchers in the group also have strengths in offender profiling and extra-legal defendant characteristics, psychosexual counseling and therapy and history of psychological therapy services.

The Department of Social Sciences:

The Department conducts research and consultancy in Geography, GIS, Sociology and Health Studies, through its Communities and Social Identities Research Group and Changing Landscapes Research Group.

Human geographers are involved in a wide range of research projects, which can be grouped into two major, and overlapping, themes: Landscape, Identity

and Representation and Development and Sustainability. Research includes both individual and collaborative projects, and includes traditional academic research and pedagogic research.

Physical geographers undertake research in the application of palaeoenvironmental indicators to reconstruct past environments, spanning marine, coastal, and terrestrial environments, using a variety of indicators such as microfossils (e.g. pollen and diatoms), macrofossils (e.g. molluscs), sedimentology, and geochemistry.

Research in GIS covers a wide range of applications of spatial technologies to environmental and social issues such as environmental mapping and monitoring systems, coastal zone management and disabilities and accessibility to open space.

The Department of Business Management:

The Department has particular strengths in Public Trust and Confidence in Relationship Marketing; modern conceptualisations of Business to Business marketing; the application of Market Orientation constructs; Ethical, Governance and Data Protection issues; integrating knowledge management activities into management information systems and exploration of innovative 'build-to-order' manufacturing concepts; to mention but a few.

Registration period

MPhil
Full-time:
-Maximum: 36 months;
-Minimum: 18 months.

Part-time:
-Maximum: 48 months;
-Minimum: 30 months.

PhD
Full-time:
-Maximum: 60 months;
-Minimum: 24 months.

Part-time:
-Maximum: 84 months;
-Minimum: 36 months.

Entry requirements

Applicants would normally as a minimum hold a first or upper second class honours degree from a UK HEI, or its equivalent. A relevant master's degree is also preferred. Applicants should note that they will normally be required to undertake research training as part of their studies unless they can demonstrate equivalent prior training (eg through a relevant Master's programme). Students register as an Advanced Postgraduate in the first instance. Application for formal registration for either the degree of PhD or MPhil takes place within six months, subject to a detailed and satisfactory proposal.

International students who do not have English as their first language may have to undertake an IELTS or TOEFL language test. The minimum accepted standard would be 6.5 on the IELTS scale. A higher standard for admission may be required in some fields.

- 01 Working on campus
- 02 Lecture
- 03 Antique gateway detail
- 04 The lake at Newton Park campus
- 05 Corsham Court campus
- 06 Discussion
- 07 Using the Glass Room in the Library for group work



Application procedures

All potential candidates are encouraged to discuss their proposed field of interest with the School or Department concerned before making a formal application. Please contact the Graduate School if you are not certain who you should approach. Details about entry procedures are given on the Graduate School area of the University's website. Application forms are available from the Graduate School Administrator. All applications must be accompanied by copies of academic certificates, a photograph, the names of two academic referees and a sample of written work.

Key features

- Every research student can expect close, experienced

supervision and access to good library resources.

- Work at research degree level is one of the most demanding and rewarding experiences in higher education.

- Big enough to offer variety and diversity; yet small enough for a personal approach.

- Research students wishing to pursue an academic career can take the University's Higher Education Academy (HEA) accredited PGCert in Professional Learning in Higher Education at no extra cost.

Enquiries

Please contact:
Allison Dagger,
Graduate School
Administrator
E: a.dagger@bathspa.ac.uk
or via the other contact details given on the Graduate School website:
www.bathspa.ac.uk/schools/graduate-school



School of Art and Design

Pradeep Sharma, Head of School

“Founded more than 160 years ago, the Bath School of Art and Design has a successful history and an international reputation for creativity and innovation. As part of the School, you will work with a wide range of internationally recognised art and design practitioners and thinkers. Dynamic teaching, excellent facilities and an atelier-style approach will give you an exciting specialist learning environment in which to achieve your potential.”

Taught postgraduate degrees

Curatorial Practice

Design: Brand Development

Design: Ceramics

Design: Fashion and Textiles

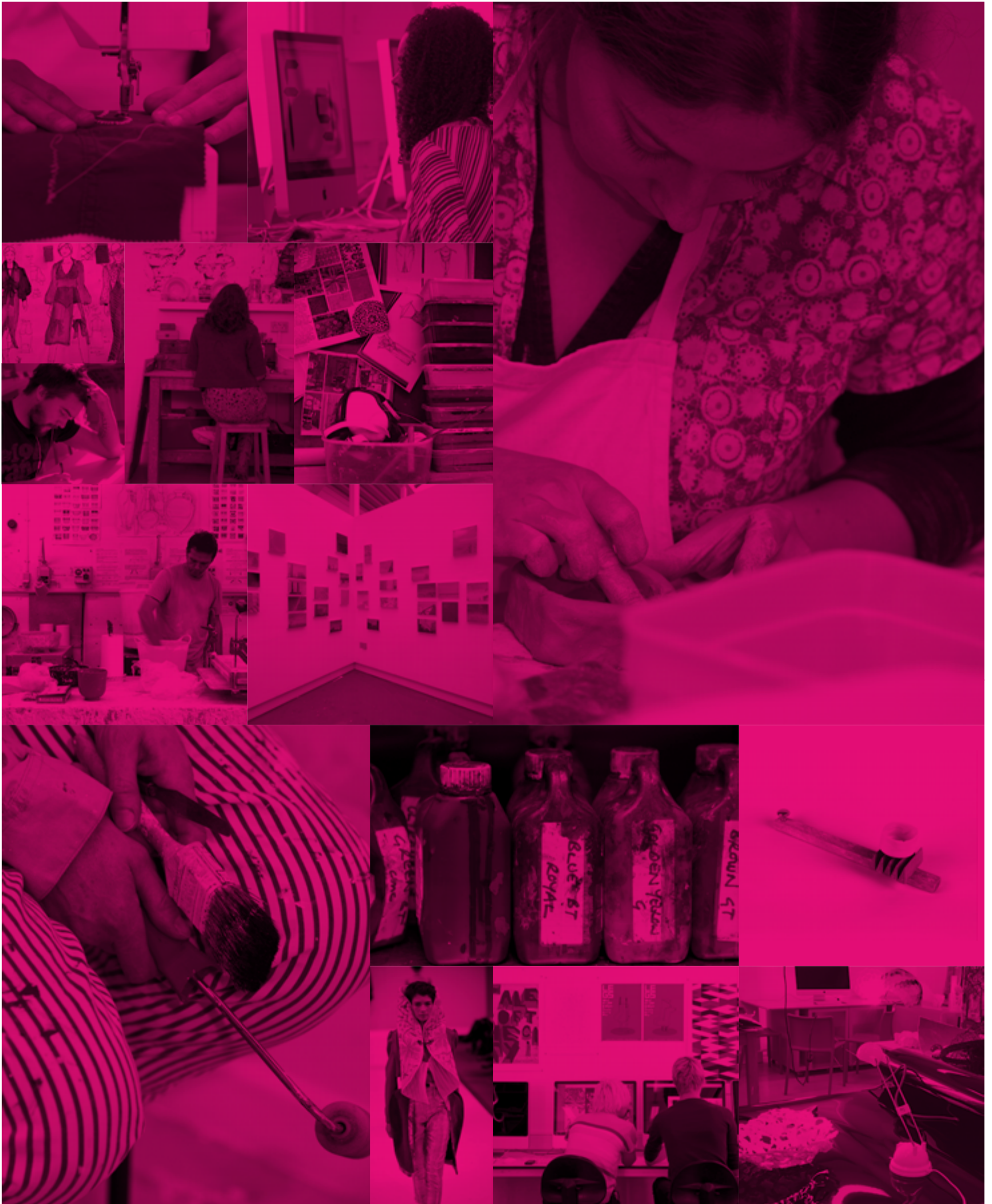
Design: Investigating Fashion Design

Fine Art

Investigating Crafts

Visual Communication





Curatorial Practice



This innovative course benefits from collaborative relationships with museums and galleries of national and international significance, notably the Holburne Museum, Bath; Arnolfini, Bristol; Spike Island, Bristol; and Bristol City Museum and Art Gallery.

Why choose this course?

It covers a wide range of curatorial approaches, from management of the historical collection to creative curating of contemporary art, craft and design. The course takes a broad view of curatorial practice and the programme includes consideration of activities in the private domain of the domestic interior, and in virtual reality, as well as commercial treatments, such as shop window display.

Course structure and content

The course is offered in both full and part-time modes. It is normally one year, (three trimesters) in duration in full time mode or six trimesters in part-time mode. The first two trimesters comprise taught sessions and assessed projects, while the Master's Project in the final part of the

course is by negotiated project. Completion of the first two modules on the course leads to the award of the Postgraduate Certificate, and completion of the first four modules leads to the award of the Postgraduate Diploma. Subsequent completion of the MA double module leads to the award of MA Curatorial Practice.

Modules

Research Methodologies

Part One introduces generic research methodologies with Part Two considering subject specific material, analysis and evaluation techniques.

The Role of the Curator

The Role of the Curator considers the changing role of the curator and the 'politics' of curating. It addresses developments in critical theory and their impact on curatorial practices and includes topics such as representing communities, ethnicities, gender issues, 'interventions', gallery learning, the 'post-museum' and creative curating.

Collections and Collecting

This element of the course considers private activities in the domestic interior, as well as public collections and their management. It covers material culture, the urge to collect, the collection as shrine, oral history and its methods, object studies, research in the archiving and management of historical collections, with the collection at the Holburne Museum in Bath providing an important case study.



Cultures of Display

The module looks at public and private modes of display. As well as considering a range of museum and gallery practices, it includes studies in domestic display, commercial display and digital display.

Master's Project

The Master's Project is capable of accommodating a variety of approaches for assessment. Examples might include (but are not restricted to) the traditional written dissertation, perhaps drawing on historical or archival case studies, research into and/or curating of an exhibition in a particular venue, and forms of digital production, such as the construction of a museum or gallery specific web site.

Teaching methods and resources

The MA adopts a 'practice-led' approach; while some sessions are delivered by university academics at the Corsham Court Centre, others are delivered by our collaborators and relate to particular case studies or collections. There are field trips to museums and galleries in the Bath/Bristol area and opportunities to work alongside museum and gallery professionals on selected in-house activities. 'Real life' projects can be pursued in response to assessment assignments, especially in relation to the final 'Master's Project' double module.

Assessment

- The ability to deal with complex issues in the area of curatorial

practice history, theory and context, effectively employing skill in analysis and synthesis as necessary.

- The ability to independently plan and implement research activities in the subject fields of curatorial practice, demonstrating professionalism, self-direction and originality.
- The ability to effectively propose and curate exhibitions, drawing on research and understanding.
- The ability to initiate and contribute to debate and discussion in relation to curatorial practice.
- The capacity to advance knowledge, learning and skills in the subject fields of curatorial practice.

Employability

Typical career destinations include:

- Curatorial work in museums and galleries
- Freelance curatorship
- Galleries/Arts administration
- Public Art
- Critical writing, such as exhibition reviews and catalogue essays

01 *Pieces of Russia* Exhibition at the BRLSI, Queen's Square Bath 1st - 4th June 2011. Curated by students from MA Curatorial Practice.

02 Detail of installation at Hamburger Bahnhof, Berlin

03 Detail of *Shards* by Jo Dahn

04 Detail of exhibition by Sue Bradley at Bath School of Art and Design Gallery

05 Detail from *Spoiled* by Elaine Wilson

and Design and have access to all Art and Design related facilities on the Sion Hill campus. The MA base is at Corsham Court, our campus for postgraduate practice and research.

Key features

- Collaborative relationships with museums and galleries
- Access to in-house museum and gallery archives and specialised libraries for research study
- Opportunities to curate exhibitions
- Offers of internships to graduating students

Applications

Application forms are available on the website and for any admissions enquires please contact:
T: +44 (0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

Please contact course director
Dr Johanna Dahn
T: +44 (0)1225 875694
E: j.dahn@bathspa.ac.uk

Awards

- Master of Arts (MA) Curatorial Practice
- Postgraduate Diploma (PGDip) Curatorial Practice
- Postgraduate Certificate (PGCert) Curatorial Practice

Course length

- MA full-time three trimesters (one calendar year)
- MA part-time six trimesters
- PG Dip full-time two trimesters (one academic year)
- PG Dip part-time four trimesters
- PG Cert full-time one trimester
- PG Cert part-time two trimesters

Fees

Please see page 12 for full details.

Course location

You will be registered in the School of Art



Design

Brand Development/Ceramics/Fashion and Textiles/Investigating Fashion Design



Awards	Course location
- MA Design: Brand Development/Ceramics/Fashion and Textiles/Investigating Fashion Design.	Design courses are taught at Sion Hill and Corsham Court. Investigating Fashion Design is also taught at the Fashion Museum in Bath.
- PGDip Design: Brand Development/Ceramics/Fashion and Textiles/Investigating Fashion Design.	Ceramics is also available via a distance learning route.
- PGCert Design: Brand Development/Ceramics/Fashion and Textiles/Investigating Fashion Design.	Fees
	Please see page 12 for full details.
	Funding
	AHRC Studentships available – see page 12 for full details
Course length	Applications
- MA full-time: three trimesters (one calendar year)	Application forms are available on the website and for any admissions enquires please contact:
- MA part-time: six trimesters	T: +44 (0)1225 875624
- PGDip full-time: two trimesters (one academic year)	E: admissions@bathspa.ac.uk
- PGDip part-time: four trimesters	
- PGCert full-time: one trimester	
- PGCert part-time: two trimesters	

The MA Design programme has four routes; Brand Development; Ceramics; Fashion and Textiles; Investigating Fashion Design.

Why choose this course?

You will choose one of these specialist routes, but students from all four routes will explore together common principles in the philosophy and approach to design. You will then focus on the diversity and individuality of your particular design specialism.

Course structure and content

The course is offered in both full and part-time modes. It is normally one calendar year (three trimesters) in duration in full-time mode, or six trimesters in part-time mode (this may be extended by negotiation).

The course is in three parts:

- The Postgraduate Certificate (PGCert) in trimester 1
- The Postgraduate Diploma (PGDip) in trimester 2
- Master of Arts (MA) in trimester 3

During the first two trimesters full-time students are expected to give four days a week to the course and part-timers two days a week (in each case through a mixture of taught and self-study hours). All teaching is supported by email and you will have a personal tutor and ready access to the course director.

For full-time students, trimesters 1 and 2 involve four modules leading to the PGDip. All students take a common module, Research Methodologies, in the first trimester. At the same time you will undertake the first module of your chosen design discipline in trimester 1, followed

by two further specialist modules in trimester 2. Finally an individually negotiated study forming a body of work, in trimester 3, completes the MA.

Teaching methods and resources

Specialist facilities include computer studios with over 70 Macs, as well as flatbed and transparency scanners. There is a recently re-equipped digital media studio. Ceramics students have workspaces in well equipped workshops, including CAD facilities. There is an excellent glaze laboratory and a range of electric and gas-fired kilns, including outdoor firing facilities for salt and raku. There is also a dedicated space and kilns for large-scale work. Fashion and Textiles students benefit from specialist studio spaces for both digital and screen printing, knitting, weaving, embroidery, laser cutting and pattern cutting, using the latest digital technology for CAD/CAM.

All students have access to workshops in photography, sound and video, etching and litho, as well as the specialist Art and Design library.

Entry requirements

The normal entry qualification is a good undergraduate degree or its recognised equivalent in appropriate fields of study (such as design; business; media; ceramics; textiles; art and design history) and by interview. Candidates with a good honours degree in an unrelated discipline and/or with relevant background experience will also be considered.

01 Bath and North East Somerset Council –Fashion Museum/ Photography by James Davis and Shaw & Shaw.

02 Krestina Juel Orpwood, MA Design: Ceramics

03 Colour swatches

04 Emma Ley, MA Design: Fashion and Textiles

Design: Brand Development

“This is a course I would definitely recommend to any undergraduate or alike who wishes to develop their skills and enhance their knowledge in one of the most important aspects of graphic design.”

James MacTavish, MA Design: Brand Development



Why choose this course?

Brand Development aims to develop the analytical, strategic and creative thinking processes together with the skills related to brand creation, identity, positioning and marketing.

Graduates from design, business and media programmes can take this opportunity to gain true insights and skills in the development of successful brands. Design and business procedures are brought together to interact in a positive and productive way to simulate best practice in organisations committed to brand creation and development.

Course structure and content

The course combines theory and practice through assignments, case studies, research, analysis, planning, reporting and the production of creative solutions to given problems. You will explore issues such as corporate and brand history; methods of research, analysis and evaluation; issues related to sustainability, marketing, graphic and packaging design; new product development; and design management. Talks by visiting professionals with roles in design/brand management in industry or independent consultancies are an important element of the programme.

The first two trimesters will involve a programme of lectures, seminars, group critiques, assignments, research and independent study. You will take four modules, leading to the Postgraduate Diploma (PGDip).

The final trimester, leading to the MA, comprises an individually negotiated study, which is research based, resulting in a body of work for assessment and supervised at interim stages by tutorial.

A choice of pathways is available at this stage allowing you to focus your study on either creative design or brand management issues.

Modules

Research Methodologies

Part One introduces generic research methodologies with Part Two considering subject specific material, analysis and evaluation techniques.

The Development of Brand Identity

Defining a brand, case studies of successful and unsuccessful brands, an analysis of the factors which contribute to the creation and positioning of brands, including brand mapping and market analysis.

History and Sustainability of Brands

An historical survey of brands and their evolution, a study of media strategies in support of brands together with a study of ethical, environmental and legislative issues.

New Product Development (NPD)

Needs driven methodologies for creating new brands and identifying NPD opportunities together with ideas generation techniques in a group dynamic leading to strategic approaches.



Master's Project

This Master's Project double module offers students a choice of emphasis in their studies either concentrating on creative or management issues within a comprehensive body of work that draws on the knowledge and experience gained through the taught programme.

Tutors

Paul Minott (course leader); Graham McLaren; Julia Moszkowicz. In addition, specialist professionals are invited to lecture on particular aspects of the programme. These are drawn from creative design and brand management roles within major corporations and organisations and independent consultancies.

Assessment methods

Normal requirements are the presentation of a body of work for each of the four taught modules. Typically this would include a report which is supported by research and investigation with evidence of statistical data accompanied by visual work demonstrating the strategic and creative approach to the assignment. The final MA dissertation requires the submission of a body of work that clearly and comprehensively addresses all the issues agreed and identified in the initial proposal prior to commencement. There are no written examinations.



Employability

The creative industries are increasingly looking for individuals who are not only able to produce creative solutions to problems but are able to ground these in the needs of the market. The course opens up career possibilities in design consultancies, advertising agencies, television companies, publishing, consumer-led industries and manufacturers, the retail sector, the public service sector including government departments, charitable and civic organisations, research organisations and marketing companies.

- 01 Seminar
- 02 Student's branding work
- 03 Branding seminar

Enquiries

Please contact
Paul Minott:
T: +44 (0)1225 876101
E: p.minott@
bathspa.ac.uk

Design: Ceramics

Ceramics aims to develop individual abilities within the subject, whether through practice or historical or theoretical study. Approaches range from sculpture and installation through to studio ceramics and design for products.

Why choose this course?

The course is distinctive in offering you the opportunity to specialise in ceramics as a medium allied to a breadth of possibilities, and establishing negotiated individual modes of practice.

Course structure and content

In the first trimester you will undertake a module in research methodologies in conjunction with students from other design disciplines. You will also be establishing and initiating your studio based creative practice through individual and group tutorials and critiques. This teaching will cover issues of technique together with aesthetic and design ideas and their interpretation and context within contemporary practice. This approach to studio work will be further developed in the second trimester, alongside an individual analysis of the relevant theoretical, cultural and social context for your work. The four modules taken in the first two trimesters lead to the postgraduate diploma (PGDip).

The final trimester, leading to the MA, comprises an individually negotiated and self-initiated body of work building on the knowledge and skills already acquired. You will be supervised by tutorial through to completion. The project will be selected from options giving an emphasis either to individual expression or a more design-based approach.

Distance learning route

Students may opt to take some or all of the modules on this course by distance learning. Teaching and tutorial support will be delivered via a combination of computer-based learning and campus visits, with assessment matched to the particular interests and needs of individual students.

This route is open to all students on the course. You may pursue both practice based and/or historical approaches to the study of ceramics by this means. The route will be of particular interest to those geographically distant from Bath, or who would find attending campus regularly difficult.

The technology used is simple and accessible. You will need access to a computer linked to the internet as materials are delivered through a standard web browser. We welcome enquiries from anyone interested in this option, and will be delighted to answer any questions you may have.

Modules

Research Methodologies

This module is intended to provide students with a strong sense of methodological purpose when thinking in, through and about their practice. Research Methodologies will outline established models of academic enquiry – both practical and intellectual – proposing ways to gather, analyse and communicate a wide range of data and ideas.

Initiating Creative Practice

A practice module, where students produce work based upon a programme negotiated and agreed with staff, designed to set an agenda and working plan.

Developing Creative Practice

A practice module, where students make work based on visual research on a programme negotiated and agreed with staff to develop studio work, awareness and understanding of relevant concepts.

Analysis of Contemporary Context

A module where the practitioner engages in a contextual consideration of their work by referring to cultural, critical, theoretical and historical perspectives employing advanced research methods alongside development of a proposed programme for the final MA module.

Advanced Studio Practice

You are expected to submit a comprehensive body of creative ceramic work which meets the agreed objectives, accompanied by documentation of visual and other research. It should include a written evaluation of the 'journey' and outcomes of your project, and aspirations for future developments.

Teaching methods and resources

Theoretical elements will be delivered as a concurrent contextualisation of your practical work along with study of the relevant research methodologies. In this way your practical work is firmly based in the theoretical and critical awareness of its context and potential market.

Tutors

Jane Gibson Mdes RCA (design and ceramic production and curating); Keith Harrison MA RCA (time-based installation); Nick Lees MA Cardiff (tableware, ceramic sculpture, critical writing); Jo Dahn MA PhD UWA (history and theory); Graham McLaren PhD RCA; Malcolm Ross-White (drawing). These staff will be supported by an extensive team of part-time staff, whose wide range of expertise is available on a regular basis. There is also a programme of visiting artists each year.

Assessment methods

The four taught modules in trimesters one and two are assessed through studio exhibition of work with a supporting statement, or the presentation of a document, accompanied in both cases by evidence of appropriate research. The final module for the MA is assessed through exhibition or exposition, according to the nature of the work, of all work for the module or a record of it, addressing the issues agreed in the initial proposal. There are no written examinations.

Employability

Typical career destinations include exhibiting, ceramic design and museum work, arts administration, public art and research.



Student profile

Daniel O'Riordan, MA Design: Ceramics

"I have a degree in 3D design and have also completed a PGCE, and before starting this course I was lecturing in Art and Design. I chose to do the MA in Ceramics at Bath Spa as the course has a reputation for high quality teaching and facilities, as well as offering the opportunities to develop my work. The course provided the flexibility to truly explore my personal and professional interests. Bath Spa is my local university and I particularly liked the compact, dynamic and well-resourced environment in which to study. This qualification has already helped my career, and since finishing I have opened a Design company, shown at trade shows, participated in national touring exhibitions, sold products to Italian design companies and have also become a senior lecturer. I would advise anyone considering the Ceramics MA course to be as dynamic and experimental as possible, break boundaries and do your own thing."

Enquiries

Please contact
Keith Harrison:
T: +44 (0)1225 875782
E: k.harrison@bathspa.ac.uk

01 Daniel O'Riordan
02 Mirka Golden-Hann
03 Glaze Research, Ceramics Studios at Corsham Court
04 Studio work in practice

Design: Fashion and Textiles



Student Profile

Caroline Ritchie,
MA Design: Fashion and Textiles

"By the end of my undergraduate degree in Creative Arts I had only just worked out a way that I wanted produce work, so I chose to do the MA Design: Fashion and Textiles course to help develop my skills and establish a good working practice.

Bath Spa University has a great textiles department and is in a fab location. There are excellent facilities, a wealth of knowledge in the department, and a friendly and supportive student body and atmosphere.

I did the course part-time, which was a real benefit to me. The first year I mainly concentrated on establishing my working routine. During the second year I feel that I had time to explore new techniques and skills in order to give another dimension to my work.

Since finishing my MA I have set up my business, Corita Rose, which specialises in fabrics and furniture. The knowledge gained during the course, and the time to hone my skills, was more important to me than the postgraduate qualification as I am running my own company. However, later in life the qualification may be of more significance."

- 01 Amor Sofa – Caroline Ritchie
- 02 Embroidery – Jo Chambers
- 03 Cork – Sam Pickard
- 04 Bookends or Doorstops – Sarah Nicol
- 05 Hoop and Bird cushion – Caroline Ritchie

Enquiries

Please contact
Frances Turner:
T: +44 (0)1225 876134
E: f.turner@bathspa.ac.uk



Why choose this course?

Fashion and Textiles aims to develop the creative process for designers in conjunction with valuable marketing and business skills.

The course is aimed at ambitious designers, designer-makers or textile artists who wish to develop opportunities within the profession and who may wish to set up on their own or with others in small teams.

Course structure and content

You will be introduced to research skills and methods, product development, design management and methods, with marketing and business skills. The emphasis of the course is learning how best to present ideas, and where and how to place them in the market.

The course is developed through seminars, lectures, tutorials, visiting speakers, group critiques, market research and personal research.

You are encouraged to trial a product in the market. This may be through first hand experience, or through working with studios and agents for designers, shops and craft markets (for designer makers), or with galleries or public spaces (for textile artists).

Students propose a route of study through the course to explore and research a chosen area of textiles in knit, print, weave, or embroidery for fashion or interiors, or in fashion design.

Modules

Research Methodologies

Part One introduces generic methodologies with Part Two considering subject specific data retrieval analysis and evaluation techniques.

The Development of Product, Market Research and Product Ideas

Developing ideas technically and aesthetically, in-depth investigation into techniques and researching to market.

Marketing Skills

Marketing and Business skills – developing an understanding of marketing requirements for textile designers and artists.

Product Sampling and Development and Research

Initial product sampling techniques and investigation. Developing and progressing ideas to enable the creation of new products. Range planning.

Teaching methods and resources

The first trimester (PGCert) consists of two modules. Research Methodologies consists of a taught programme of lectures, seminars, group critiques, and assignments. You will also negotiate a programme of study for the Product, Market Research and Product Ideas module. The emphasis at this level is on ideas. During the second trimester (PGDip) you will take two further modules:

Marketing Skills comprises of lectures, seminars and research; the Development of Product and Product Ideas is negotiated by each student. The final trimester, leading to the MA, involves a negotiated study which you will propose. The study will be research based resulting in a body of work for assessment.

Tutors

Frances Turner (course leader); Kerry Curtis; Professor John Miles; Sue Bradley; Tim Parry-Williams; Louise Pickles. These staff are supported by a team of visiting lecturers.

Assessment methods

The PGCert is assessed by studio exhibition and/or portfolio presentation with a marketing report. The PGDip involves a written report including market analysis of your chosen product field. Practical work is presented by studio work and/or portfolio. For the MA you will present a cohesive body of creative work, supported by written work.

Employability

The main aim of the course is for students to identify their own employment opportunities. Other possibilities may include textile design, product or fashion design, retail or sales and marketing opportunities, teaching, trend prediction and promotion, or further research in industry or education, and exhibiting in galleries as a textile artist.

Design: Investigating Fashion Design

A fast-paced, dynamic and demanding course with a strong emphasis on creativity and innovation underpinned with strong technical skills.

Why choose this course?

Investigating Fashion Design is concerned with the study, analysis and written critique of historical and contemporary dress in a museum environment.

Researchers on this course will engage with the wealth of fashionable dress resources held in the internationally renowned Fashion Museum, Bath. The course aims to enable students to work independently with the collection, whilst attending supporting lecture and seminar programmes. These will develop an understanding of fashion and its contexts through objects, and museum based study. Students will work with curators and museum professionals as well as academics and designers in order to fuse theory and practice and to develop innovative approaches to the study, display and dissemination of fashionable dress. Additionally, students are encouraged to present their research in a public arena and are offered the opportunity to study for a Postgraduate Certificate in Professional Learning.

Course structure and content

The course is offered in conjunction with the Fashion Museum in Bath and incorporates a lecture and seminar programme. The provision of teaching and learning opportunities within the museum affords students access to a working museum environment, where they will gain hands-on experience of data collection and collation, garment handling, dressing and photography. Students will have access to the whole museum collection. Combined with a rigorous academic taught programme, students will also benefit from the teaching and learning offered within the Bath School of Art and Design. Group visits to other national collections will constitute part of the course.

Modules

Research Methodologies

Part One introduces generic research methodologies with Part Two considering subject specific material, analysis and evaluation techniques.

Material Evidence 1

The module, split into two inter-related segments, aims to introduce students to professional practice in museums and learning and teaching environments. This will largely consist of independent study supported by Blackboard (online learning).

Fashion History and Theory

This element of the course is intended to introduce students to the key issues arising from fashionable dress from the past in the present. Consisting of a taught lecture and seminar programme, students will be encouraged to discuss a variety of topics pertinent to an analysis of both historical and contemporary dress.

Material Evidence 2

The module is split into two parts which address practical and ethical issues arising from working in the public sector.

The first element addresses the use of learning technology in Higher Education:

to include PowerPoint presentations, image location, virtual learning environments such as Minerva and Blackboard, photography and video work. The second element investigates the roles and responsibilities of the higher education lecturer, which will address the ethics and duties of the post.

Master's Project

The Master's Project double module offers students the opportunity to investigate an area of the museum collection in detail culminating in a 20,000 word thesis.

Tutors

Dr Jo Turney (Senior Lecturer, Dept. of Research, Critical and Postgraduate Studies); Rosemary Harden (Curator, Fashion Museum, Bath). Visiting tutors will also constitute the teaching staff.

Assessment methods

All course work is assessed by project and written submission. There are no written examinations. On successful completion of the course students should be able to:

- discuss and analyse fashionable dress in context;
- critically investigate and research theoretical and object based approaches to fashion, textiles and dress;
- articulate and demonstrate an understanding of the purpose and workings of the contemporary museum and collections;
- undertake significant object based research demonstrating appropriate methodologies;
- communicate innovative approaches to the study of fashion, textiles and dress;
- use a variety of technology and media;
- write and communicate research projects effectively;
- produce a research project suitable for publication, presentation or exhibition.

Employability

The course aims to encourage the engagement of students in professional activities, developing skills suitable for the following careers:

- Dress historian
- Academic in a further or higher education institution
- Fashion writer
- Archives and museums



Enquiries

Please contact
Dr Jo Turney:
T: +44 (0)1225 875552
E: j.turney@bathspa.ac.uk

Key features

- Access to a world renowned collection of fashionable dress
- Conduct and present original research to a wide audience
- Publish your research project
- Understand key issues relating to teaching in a higher education environment

01-04 Bath and North East Somerset Council – Fashion Museum. Photography by James Davis and Shaw & Shaw.

Fine Art

Why choose this course?

Fine Art is a wide ranging field of activity, from painting to electronic and live art, and has grown rapidly in recent years to become a key cultural factor as demonstrated by the growth in the audience for art and in the media attention it attracts.

The MFA is a studio based programme dealing with the whole range of Fine Art, from painting and sculpture to video and live art, each supported by good facilities and taught by nationally and internationally practicing artists and including discussion of artists' practice, exhibiting and curating.

Course structure and content

On this practice-based Master's programme an individual programme of studio work, negotiated with staff, will re-establish and then develop your work, potentially to professional, exhibiting level. Progress is guided by both scheduled and optional individual tutorials, and group critiques of work.

The context for studio work is informed and clarified by a programme of seminars and discussions which set out a wide range of practice, both in terms of individual artists' work and contemporary museum, gallery, exhibiting and curating activity.

This programme is taught with contributions from the staff and from artists and directors and curators of galleries of national and international standing. The programme content varies from year to year according to material available in exhibition in Bristol, London and other centres to which study visits occur on a regular basis – there are currently six to eight study visits to London each year between October and June as well as optional participation in two overseas study visits each year, currently to Paris and New York or Berlin.

Teaching methods and resources

The programme runs for a 45 week, three trimester year, from October to January, February to June and June to September. Full-time students will have studio spaces in the Bath School of Art and Design. Part-time students provide their own working facilities in the Bath area and the University may be able to assist with these arrangements.

The course is organised in conjunction with the Artist Teachers Scheme (itself organised by the National Society for Education in Art and Design with support from the Arts Council) through which specialist art teachers prepare for Master's level study.

Specialist facilities include computer studios with over 70 Macs, as well as flatbed and transparency scanners. There is a recently re-equipped digital media studio. All students have access to workshops in photography, sound and video, etching and litho, as well as the specialist Art and Design library.

Tutors and visiting lecturers

- Daniel Allen – Head of Department
- Roger Clarke – a sculptor who has exhibited in Europe and the UK.
- Robert Fearn – a video maker who has presented his work in Europe and the UK.
- Maria Lalic – Professor of Painting, who has exhibited worldwide and has work in collections including those of the Tate, V&A, ACE museums in Germany and Austria, DTI and Deutschebank.

- Ed Whittaker – an artist who uses photography and has exhibited in Europe and the UK and has work in many collections including the IWM.
- Camilla Wilson – a painter who has exhibited in Europe and the UK

These staff will be supported by other members of the fine art staff and a team of visiting lecturers, who in recent years have included: Glenn Brown; John Chilver; Mathieu Copeland; Stephen Cox; Andrew Cross; Kathy Dalwood; Natalie van Doxell; Peter Fillingham; Mick Finch; Stephen Foster; Matt Franks; Martin Grimmer; Alexis Harding; Gerard Hemsworth; Tania Kovats; Wendy Lewis; Sandie Macrae; Craig Martin; Mariele Neudecker; Kay Pallister; Barry Schwabsky; Rosie Snell; Andrew Southall; Michael Stubbs; Xa Sturgis; Tom Trevor; Paul Winstanley; John Wood and Richard Woods.

Assessment methods

Examination of each stage of the studio element of the course is by exhibition and students make an oral/visual presentation of their 'position' at the Postgraduate Diploma stage.

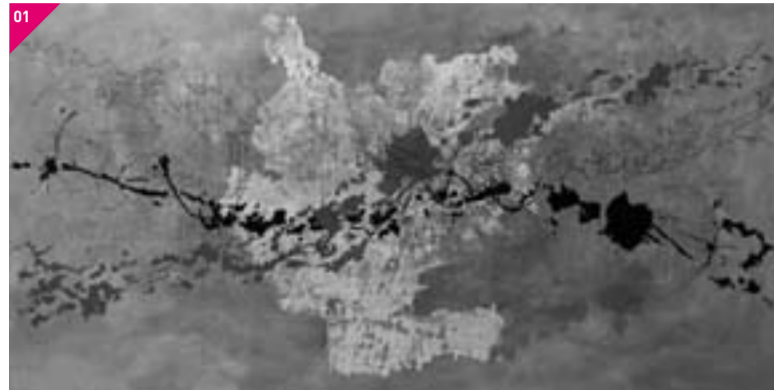
Entry requirements

A good first degree in Fine Art or its equivalent in terms of learning or experience. Fundamentally you will be selected on your ability, as demonstrated in a portfolio and interview, to succeed on the course.

Employability

Bath Fine Art graduates from BA and MFA courses have worked and exhibited widely as professional artists, had work purchased by the Tate and other institutions, represented the UK in exhibitions such as the Sao Paulo Biennale and have been nominated for the Turner Prize. Graduates work as curators and gallery professionals in public and private galleries and for arts councils and organisations, and write for journals. We anticipate that with the collaboration of the Artist Teacher Scheme there will be regular recruitment from the profession and that a number of graduates will return to teaching or become lecturers.

- 01 Lydia Halcrow
- 02 Inigo Rose
- 03 Ceinwen Birrell
- 04 Ursula Buxton
- 05 Toby Poolman
- 06 Alison Armitage



Student Profile

Lydia Halcrow, MFA Fine Art

"I chose to do the Master of Fine Art at Bath Spa because of the reputation of the course and the tutors. Also being based in Bath was a big bonus and linked closely to my practice. I combined starting the course with a permanent move to the South West. Bath Spa has some of the most beautiful and inspiring campuses of any university and the School of Art and Design has recently been refurbished with excellent facilities. I particularly liked the small size of the course, it meant it was more intimate with regular contact with tutors – not only the formal meetings, but some of my most valuable conversations were with tutors passing through the studio space. This was invaluable and something I think larger art schools might not provide. The visiting lecturers were great, as was the studio

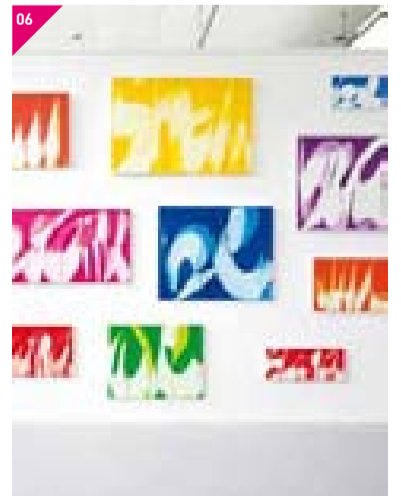
space – it meant I could work on huge canvases which was really liberating!

Since finishing the course I have been painting full time – working from an artist studio in Bristol. I have also been exhibiting work and developing my practice. Completing this course has given me credibility to apply for residencies, competitions and opportunities to exhibit. I now have a network of artists that I met through the course – we get together and critique each other's work, and put on shows together.

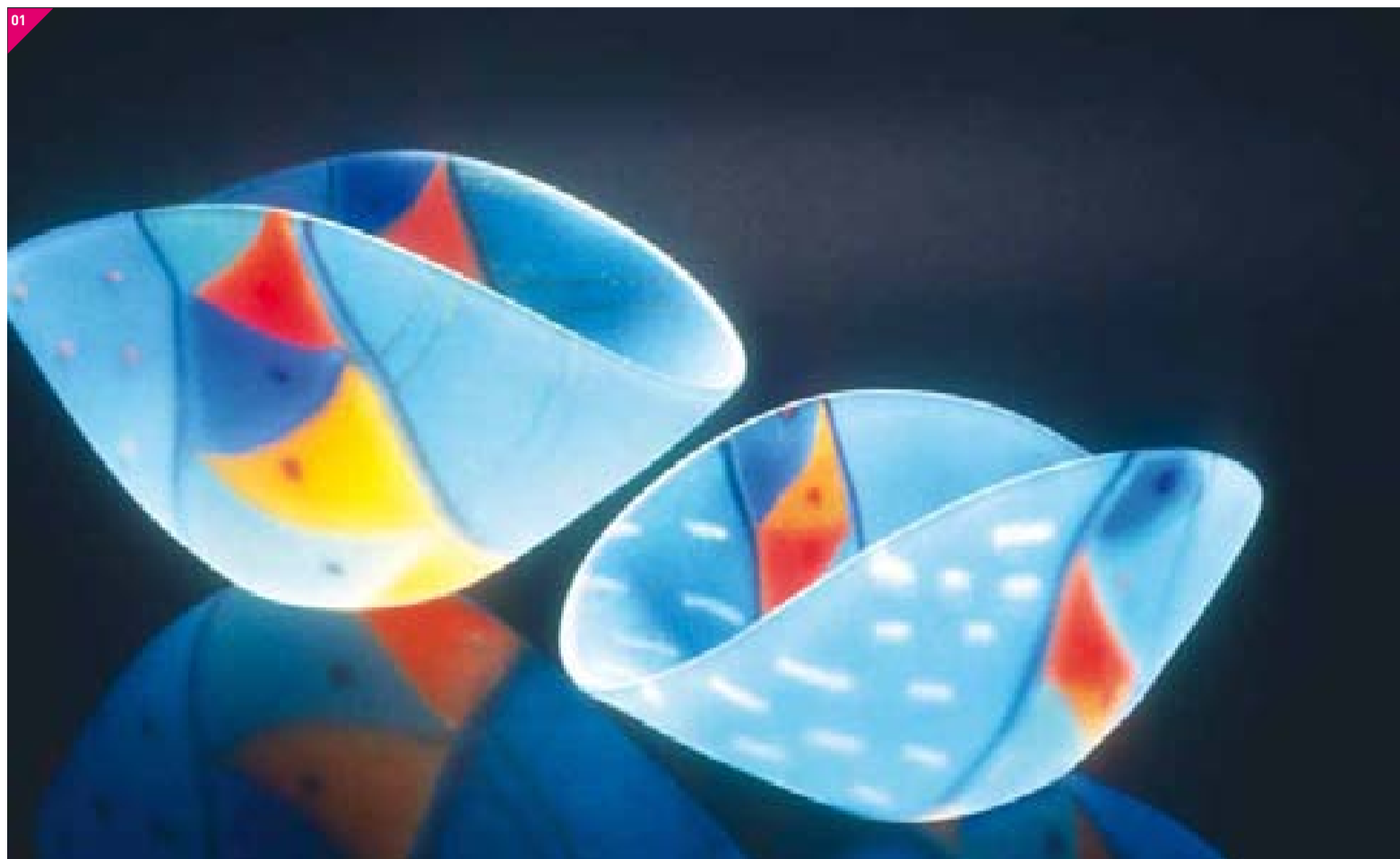
If you are considering doing the MFA I would advise you to get together a strong portfolio of work, research other artists, and have an idea of how you want to develop your practice and what you want to get out of the course."



Awards	Course location
- Master of Fine Art (MFA)	- Sion Hill and Corsham Court campuses
- Postgraduate Diploma (PG Dip)	
- Postgraduate Certificate (PG Cert)	Key features
	- Studio work and contextual/exhibition study taught by practising artists exhibiting nationally and internationally.
	- Link to Artist Teacher Scheme.
Course length	Applications
- MFA full-time: three trimesters (one calendar year)	Application forms are available on the website and for any admissions enquires please contact:
- MFA part-time: six trimesters (two calendar years)	T: +44 (0)1225 875624
- PG Dip full-time: two trimesters (one academic year)	E: admissions@bathspa.ac.uk
- PG Dip part-time: four trimesters	
- PG Cert full-time: one trimester	Enquiries
- PG Cert part-time: two trimesters	Please contact course leader
	Professor Maria Lalic:
Fees	T: +44 (0)1225 875818
Please see page 12 for full details.	E: m.lalic@bathspa.ac.uk
Funding	
AHRC Studentships available – see page 12 for full details	



Investigating Crafts



This unique course supports those wanting to write about, teach or curate Craft in both its contemporary and historical contexts.

Why choose this course?

The central aim of the course is to produce graduates who are adept at placing Craft activity (whether their own or others) into a strong context, and articulate in communicating its meanings and messages to a larger audience.

Course structure and content

The course is offered in both full and part-time modes. It is normally one year, (three trimesters) in duration in full-time mode or six trimesters in part-time mode. The first two trimesters comprise taught sessions and assessed projects, while the Master's Project in the final part of the course is by negotiated project only. Completion of the first two modules on the course lead to the award of the Postgraduate Certificate, and completion of the first four modules leads to the award of the Postgraduate Diploma. Subsequent completion of the MA double module leads to the award of MA Investigating Crafts.

Modules

Research Methodologies

Part One introduces generic research methodologies with Part Two considering subject specific material, analysis and evaluation techniques.

The Historical and Theoretical Context of Contemporary Craft

This module provides you with the historical understanding needed to contextualise contemporary crafts. You will be introduced to key texts and to the history of ideas underpinning craft during the modern (post 1660) period.

Investigating Craft Practice

Using the methodological tools and the historical understanding provided by earlier modules, this module encourages you, working collaboratively with others to examine, analyse and report upon contemporary craft practice in a discrete geographic area. You will be supported to publish this data as an article, book or website that is aimed at a 'popular' audience. The module will encourage you to be as adventurous as possible in your interpretation of this brief and in the range of the craft practice that you examine.

Consuming Contemporary Craft

The consumption of craft is key to understanding its role in society. This aspect of craft has, however received far less attention than its practice (making). The module addresses issues including the role of the museum sector; approaches to selling including galleries and fairs; the role of crafts in the home and the perception of craft activity in the media.

Master's Project

You will build on the knowledge and skill you have acquired to propose, negotiate and pursue a self-directed project, supervised by your tutors through to completion. The Master's Project is capable of accommodating a variety of approaches. Examples include, but are not restricted to:

- A written dissertation;
- A curated exhibition relating to contemporary or historical craft activity;
- Production of digital materials relating

to contemporary or historical craft activity including websites, DVD media.

Teaching methods and resources

"...critical debate is vital to ensure the continued renewal of the sector... there are high numbers of the public interested in Craft [but] perceptions and media coverage tend to undervalue craft"
Crafts Council Strategy & Plans, 2008

This course delivers the history, theory and context of crafts activity in ways that help to contextualise current craft practice. The central premise of the course is that craft practitioners, together with those concerned with their work need a solid grounding in these areas as well as skills in writing, speaking, presentation and promotion in order to survive in a competitive commercial arena. The course content investigates Craft in its widest, modern definition. Craft is now a politically loaded, globalised term that is as much discussed in relation to the 'new technologies' as it is in respect of single maker, hand production activity.

The course utilises the rich heritage of Crafts activity to be found in the South West of the UK to offer you the opportunity to study in a number of contexts. As well as lectures, seminars and tutorials at our Sion Hill campus you will be working at the University's Corsham Court research centre, where you will be part of a vibrant postgraduate research community. Study visits to practicing craftspeople are an important part of the syllabus, and you will use your new skills to work collaboratively and supportively alongside them. The course offers you the opportunity to study internationally via our partnership arrangements, and for those geographically distant from Bath there is a distance learning route available.

Assessment methods

Assessment on the course is intended to not only support and test your learning, but to support you in a number of potential routes to future employment. Whilst on the course you may experience the following types of assessment:

- A written assignment;
- A collaborative project;
- An oral presentation;
- A written dissertation;
- A curated exhibition relating to contemporary or historical craft activity;
- Production of digital materials relating to contemporary or historical craft activity including websites, DVD media.

Entry requirements

Admission is normally based on a good undergraduate degree in an appropriate discipline together with an interview. Applicants with a good honours degree in a related discipline and/or with relevant work experience will also be considered. Overseas applicants will be assessed on the basis of their qualifications and statement included in the application form. To help applicants – especially those from overseas – to decide if this course is appropriate for them, it is advisable to contact the Course Director prior to application.

Employability

Typical career destinations include:

- Crafts curator
- Journalist
- Crafts practitioner
- Gallery owner
- HE teacher
- Researcher
- Writer

Awards	Key features
- Master of Arts (MA) Investigating Crafts	- A unique course offering a new dimension to this aspect of the creative industries
- Postgraduate Diploma (PGDip) Investigating Crafts	- Opportunities to work with, and alongside Crafts practitioners
- Postgraduate Certificate (PGCert) Investigating Crafts	- Assessment tasks designed to support vocational needs
	- Opportunities for study abroad via international partners
	- Distance learning route available
Course length	Course location
- MA full-time three trimesters (one calendar year)	Sion Hill and Corsham Court campuses
- MA part-time six trimesters	
- PG Dip full-time two trimesters (one academic year)	Applications
- PG Dip part-time four trimesters	Application forms are available on the website and for any admissions enquires please contact:
- PG Cert full-time one trimester	T: +44 (0)1225 875624
- PG Cert part-time two trimesters	E: admissions@bathspa.ac.uk
Fees	
Please see page 12 for full details.	
Enquiries	
Please contact Course Director Dr Graham McLaren T: +44 (0)1225 875520 E: g.mclaren@bathspa.ac.uk	

01 Examples of contemporary British glass

02 Eighteenth century slipware

03 An early 19th century clay modelling studio

Visual Communication



Cities are sites of cultural, business and political exchange. Visual communication is a principal mode by which this exchange occurs. From large urban structures, through to an individual's footprint, the visual connects distinct facets into a particular and personal experience.

Course structure and content

The MA Visual Communication is an innovative and accessible program with three specialist routes in Graphic Design, Illustration and Photography. The program will examine urban context through three international cities, where students will generate both individual and collaborative responses. The course is distinctive in its structure. Its students will gather at four week-long residential sessions, at Bath Spa University and in two other international cities. The destinations will vary and may include New York, Bangalore, Chicago, Tokyo, Las Vegas, Bangkok and others.

There will be programmed lectures, presentations and frequent opportunities to explore each city. A great advantage of the course structure is its collaborative

workshop sessions — Charrettes — in which students will share concentrated periods of intense study, designed to help the development of ideas. The residencies will be social, as well as educational.

Following each residency, individuals will develop their projects with online or onsite tutorial support. Collaborations and discussions with peers will continue through blogging and video conferencing. Students can also have access to workshop, darkroom and print facilities should they require it.

The flexibility of this course will allow MAVC students to work anywhere; you will not need to re-locate in order to study. The course is therefore ideal for emerging as well as established practitioners. In addition the course offers great potential to

develop working relationships with those sharing a common interest, from a variety of countries and cultures across the world.

Modules

Research Methodologies

Part One introduces generic research methodologies with Part Two considering subject specific material, analysis and evaluation techniques. This will be delivered online or onsite at Bath Spa University.

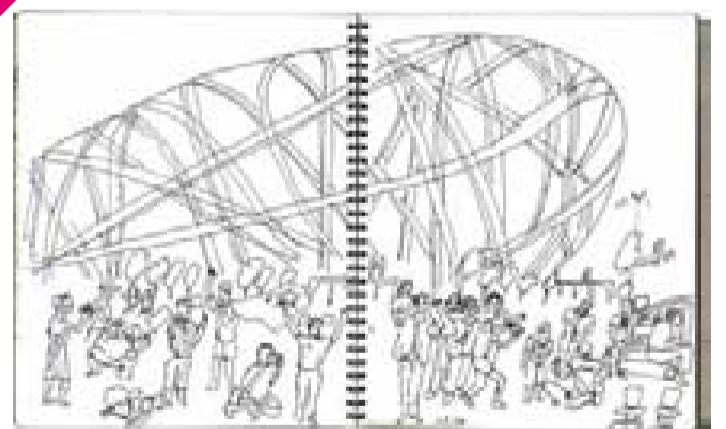
Developing Practice

1. Survey: a charrette examining aspects of the city of Bath in the context of its history and contemporary culture which will be approached using your specialist route.
2. Presentation: an exposition of your work approach and practice to the group.
3. Planning: a focused workshop that will examine, critique and then supplement your current research methods.

Practice in Context

1. Survey: a charrette examining aspects of the host city for this trip. This should be done in the context of its history and contemporary culture and in relation to the outcome of your previous research in Bath. You will develop work in collaboration with other students.
2. Presentation: individual presentation of work from the Developing Practice module.

02



3. Planning: further development of research skills and presentation of initial outline proposal for the master's project.

Practice in a Global Context

1. Survey: a charrette examining the host city for this trip, by making contextual links with organisations in the city. You will work on a project of your own design. This may be collaborative but must contribute to your final MAVC Show.

2. Presentation: collaborative presentation of work from the Practice in Context module.
3. Planning: detail for the Master's Project.

Master's Project (delivered at Bath Spa University)

A synthesis of your experiences based on the cities visited. Create an independent or collaborative piece of work based on a proposal agreed with your tutor in advance.

1. Installation: preparing work for presentation and exhibition.

2. Presentation: sharing outcomes with staff and students.
3. Exhibition: public display of work.

Teaching methods and resources

Teaching will be concentrated in four, week-long residences, during which there will be workshops and lectures led by staff and visiting professionals. Students will use these forums to examine and develop their work practice. They will participate in group charrettes, discussion and analysis and by making presentations of their work.

Between the residences tutors will provide students with individual and group

tutorials. These will be delivered either online or onsite at Bath Spa University. There can also be access to university's facilities including dedicated photographic studios, conventional darkrooms, etching and screen printing workshops as well as digital editing/printing suites.

Tutors

Stuart Henley – A graphic designer, Principal Lecturer and Course Leader of the Graphic Communication BA, he received an MFA in Graphic Design from Yale University in 1996. His graphic design has been recognized by the American

Institute of Graphic Arts, both nationally and regionally in the United States. He has taught design at the University of Massachusetts, University of Hawaii, State University of New York, Parsons School of Design New York and University of the Arts London. His research typically investigates environmental, social and urban issues.

Dr Julia Moszkowicz – A Senior Lecturer in the history and theory of graphic design at Bath Spa University. Her research examines the relation of contemporary critical discourse to philosophical tradition, with a specialist interest in the work of Laszlo Moholy-Nagy and phenomenology. She has written for Design History Journal, Design Issues, Screen and Eye magazine. She also lectures on the philosophies of graphic design at conferences internationally, including the Design Biennale in St Etienne and the Centre for Design and Philosophy in Copenhagen.

Andrew Southall – A photographer and artist with many years experience in architectural photography, working for a range of national and international clients including architects, engineers and magazines, as well as producing photography and sculpture for exhibition. He has a masters degree in Fine Art, and a BA in Photography. He is the MAVC Programme Leader and lectures on the BA Photography and Fine Art courses.

Tim Vyner – An illustrator, artist and graduate of the Royal College of Art. Tim specialises in reportage, drawing,

painting and printmaking for national and international publishers, galleries and collectors. He has recorded global sporting events including The FIFA World Cup and The Olympic Games and has exhibited his work widely. He is the Subject Leader for illustration and a Senior Lecturer on the BA Graphic Communication course.

Employability

The purpose of this course is to enable each student to question re-establish and define their own professional practice. This will enable individuals to control their career trajectory with a view to working in the creative industries internationally. This may include working for design agencies, gaining freelance commissions and initiating commercial opportunities.

Assessment methods

Assessment of modules is by written submission, presentation and a final exhibition. A dissertation is optional and can be negotiated on an individual basis. It can form a part of the final exhibition and will be assessed at the same point.

Entry requirements

The usual requirement is a good first degree (2:1 and above, or the international equivalent) in a related subject area, in addition to a portfolio that demonstrates your visual ability. You may be selected based upon your particular work background, and your aptitude to the course. If your work experience is in a parallel field, appropriate to the course, we will consider your application.

Frequently Asked Questions

Who should apply?

We are looking for a range of students including new college graduates and mid career practitioners looking to shift the direction of their practice. We aim for a cohort of international students, each of whom bring a range of experiences to the course.

What is the dissertation requirement?

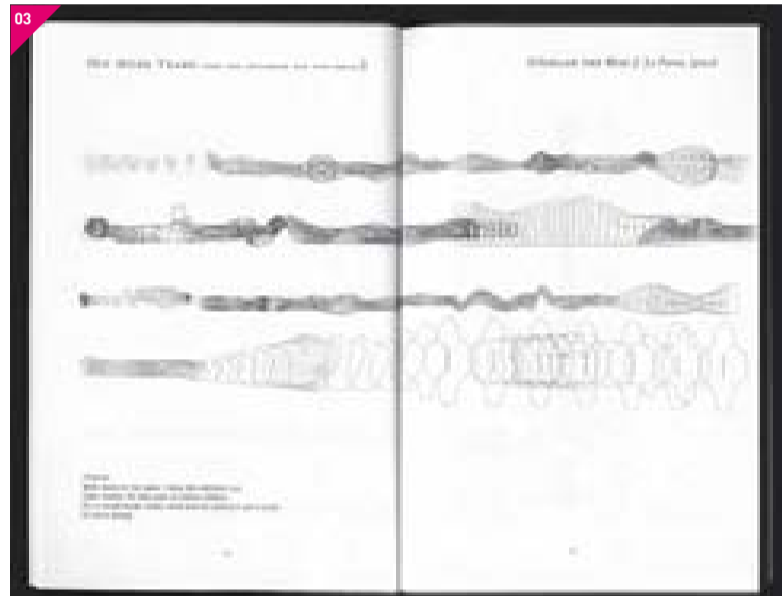
A dissertation is optional and can be discussed on an individual basis. It can form a part of the final exhibition. You will still need to attend all the residential workshops and contribute to group activities.

How many days a week is the course?

The course is run in four intensive week-long workshops, two at Bath Spa University and two in international cities. Tutorial support can be online, or at Bath Spa University. You are not required to attend the university on a regular weekly basis.

Please note:

This course is subject to final approval (at the time of printing)
Visit www.bathspa.ac.uk/pgrad for the latest information



Award	Key features
Master of Visual Communication (MAVC)	The course is delivered using block teaching in week-long residential workshops. There will be online or onsite term time tutorial support.
Course length	Applications
- One (calendar) year full-time	Application forms are available on the website. For admission enquiries please contact:
- Two (calendar) years part-time	T: +44 (0)1225 875624
Start date	E: admissions@bathspa.ac.uk
6th February 2012	Enquiries
Meeting dates for academic year 2011/12	For all enquiries about the course, please contact the MAVC Programme Leader:
Charrette 1: 6th, 7th, 8th Feb	Andrew Southall
Charrette 2: 7th, 8th, 9th May	T: +44 (0)1225 876108
Fees	E: a.southall@bathspa.ac.uk
Please see page 12 for full details.	Course location
Course location	The campuses of Bath Spa University and other sites.

01 Blackwall Tunnel entrance, South London

©Andrew Southall

02 Birds nest stadium, Beijing 2008 Olympic Games, sketchbook spread © Tim Vyner

03 Song lyrics interpreted typographically Hawaii Review 57. Typography Stuart Henley

04 Hutong Advertising, Beijing 2008 Olympic Games © Tim Vyner

School of Education

Professor Stephen Ward, Dean of School

“Bath Spa University is one of the national leaders in the development of Education Studies, and the School of Education is the largest in the university with over fifty academic staff, many with national and international reputations. Our programmes will enable you to explore the nature, aims, values and functions of education in a rapidly changing world, preparing you for a career as a teacher or a wide range of careers in education or related settings.”

Taught postgraduate degrees

Initial Teacher Education (PGCE)

Lifelong Learning: Initial Teacher Training

Professional Practice in Higher Education

Professional Master's Programme:

- Counselling and Psychotherapy Practice
- Mentoring and Coaching
- Specific Learning Difficulties/Dyslexia
- Education Studies
- International Education and Global Citizenship





Initial Teacher Education

Postgraduate or Professional Graduate Certificate in Education (PGCE)

Bath Spa University has a long tradition of Initial Teacher Education (ITE) dating back over 60 years. Newton Park was officially opened as Bath Teacher Training College in 1950 and the University is now the largest provider of ITE in the area.

Why choose this course?

'Outstanding' teacher education

In May 2011 we received a resounding endorsement for our teacher education programmes from the quality regulator Ofsted, achieving Grade 1 'Outstanding' in all three of our programmes leading to qualified teacher status in primary, secondary and further education.

The rarely achieved 'straight Grade 1' accolade for overall effectiveness in all three programmes has only been afforded to one other teacher education provider, and on these measures Bath Spa is not only the best teacher training university in the South West, but among the very best in the country.

ITE programme

The ITE programme prepares new teachers to work in the 21st century education system, and draws upon research, best practice and the use of new technologies to inform its curriculum. Each year we recruit a diverse group of around 500 Bath Spa Teachers to a wide range of PGCE programmes in Primary and Early Years (3–11) and Secondary (11–16) age ranges.

Primary and Early Years

These are one-year full-time or 20 month part-time programmes that will qualify you to teach either the Early Years Foundation Stage and Key Stage 1, or Key Stage 1 and Key Stage 2. There are three routes to choose from:

- Primary and Early Years (3–7 years)
 - full or part-time
- Primary and Early Years (5–11 years)
 - full-time only
- Primary and Early Years (7–11 years)
 - full-time only

Secondary

These are one year full-time programmes that will qualify you to teach your specialist subject in Key Stage 3 (11–14 years) and Key Stage 4 (14–16 years). There are opportunities to undertake post-16 enhancement work, enabling you to teach up to A-level. Subjects available are:

- Art & Design
- Design and Technology
- English
- Information and Communications Technology
- Mathematics
- Modern Languages
- Music
- Physical Education

- Religious Education
- Science

Subject Knowledge Enhancement Courses

Subject knowledge enhancement courses are designed for graduates whose degree subject does not link closely to the secondary subject they intend to teach. They vary in length depending on the subject and run prior to the ITE programme. Subjects available are:

- Mathematics
- Modern Languages
- Physics

Entry requirements

Primary and Early Years – a good Honours degree (preferably 2:1 or above) in any subject; five GCSE passes at grade C or above (or recognised equivalents) including English, maths and a science subject.

Secondary – a good Honours degree (minimum 2:2 or above) in the same subject (or a closely related one) to the subject you are applying to teach; five GCSE passes at grade C or above (or recognised equivalents) including English and maths.

All applicants should have at least two weeks recent experience in a mainstream UK School or Setting in the age phase you are applying to teach.

► Please Note

This information is correct at the time of printing but may be subject to change pending a government review of ITE. Please check both the Bath Spa and TDA websites for the latest information.

www.bathspa.ac.uk/teaching

www.tda.gov.uk
T: 0800 389 2500

Awards

- Postgraduate Certificate in Education (PGCE)
- Professional Graduate Certificate in Education (PGCE)

Course length

- One year full-time
- 20 months part-time – Primary and Early Years (3–7 years) only

Fees

For the latest information on fees and funding visit the Bath Spa website or contact the Training and Development Agency for Schools (TDA) – details above.

Course location

Various locations including Newton Park and Culverhay campuses and partnership schools.

01 Secondary school students

Applications

Applications are made via the Graduate Teacher Training Registry (GTTR) where you may complete an online application form. Applications for Primary and Early Years programmes should reach the GTTR before 1st December 2011 and for Secondary programmes before 30th June 2012. We advise you to apply as early as possible to give yourself the best chance of obtaining a place.
www.gttr.ac.uk
T: 0871 4680469

Enquiries

To request a copy of our Initial Teacher Education prospectus giving full details of the programmes listed on this page:
T: 01225 875624
E: teaching@bathspa.ac.uk



Ofsted
Outstanding
2010/2011

Lifelong Learning: Initial Teacher Training

The Lifelong Learning Initial Teacher Training (LL ITT) programme is aimed at professionals teaching and training in the 'Lifelong Learning' sector.

This includes those teaching, training or tutoring in further education colleges, adult and community learning, private training providers, public sector training (e.g. NHS), prison education and armed forces instructors.

This programme will give you the necessary skills, knowledge and competence to undertake your professional role with confidence and to the mutual benefit of both teacher and learner.

There are two awards, the Certificate in Education and the Professional Graduate Certificate in Education. Both awards meet the current national requirements for Qualified Teacher (Learning and Skills), and are endorsed by Standards Verification UK (SVUK) as appropriate for that purpose.

This provision has been recognised as one of the best in the country – during both 2007/8 and 2010/11 it was awarded a grade 1 in Ofsted inspections.

The programme has been developed in partnership with further education colleges, and in 2010 was delivered at Bridgwater College, Weston College and Wiltshire College.

Course structure and content

This is a part-time, two-year in-service programme. In the first year you focus on developing and extending your teaching/training competences and enhancing your professional approach to planning, implementing, monitoring, assessing and evaluating your teaching. The second year focuses on developing reflective professional practice with more emphasis on broader contextual issues while encouraging you to concentrate on specific aspects of your work and roles within the framework of the intentions and content of the modules.

Teaching methods and resources

The overall style of the course is participative. A variety of methods and approaches are used including group work, discussion, case studies, lectures and seminars. The sessions will provide a supportive forum to share experiences and benefit from the full range of skills and knowledge available. Focused activities and reading advice will be given, and relevant texts will be made available during session times.



Assessment methods

Each module has a number of practical assessment tasks such as micro-teaching, lesson planning, preparing materials and schemes of work, seminar presentation, and a case study report. You are encouraged to use the assessment tasks to investigate areas of personal and professional interest. Practical teaching and professional development is developed and assessed on an ongoing basis throughout the course, largely in your workplace.

Entry requirements

It is expected that applicants will have a qualification at a minimum of NVQ level 3

or equivalent in their specialist area. As this is an in-service programme, you will be expected to have a sufficient number of hours in a current teaching/training role for the duration of the programme (currently 160 across two years of part time study).

Accreditation of Prior Learning and Accreditation of Prior Experiential Learning may be available for parts of these awards for those with approved qualifications and relevant experience.

01 Outdoor study at the Newton Park campus
02 Group seminars



Applications

Please contact CPD admin for further details:
T: +44 (0)1225 875593
E: cpdadmin@bathspa.ac.uk

Enquiries

Jim Crawley,
Programme Leader
- Lifelong Learning:
T: +44 (0)1225 875677
E: j.crawley@bathspa.ac.uk

Professional Practice in Higher Education

The Professional Practice in Higher Education (PPHE) programme aims to help staff and research students to meet some of the key challenges of working in the rapidly changing world of higher education.



These challenges – of teaching, supporting student learning, employability, sustainability, new technologies, team management, enterprise, quality assurance and external accountability – range across the whole business of higher education, and can rarely be addressed in isolation. They raise many questions about how best to enhance teaching and research within particular contexts, and about how managers and administrators can improve the effectiveness and efficiency of current practices, not least in terms of addressing students' needs and aspirations, enriching their learning experiences, and raising the enduring value of their learning outcomes.

By sharing ideas, knowledge and expertise about our professional practices we can both deepen our understanding of the challenges we face and realise opportunities to make improvements through innovations and the adoption of best practices. The PPHE programme will help individuals to evidence their personal commitment to professional development and to enhance the quality of their work and contribution to the

development of higher education in their workplaces.

Course structure and content

The PPHE programme is based upon a credit system that enables students to select modules and patterns of study to suit their individual needs and interests. All modules are credit rated and lead to the following qualifications:

- MA degree: 180 credits; 120 acquired for the Diploma plus 60 for a Research Project/ Dissertation
- Postgraduate Diploma: 120 credits acquired from any combination of modules
- Postgraduate Certificate: 60 credits acquired from any combination of modules

Students may also take modules that lead to particular awards within the programme:

- Postgraduate Certificate in Professional Learning in Higher Education: 60 credits acquired from a set of three required modules. This qualification is designed primarily for participants who are in their early years of teaching in higher

education, though it may also be taken by more experienced staff. Based upon the UK's Professional Standards Framework for Higher Education, the award qualifies teachers for Fellowship of the Higher Education Academy.

- Postgraduate Certificate in Research Degree Supervision and Management: 60 credits acquired from a pair of 30-credit modules. This qualification is designed to meet the needs of teachers who are new to research degree supervision and management, though it may also be taken by experienced staff.

The programme enables participants to plan their course of study according to their own needs and interests. Most modules (subject to availability) can be taken in any order and in any combination, though we would advise new teachers to include the 'Teaching and Learning in Higher Education' module among their initial options. The Master's Project or Dissertation should be taken on completion of the PG Diploma. Tutorials will be available to help participants plan their course of studies.





Modules may be selected to create various levels of part-time study. The minimum enrolment is for one 15-credit module per year. The maximum enrolment is for a full-time 180-credit Master's degree.

Modules

- Teaching and Learning in Higher Education (30 credits)*
- Course Design and Assessment (15)*
- Using Learning Technology in Higher Education (15)*
- Research Degree Supervision (30)**
- Research Management (30)**
- Mentoring and Coaching in Higher Education (15)
- Curriculum Models and Curriculum Development in Higher Education (15)
- The Teacher Practitioner (15)
- Teaching and Supporting Academic Writing in Higher Education (15)
- Quality Management in Higher Education (15)
- Linking Teaching and Research (15)
- Sustainability in Higher Education (15)
- Delivering Effective Outcomes and Change through Teams (15)
- Enterprise and Higher Education (15)
- E-learning, Teaching and Assessment (15)
- E-learning: hardware and software (15)
- E-learning with Web 2.0 (15)
- Designing and Conducting a Pedagogical Research Project (15)
- The Role of Information Literacy in Students' Learning and Research (15)

- Teaching and Learning within and beyond the Disciplines (15)
- Employability in Higher Education (15)
- Pedagogical Research Project (30)
- Master's Project or Dissertation (60)

Teaching methods and resources

Most modules are delivered through two or three half-day sessions, including mini-lectures, seminars, workshops and presentations, supported where appropriate by online discussions and activities. Sessions are designed to promote the sharing of ideas, expertise and experiences within a professional community of practice, so we will encourage participation and contributions from everyone. One module ('Teaching and Learning in Higher Education', for new teachers) includes some teaching observation sessions, and some modules provide opportunities for peer mentoring. Project and Dissertation modules will be largely delivered by individual supervision, and E-learning modules will be held in ICT training rooms.

Throughout the programme, participants will be supported by individual and small-group tutorials, and will be invited to attend occasional professional development lectures and seminars organised by the Centre for Learning and Teaching Development each year. Learning resources for the programme

will be available through the university's Library and Information Services. Modules have been designed to make the most of the wide range of scholarly material that is now freely available online, and participants will have access to the online resources and learning opportunities afforded by the university's virtual learning environment (Minerva) which will provide links to key resources for each module.

The teaching sessions for some modules will be delivered within a few weeks, some over a period of several months, and some throughout the academic year. Further information about the organisation, dates, times and location of the teaching sessions for each module can be found in the Programme Calendar, available from cltd@bathspa.ac.uk.

Tutors

The programme will be led by Clare Power and Paul Hyland, supported by tutors with a wide range of teaching, research, management and leadership experience within and outside higher education. The module tutors are:

- Joelle Adams, Student Achievement Co-ordinator
- Katie Akerman, Head of Quality Management
- Alison Baud, Director of Library and Information Services
- Prof. Paul Davies, Director of Academic Services
- Dave Hassall, Director of Network Services, Computing Services
- Nadine Hennessy, Human Resources Manager
- Prof. Paul Hyland, Head of Centre for Learning and Teaching Development
- Dr Cathy Leng, Head of Department, Business and Management
- Dr Mark McGuiness, Head of

- Department, Social Sciences
- Dr David Watson, Head of Department, Department of Science
- Adam Powell, Head of Employability
- Dr Clare Power, Academic Staff Development Co-ordinator
- Ann Siswell, Deputy Librarian, Library and Information Services
- Arlene Stone, Director of Human Resources

Assessment methods

Assessment for all modules is by coursework, based upon the completion of assignments designed to promote understanding, enhancement and/or application of professional practices in higher education. Each module has its own assessment tasks, usually one or two per module. Forms of assessment include work-based activities, action plans, reports, reflective logs, portfolios, presentations, reviews, case studies, business plans, short essays, action-research documents, and (for the Master's degree) a dissertation/research project.

Entry requirements

Applicants will normally be required to possess an undergraduate degree awarded by a UK higher education institution, or an equivalent qualification from overseas. Applicants who do not possess an undergraduate degree, or equivalent professional qualification, but who have at least two years of work experience relevant to the programme are also welcome to apply, and will be invited to attend an admissions interview.

Applicants who have previously completed postgraduate-level courses or modules that can be recognised as appropriate to the study of Professional Practice in Higher Education may be enrolled with advanced standing through our Accreditation of Prior Learning (APL).

Similarly, applicants who can evidence a substantial body of work-based experience relevant to the programme, as through a reflective portfolio, can apply for the Accreditation of Prior Experiential Learning (APEL). APL and APEL credits can then be counted towards the numbers of the credits required for a PGCert or a PGDip within the PPHE programme.

Awards	professional development for teaching and non-teaching staff and research students working in higher education contexts.
- MA (award title): 180 credits; 120 acquired for the Diploma plus 60 for a Research Project/Dissertation.	
- PGDip (award title): 120 credits acquired from any combination of modules.	- Flexible patterns of enrolment, course delivery and credit accumulation.
- PGCert (award title): 60 credits acquired from any combination of modules.	- Learning activities and assessment tasks that have a practical orientation and can be tailored to reflect participants' needs.
Course length	- Opportunities to network and share knowledge and experience within a higher education community.
The programme provides for flexible part-time or full-time study. The PGCert, PGDip, or MA may be completed within one year or over several years.	
Fees	Applications
Please see page 12 for full details. Reduced fees are available for staff employed by institutions within the university's Wessex Partnership. For members of the Wessex Partnership a 50% discount will be applied to the standard fees for the first 30 credits selected by each applicant.	Application forms are available from the PPHE administrator: T: +44 (0)1225 875773 E: cltd@bathspa.ac.uk
Course location	Enquiries
Newton Park and Corsham Court campuses.	For all enquiries about the course, please contact: Dr Clare Power, Course Director: T: +44 (0)1225 875709 E: c.power@bathspa.ac.uk Prof. Paul Hyland, Head of Learning and Teaching: T: +44 (0)1225 875564 E: p.hyland@bathspa.ac.uk
Key features	The Administrator for the Centre for Learning and Teaching Development. T: +44 (0)1225 875773 E: cltd@bathspa.ac.uk
- Opportunities for accredited	



- 01 Discussing course work
- 02 Studying in the sunshine
- 03 Group seminars
- 04 Graduation day
- 05 Excellent library facilities

* Modules required for the PGCert, Professional Learning in Higher Education
** Modules required for the PGCert, Research Degree Supervision and Management

Professional Master's Programme: Introduction to Postgraduate Awards

Our postgraduate Professional Master's Programme (PMP) has been designed to offer professional learning related to general and specialist fields of education and training. We offer flexible study on a range of work based, independent study, taught and core modules, leading to Grad Cert, PG Cert, PG Dip or Master's degree qualifications.

Why choose this course?

The PMP and its work based learning constituents and are compliant with the Training and Development Agency's (TDA) Integrated Qualifications Framework (IQF).



PMP Awards

The PMP has a selection of both specialised and general awards, some of which can be studied as a full-time programme.

Specialised awards

These awards include specific modules for study. The awards are:

- Education Studies (full-time option see page 38)
- International Education and Global Citizenship (full-time option see page 38)
- Specific Learning Difficulties/Dyslexia (full-time option see page 37)
- Counselling and Psychotherapy Practice (see page 36)

General awards:

These flexible awards reflect the general focus of independent or work-based study undertaken. Participants undertaking general awards are initially registered to the 'Educational Practice' award. Based on the focus of their study, they may choose from a number of different titles for their final award. The awards are:

- Critical and Creative Thinking
- Early Childhood Studies
- Educational Practice
- Educational Leadership and Management
- Learning and Knowledge Technology
- Mentoring and Coaching
- Primary Science Education
- Primary Mathematics Education
- Primary English Education
- Tertiary and Adult Education
- Vulnerable Learners and Inclusion

For further information on the various awards please contact CPD admin (see snapshot).

Qualifications within the programme

The range of qualifications offered have different requirements in terms of the number of module credits involved:

Graduate Certificate (Grad Cert)

This involves the study and completion of 60 credits at Level 6 (Honours).

Postgraduate Certificate (PG Cert)

This involves the study and completion of 60 credits, a maximum of 15 at Level 6 (Honours) and a minimum of 45 credits at Level 7 (Master's).

Postgraduate Diploma (PG Dip)

This involves the completion of 120 credits. At least 90 credits must be at Level 7 with a maximum of 30 at Level 6.

Master of Arts or Teaching (MA/MTeach)

The MA or MTeach qualification is gained through the completion of 180 credits that includes a final dissertation of 60 credits. The final stage 60 credits dissertation research project is 15,000–20,000 words or equivalent.

The period of registration for part-time students is usually a minimum of two years and a maximum of six years, whereas for full-time this is from one year up to two years maximum.

Elective and Core Modules within the programme

Elective Mid-Stage Modules for General Awards:

These 30 credit modules are intended for those participants who have gained 60 credits and are moving through the General Awards. They are independent study options, and involve four evening sessions. They are additionally supported by Educational Context Seminars. The modules are:

- Learning and Teaching
- Leadership, Mentoring and Coaching
- Learning and Knowledge Technology
- Education, Politics and Society
- Including Vulnerable Learners

PMP Core Research Modules for Master's Awards:

The core modules that all participants must complete to progress towards a Master's dissertation are:

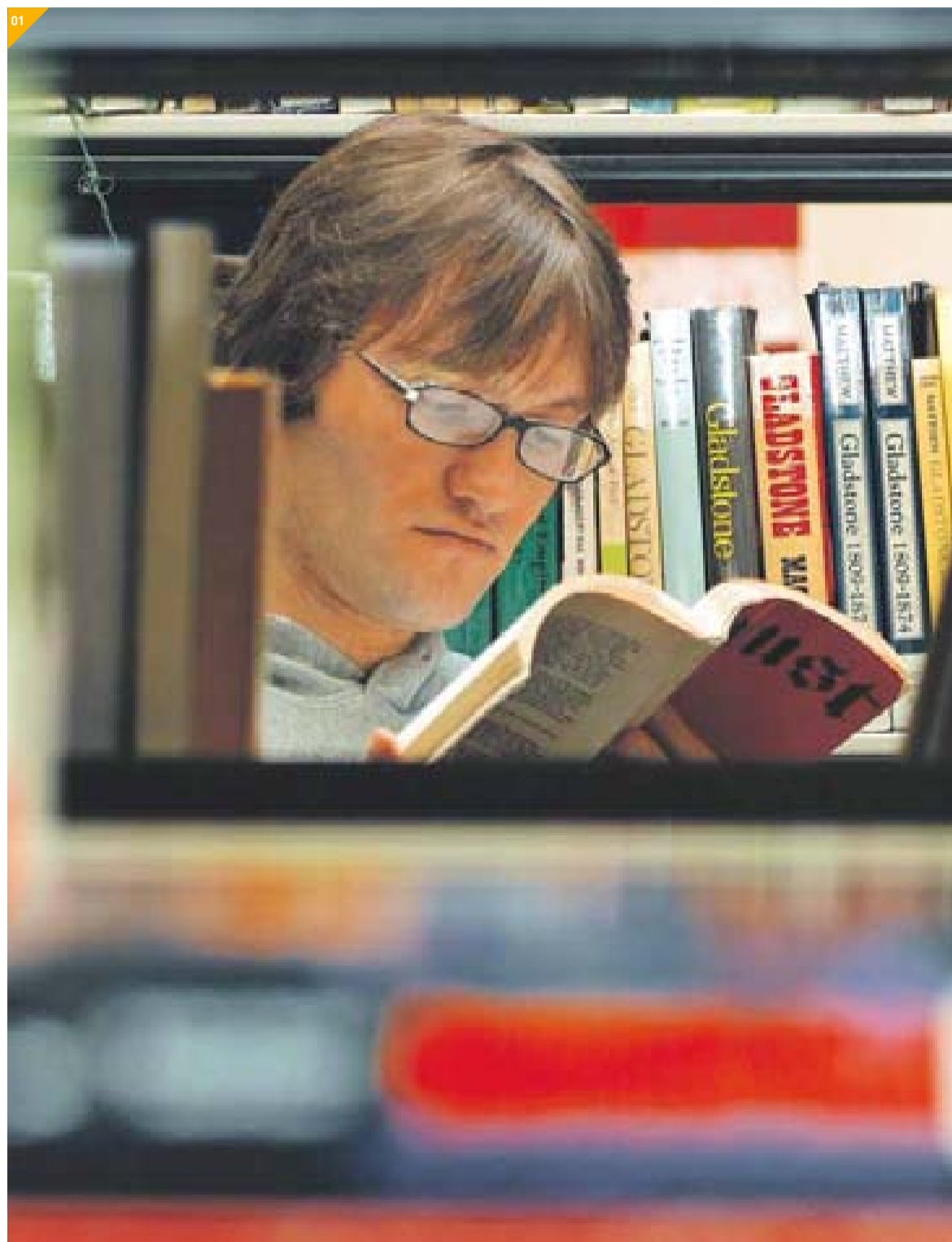
- Research and the Professional: Part 1 Research Methodology (15 credits)
 - Research and the Professional: Part 2 Project Preparation (15 credits)
- This then leads to:
- Master's Research Project (60 credits)

Assessment methods

Assessment for most modules is based on completing assignments related to professional learning tasks. An innovative range of assessment modes have been designed to reflect a diversity of professional needs and experience.

Entry requirements

Working professionals do not necessarily need a first degree to join the Professional Master's Programme. A professional qualification and at least two years professional experience are usually acceptable, together with evidence that you would benefit from study at this level. Candidates without a degree may apply to the Grad Cert route to enable them to progress to higher level awards. Please



► NQT: Early Professional Practice module (EPP)

The 30 or 60 credit EPP module has been specially designed to meet the needs of any teacher who is new to the profession. It builds upon the PGCE and sessions address specific Core Standards including those related to working with other adults and improving practice. This module is relevant to NQTs, supply teachers and those seeking class teaching roles in school and can be included within your NQT file as evidence of your ongoing professional development. The first year in teaching can feel quite isolating (in comparison with PGCE) and a key strength of this module is that it also provides you with the opportunity to network with other teachers who are new to the profession. We offer a 50% fee reduction for Bath Spa Teachers. For further details please contact: Fiona Maine, f.main@bathspa.ac.uk

contact Dr Steve Coombs to discuss which level of qualification would suit you best (see snapshot).

Lifelong Learning (Initial Teacher Training)

We offer a Certificate in Education/ Professional Graduate Certificate in Education aimed at professionals teaching and training in the 'lifelong learning' sector (See page 31 for full details).

This provision has been recognised as one of the best in the country and has been awarded a Grade 1 in two consecutive Ofsted inspections, first in 2007/8 and again in 2011. Please contact Jim Crawley for further information (see snapshot).

We also offer a generic PMP Award for those working in the further education and adult training sector linked to our range of level 6 & 7 qualifications: The PMP award title is: Adult & Tertiary Education

Valuing Previous Learning (APL)

Accreditation of Prior Learning (APL) can be offered if you have successfully completed previous Level 6 or 7 modules at another university. We accept APL for our PGDip or Master's qualifications. As a guide, up to a maximum of 90 credits may be credited towards a Master's Degree and 75 credits towards a PGDip. We will require a full transcript from the awarding university.

It is also possible to gain accreditation for other kinds of professional development by compiling an independent study portfolio of professional development (APEL – Accreditation of Prior Experiential Learning). For further information about gaining credits in this way please contact CPD admin (see snapshot).

School-Based CPD and Consultancy

At Bath Spa University we offer a wide range of school-based CPD opportunities. We are keen to provide professional development which reflects the changing contexts and priorities of schools and our current involvement ranges from specific CPD programmes for individual schools, or networks and clusters, through to strategic partnerships with Local Authorities. Timings for bespoke school/ LA centre based modules will be individually negotiated to meet the group's needs. These development projects include:

Learning and Teaching in the 21st Century

Your project focuses might include:

- Creative approaches to curriculum design
- The central role of talk and collaborative learning in the classroom
- Promoting and teaching learning to learn dispositions
- The place of Web 2.0 technologies to enhance learning

Mentoring and Coaching

Your mentoring and coaching project could include:

- Exploration of the similarities and differences between mentoring and coaching
- The place of mentoring and coaching in the workplace
- Development and consolidation of skills and knowledge associated with mentoring and coaching
- Strategies to support the development

of a coaching culture in your school/setting.

Leadership Development

Your leadership development module could include:

- Personal reflections on what informs your leadership aspirations and practice
- Understanding different leadership styles and their impact upon school climate
- The leadership of learning.
- Strategies to develop and support the leadership of change
- Critical understanding of building and leading effective teams

For more information about school-based CPD and consultancy contact Dr Fiona Maine (see snapshot).

Student Profile

Hannah Crook, PMP (part-time)

"I am completing the PMP on a part-time basis at the same time as my full-time job as a classroom teacher at a Primary School in Wiltshire. I chose to do this course to improve my understanding of teaching and learning and to develop as a teacher, improving the learning experiences of the children I teach. I also enjoy it! I chose Bath Spa University because of the connections with Wiltshire County Council; my first two action research projects were completed as a joint course between the two. I really like the fact that the course is linked to my teaching so I can see, and note, the benefits it is having on

my teaching and the children. I like how I have been able to complete the PMP part-time and to a certain degree at my own pace, depending on my teaching job. I have found the lecturers at Bath Spa are easily contactable and are always available to help with any questions I have. Also, the campus is in a beautiful situation with lots of resources to use. I'm still completing the course but so far it has taught me to be more of a reflective teacher, and will help with my future career development. The PMP is a highly enjoyable programme that has made me really 'think' and develop my teaching."



Awards

- PG Dip (award title)
- PG Cert (award title)
- Grad Cert (award title)
- Certificate in Education (Lifelong Learning)
- Professional Graduate Certificate (Lifelong Learning)

Course length

- The MA is up to six years part-time and normally one year full-time.
- PG Dip up to four years part-time and normally one year full-time.
- PG Cert normally one year part-time.
- Grad Cert normally one year part-time.

Fees

Please see page 12 for full details.

Course location

Newton Park, Corsham Court,

or one of our partner schools, Local Authority training venues or partner colleges: Bridgwater College; Norton Radstock College; Weston College; Weymouth College; Wiltshire College.

Key features

- Flexible study arrangements allowing you to choose from a range of accredited short modules or longer programmes of study.
- Flexible learning through choices that offer a mixed menu of either taught modules and/or supervised independent study.
- Wide range of specialist and generic career-based award titles.
- A number of specialist award areas are linked to career enhancing

membership of professional associations, e.g. the British Dyslexia Association, Chartered Institute of Educational Assessors, the Institute of Leadership and Management & British Association of Counsellors and Psychotherapists.

Key features

Flexible study arrangements allowing you to choose from a range of accredited short modules or longer programmes of study.

Applications

Applications are completed online using the Bath Spa student portal. Please contact CPD Admin for a project/module code and for all other enquiries. T: (01225) 875593

E: cpdadmin@bathspa.ac.uk

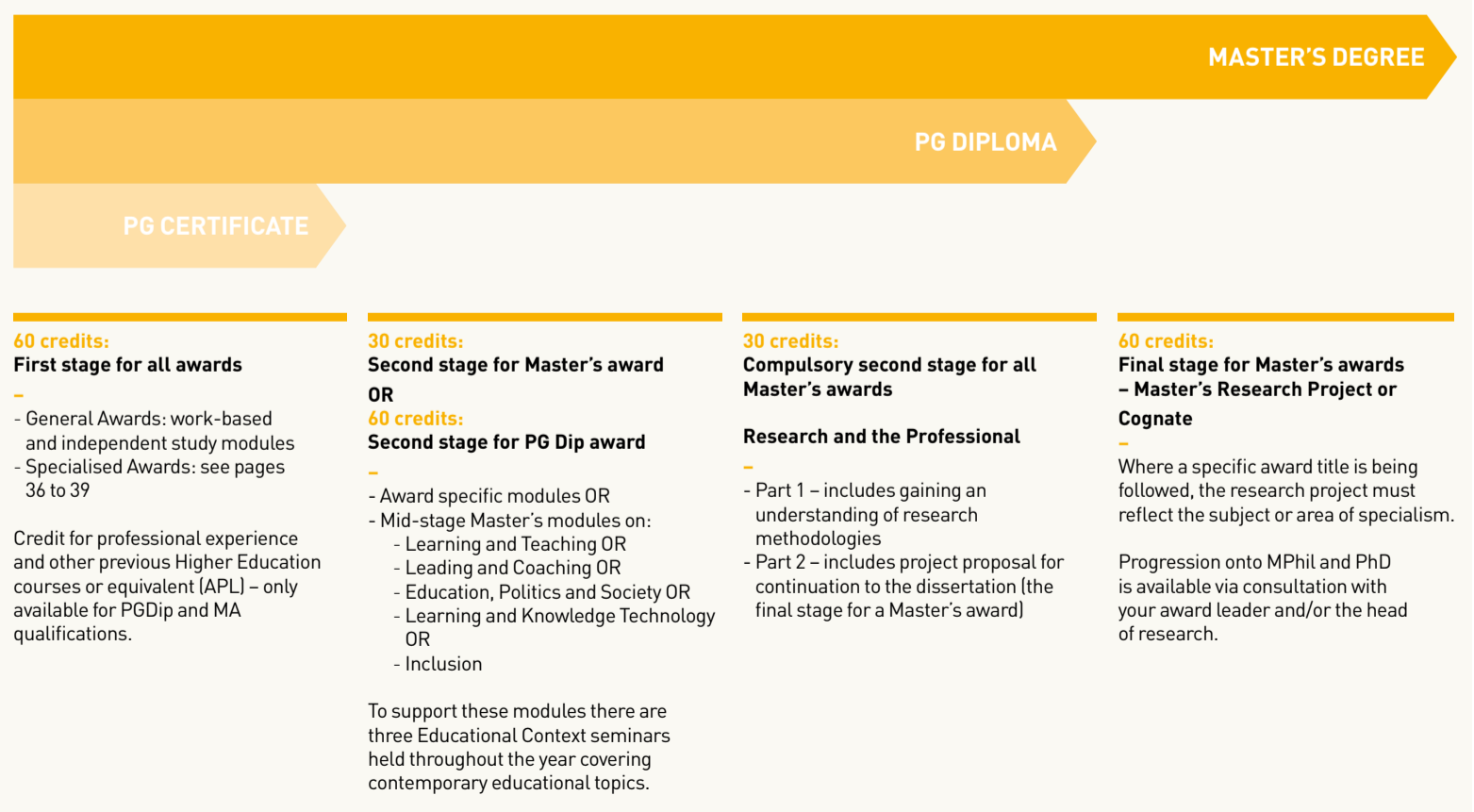
Enquiries

Please contact the CPD admin office: T: (01225) 875593 E: cpdadmin@bathspa.ac.uk
Head of Department for Continuing Professional Development – Dr Steve Coombs: T: (01225) 876149 E: s.coombs@bathspa.ac.uk
Programme Leader for Lifelong Learning – Jim Crawley: T: (01225) 875677 E: j.crawley@bathspa.ac.uk
Programme Leader for School based CPD – Dr Fiona Maine: T: (01225) 876315 E: f.maine@bathspa.ac.uk

- 01 Private study time
- 02 A secondary school art teacher
- 03 Hannah Crook, PMP (part-time)
- 04 Primary School Teacher

PMP Framework

This flowchart shows the journey you might take through the PMP programme.



Counselling and Psychotherapy Practice

This award is suitable for counsellors and psychotherapists who have completed a recognised counselling or psychotherapy training qualification, and who are working or who have worked professionally as a counsellor or psychotherapist.

Why choose this course?

The MA will give practising counsellors and psychotherapists an academic University based qualification to complement their professional qualification.

Course structure and content

You can gain a Postgraduate Diploma (120 credits) or Master's Award (180 credits) in Counselling and Psychotherapy Practice to complement your professional qualification. Entrance to the Master's award requires you to have gained 90 credits linked to Counselling and Psychotherapy, either through APL (accreditation for prior learning, granted within six years of gaining your counselling



qualification) or through BSU modules (the work-based action enquiry and/or the Independent study) and then to undertake Research and the Professional Parts 1 & 2 and the Master's Research Project.

The modules are completed through distance learning with individual contact made with a supervisor either through face to face tutorials, telephone supervision or online supervision.

Counselling and Psychotherapy Work-based Action Enquiry

This module is for students to gain up to 60 credits and can be used by those outside the six years requirement for APL or those who need to make up APL. An alternative to the Independent Study Module, it is specifically focussed on reflecting and writing about clinical theory linked with practice. It can include client work or supervised practice, or a review or conference report linked to clinical practice.

Independent Study

This module is for students to gain up to 60 credits and can be used by those outside the 6 years requirement for APL or those who need to make up APL. This is usually a piece of work based either on a literature review or the theoretical aspects of a case study. Students are encouraged to choose a subject linked to their research interest.

Entry requirements

There are direct links to the following courses and qualifications:
- Bath Centre for Psychotherapy and Counselling, Diploma in Humanistic and Integrative Counselling

- Bridgwater College Advanced Diploma in Counselling and Psychotherapy
- Chichester Counselling Service Diploma in Psychotherapeutic Counselling or Psychodynamic Counselling
- The Manor House Centre, North London, Diploma in Psychodynamic Counselling and Therapy in the Community
- Northbrook College, Sussex, Advanced Diploma in Integrative Counselling and Therapy
- Southampton Counselling Service Advanced and Diploma courses
- Wessex Counselling Service Advanced and Diploma courses

Applicants who qualified through other counselling or psychotherapy trainings are invited to apply for our programme. Currently qualifications from counselling and psychotherapy courses are examined on an individual basis by the award leader to determine APL. APL is recognised within six years of a training qualification.

Contact

Please contact the CPD admin office or award leader
Fiona Gardner:
T: +44 (0)1225875593
E: cpdadmin@bathspa.ac.uk
E: f.gardner@bathspa.ac.uk

01 Counselling in action

Mentoring and Coaching



This award is particularly relevant to colleagues in positions of leadership as well as those who have mentoring roles in schools, settings and organisations.

Why choose this course?

There is a growing emphasis on mentoring and coaching in the public and private sector and leaders are being encouraged to draw on coaching as a key leadership skill in order to develop and empower staff at all levels.

Colleagues are also being encouraged to engage in mentoring and coaching relationships with their peers in order to support each other's professional development. As a result there are now a range of opportunities to use mentoring and coaching skills in a range of contexts.

Course structure and content

Modules can be offered as 30 or 60 credit modules. Colleagues can gain a Postgraduate Certificate (60 credits), Postgraduate Diploma (120 credits) or Master's award in Mentoring and Coaching. The Master's award requires the teacher to have gained 90 credits linked to Mentoring and Coaching and then to have undertaken Research and



the Professional Part 1 and 2 and the Research Project.

Bespoke modules are negotiated based on the needs of participants. Below is a sample:

Developing Coaching Skills

This module begins by exploring the differences between mentoring and coaching. Participants will develop coaching skills associated with good listening, questioning and building rapport. There will be opportunity to practice these skills with other participants and to reflect upon a range of situations where these skills and approaches can be used in their work context. Through reading key texts participants will be encouraged to engage critically with theory related to coaching and to consider its relevance to practice.

Developing Mentoring Skills

This module provides the opportunity to reflect on the mentee as an adult learner

and consider the implications of this for mentoring. Mentors will refine their mentoring skills and will focus upon the effectiveness of oral and written communications with a mentee. Participants will also explore ways to approach challenging mentoring situations. This module draws on a range of key texts to support discussion and critical reflection.

Leading and Coaching

A 30 credit module aimed specifically for colleagues who have a particular interest in Coaching and Leadership and already have 60 credits towards their Master's.

Action Enquiry/ Independent Study

An action enquiry or an independent study focusing on mentoring or coaching can contribute towards this award. The content of these modules would be individually negotiated with the award leader.

Entry requirements

You must either be a teacher or to have a first degree.

Contact

Please contact award leader
Ruth Barrington:
T: +44 (0)1225 875414
E: rbarrington@bathspa.ac.uk

01 Personal mentoring
02 Colleagues are encouraged to engage in mentoring and coaching relationships with their peers

Specific Learning Difficulties/Dyslexia

This award will be of particular relevance to you if your work involves vulnerable learners and you wish to develop the skills to support individuals with SpLD/Dyslexia within education or other appropriate contexts.

Why choose this course?

The current international focus upon standards, literacy and the inclusion of vulnerable learners within mainstream educational institutions means that there is increasing pressure upon professionals to develop the skills to identify and support a range of specific learning needs in literacy and study skills across the school curriculum. Acquiring these specialist skills can open the door to many career opportunities within and beyond the school and college context.

This award focuses upon identification, assessment and practical support for learners of all ages with SpLD/Dyslexia. You can choose to combine the academic study at Master's level with the development of practical competence required by the British Dyslexia Association (BDA) through professional placement supervised by expert tutors.

Through the professional practice element of the course you have the opportunity to apply to the British Dyslexia Association for their sought after International Approved Teacher Status (ATS) or Associate Membership (AMBDA).

Course structure and content

You can gain a Postgraduate Diploma (120 credits) or Master's Award (180 credits) in SpLD/Dyslexia. The Master's award requires you to have gained 90 credits linked to SpLD/Dyslexia and then to have undertaken Research and the Professional Part 1 and 2 and the Research Project. The modules offered are:

Identifying and Supporting Learners with SpLD/Dyslexia

The first module will develop the ability to carry out assessments to compile an individual learning profile to underpin the development and teaching of individualised programmes for learners with SpLD/Dyslexia across a range of contexts. Methods and strategies to develop the inclusive practices which can support learners across the curriculum are also explored. This module offers a PG Certificate as a stand-alone award and is accredited by the BDA at ATS level.

Assessment Methodology for SpLD/Dyslexia

The second module will develop the ability to undertake full diagnostic assessments for dyslexia to inform programmes and appropriate support, such as Examination Access Arrangements. This can be taken as a stand-alone module by suitably experienced students, whose prior learning may enable them to apply for pre-entry accreditation to obtain the AMBDA.

Submission of the (optional) professional practice portfolio alongside academic practice based assignments will obtain dual accreditation enabling suitably qualified teachers and speech and language therapist professionals to gain the sought after International BDA

Approved Teacher Status (ATS), on completion of the first module, or Associate Membership (AMBDA) on completion of both modules.

Identifying and Overcoming Maths Difficulties

The focus is upon developing an understanding of the difficulties faced by primary or secondary students with SpLD/dyslexia or dyscalculia when learning mathematics and how to help students overcome these challenges. It will be led by Julie Kay an international expert in maths and dyslexia.

Action Enquiry/Independent Study

An individually negotiated study focusing on SpLD/Dyslexia can contribute towards the award of a PG Diploma in SpLD/Dyslexia.

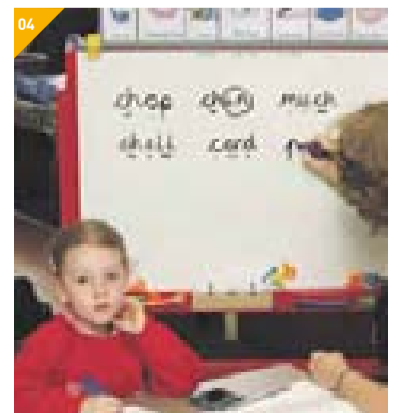
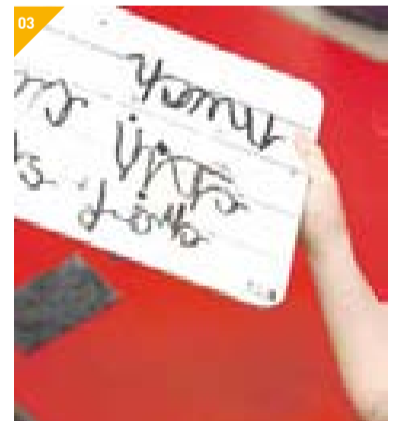
Entry requirements

Applicants (with the exception of speech and language therapists and psychologists) should have a first degree in Education or linked pedagogy and, ideally, two years of teaching experience.

Contact

Please contact
award leader
Dr Tilly Mortimore:
T: +44 (0)1225 876118
E: t.mortimore@
bathspa.ac.uk

- 01 School experience
- 02 Identifying and overcoming maths difficulties
- 03 Practising handwriting
- 04 In the classroom setting



Education Studies

International Education and Global Citizenship



This MA is an opportunity to study educational issues in depth for the programmes cover policy, practice and education theory within an international context.

Education is much more than the study of teaching and our programmes are designed to get you questioning the assumptions that lie beneath educational policy and practice.

Course structure and content

Both the Education Studies and International Education and Global Citizenship awards form part of the Professional Master's Programme within the School of Education and offer a mixture of theory and practice with professional development within a global and international context.

Students come from a wide range of countries, from Cyprus, the Gambia, the United States, Germany, Indonesia, China, Japan, and so on, as well as the United Kingdom. They also come from many backgrounds. Some have Educational Studies as a first degree while others have been marine biologists, musicians or experts in fibre optics. We welcome this diversity. All come, however, with a good first degree and a thirst to know more about education:

- What is the nature of learning and teaching in different countries and cultures?

- What is the relationship between education and the economy?
- How is education changing as it enters the market place?
- How are education systems managed?
- Who takes decisions about the curriculum and teaching?
- How far do governments control education?
- How far should they?
- What is the role of professional educators?
- What will be the role of schools and universities in the future?
- What is the future for education in the knowledge economy?
- Is education becoming an 'instrument' of capitalism?

Modules

Compulsory modules

There are four compulsory modules and a dissertation:

- Education, Politics and Society
- Learning and Knowledge Technology
- Research and the Professional Part 1
- Research and the Professional Part 2 (Research Project Preparation)

Optional modules

You also take two additional optional modules that allow for further in-depth



study. Because the programme operates alongside the part-time programme, there is the opportunity to select from other modules. While these have a strong professional application they may still be relevant to your intended career.

- International Education and Globalisation
- Global Citizenship
- Education Policy
- Language, Ideology and Education
- Education in the Social and Cultural Context of the UK
- Cultural and Historical Roots of Mathematics

Teaching methods and resources

Modules are taught through lectures and small group seminars. There are also individual tutorials and good opportunities for extended discussion with tutors.

► **Analysis of ideas through discussion is the key to teaching and learning in the programme. Some lectures and seminars occur during the day whilst others take place from late afternoon.**

Tutors

- Dr Howard Gibson
- Dr Steve Coombs
- Ms Christine Eden
- Prof David Coulby

Assessment methods

There are no written exams and each module is assessed by coursework. This typically involves an essay of 2,500 words for a 15 credit module and 5,000 words for a 30 credit module. Sometimes assessment is by verbal presentation. The dissertation is 15,000–20,000 words and worth 60 credits. It focuses on an area mutually agreed with a specialist tutor who also offers guidance and support in the writing of the dissertation. Subjects vary widely, from the nature and quality of Supply Teachers in the UK to the education of women in the Gambia, from the role of the modern Museum Educator to the theoretical role of

education in the unification of Cyprus. To achieve the award you will need 180 credits in total.

Entry requirements

Students are expected to have an Honours degree from a recognised Higher Education Institution in the UK, although we accept applicants with appropriate experience that we consider sufficient and comparable, or an equivalent degree from overseas. Equivalence of overseas students' academic qualifications is assessed by NARIC (see www.naric.org.uk). The content and subject matter of a student's first degree is open. In some circumstances, professional work in education (e.g. PGCE) or a related field can be assessed as appropriate credit for 'prior learning' (APL) and a reduction in the number of credits required to pass the programme can be negotiated. For overseas applicants who are non-native speakers of English, a minimum language level of IELTS 6.5, or equivalent, is required.

Who can apply?

Prospective teachers:

The UK government has recently announced that teaching will become a postgraduate level profession in England. If your ambition is to teach in a school, then our MA is ideally suited (although it is not itself a UK teaching qualification). Some students apply for our MA having completed their PGCE with the intention of postponing their entry to the profession, whereas others

apply before making a decision whether to become a teacher.

Non-teachers looking for new career paths:

Most of our students, however, have no intention of teaching. They are attracted by the academic nature of this award, by its habit of enabling new thinking about things that seemed like common sense, and by the prospect of improving academic skills and qualities and applying them in educationally related fields.

Employability

Many of our students seek new career paths to educational management, training or in related fields, maybe in their non-UK home. Some wish to continue their undergraduate expertise in Education Studies and gain a broader and deeper view of education. Others wish to gain employment in, say, a museum or gallery setting, while others start with the intention of taking their studies further – to PhD level – and seek eventual employment in an academic institution.

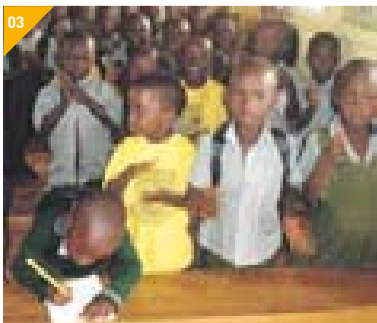


Student profile

Emma Dunn, MA Education Studies

"I chose this course to gain a deeper understanding of the theoretical, social, cultural and political influences in education. I found that Bath Spa presented a variety of modules and the capacity to step back and reflect on the 'big' themes. The flexibility of the course and the tutorials were the main things I enjoyed about studying at Bath Spa – this, along with the wonderful setting made my MA really enjoyable. Before studying here, I was an Education Officer in a small independent museum in Bath. Since leaving the university I run the formal learning department at Geffrye Museum, London. Studying the MA has provided the theoretical foundation for all my subsequent educational work and has given me the opportunity to challenge and reflect within my day-to-day practice."

Awards	international and global perspective
- MA Education Studies	Applications
- MA International Education and Global Citizenship	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
Course length	Enquiries
One year full-time or part-time (with permitted extensions up to a maximum of six years for part-time students)	Please contact course director Dr Howard Gibson: E: h.gibson@bathspa.ac.uk
Fees	
Please see page 12 for full details.	
Course location	
Newton Park campus	
Key features	
- Analyses politics and policies in education	
- Allows you to study educational topics in depth	
- Has a strong	
	01 Students come from a wide range of countries
	02 Students at Geffrye Museum, London
	03-04 Education within an international context
	05 Emma Dunn, MA Education Studies



School of Humanities and Cultural Industries

Professor Tim Middleton, Head of School

“The high-quality research-led teaching on all courses within the School makes us an extremely popular choice for students. Our aim is to provide an exciting, stimulating learning environment which both supports and empowers students throughout their undergraduate experience. We are at the forefront of new developments and you will be taught by staff at the leading edge of their disciplines.”

Taught postgraduate degrees

Creative Writing

Feature Filmmaking

Heritage Management

Literature and Landscape

Scriptwriting

Travel and Nature Writing

Writing for Young People

Creative Writing

This course will help and encourage you to bring a novel, book of poems, book of short stories or work of literary non-fiction as near to publishable quality as possible.

Why choose this course?

The programme, has become established as one of the leading courses of its kind.

Course structure and content

The course is modular and is currently offered for full-time study only.

The MA in Creative Writing is concerned with imaginative writing, which includes novels, short stories, poetry and non-fiction. The emphasis is upon encouragement, to help you to find and pursue a direction in your writing, and to understand the process of offering a manuscript for publication.

Because of the reputation of the MA in Creative Writing, we are able to recruit excellent students who, every year, form an exciting and mutually supportive community of writers. Frequent visits by other writers, literary agents, publishers, broadcasters and other professionals connected with writing ensure that students are given plentiful advice about how to place work and make decisions about their careers as writers.

The course is not for the writer whose only interest is in their own work, but rather for the writer who can benefit from working closely with fellow students and with tutors, many of whom are practising and published writers.

In recent years, several current or former students have been awarded excellent contracts for novels; Two were long-listed for the Man Booker Prize, three for the Orange Prize, one for the Costa Prize and one for the Guardian First Book Award. One received the Betty Trask Prize; another the Manchester Book Award; another a W.H. Smith New Talent Award. One reached the best-seller lists. Student poets have had their poetry accepted for publication in numerous literary journals, including *Ambit*, *Magma*, *London Magazine*, *Poetry Wales*, *PN Review* and *The Reader*, among others, and have been placed in such competitions as the *Bridport*, the *Frogmore*, *Mslexia*, and *Writers Inc*. *Janklow and Nesbit Ltd*, a leading literary agency, awards an annual prize for the best novel or novel in progress by a student on the course.

It is implicit in the course philosophy that critical reading aids the development of writers. Workshops, in which you look constructively at each other's writing, and context modules, to study the ways in which writers meet certain challenges, are integral parts of the course.

Modules

The full MA programme consists of two writing workshops, two context modules and the Manuscript (a double module):

Workshop One

You can either start with a general writing workshop in which you experiment with a range of forms, or a specialist workshop in prose fiction or poetry.

Workshop Two

This is a specialist workshop in prose fiction or poetry.

Context Modules

These modules examine genres and look at ways in which writers meet challenges from the public world. At least five of the following are offered each term:

- Writing and the Environmental Crisis
- Suspense Fiction
- Contemporary American Writing
- The Writer and Place
- Modernism and Postmodernism
- Writing and Gender
- The Short Story
- Writing and Politics
- Reviewing and Journalism
- Narrative Non-Fiction
- Genres of Television Drama
- The Love Story
- Writing for Young People

The Manuscript

For this module each student brings a manuscript as near to publishable quality as possible. You are assigned a specialist tutor.

Teaching methods and resources

Students take two three-hour seminars a week for the workshop and context modules. The Manuscript is completed between June and September. Students meet tutors regularly during this period. A residential writing weekend is an essential part of the course.

Tutors

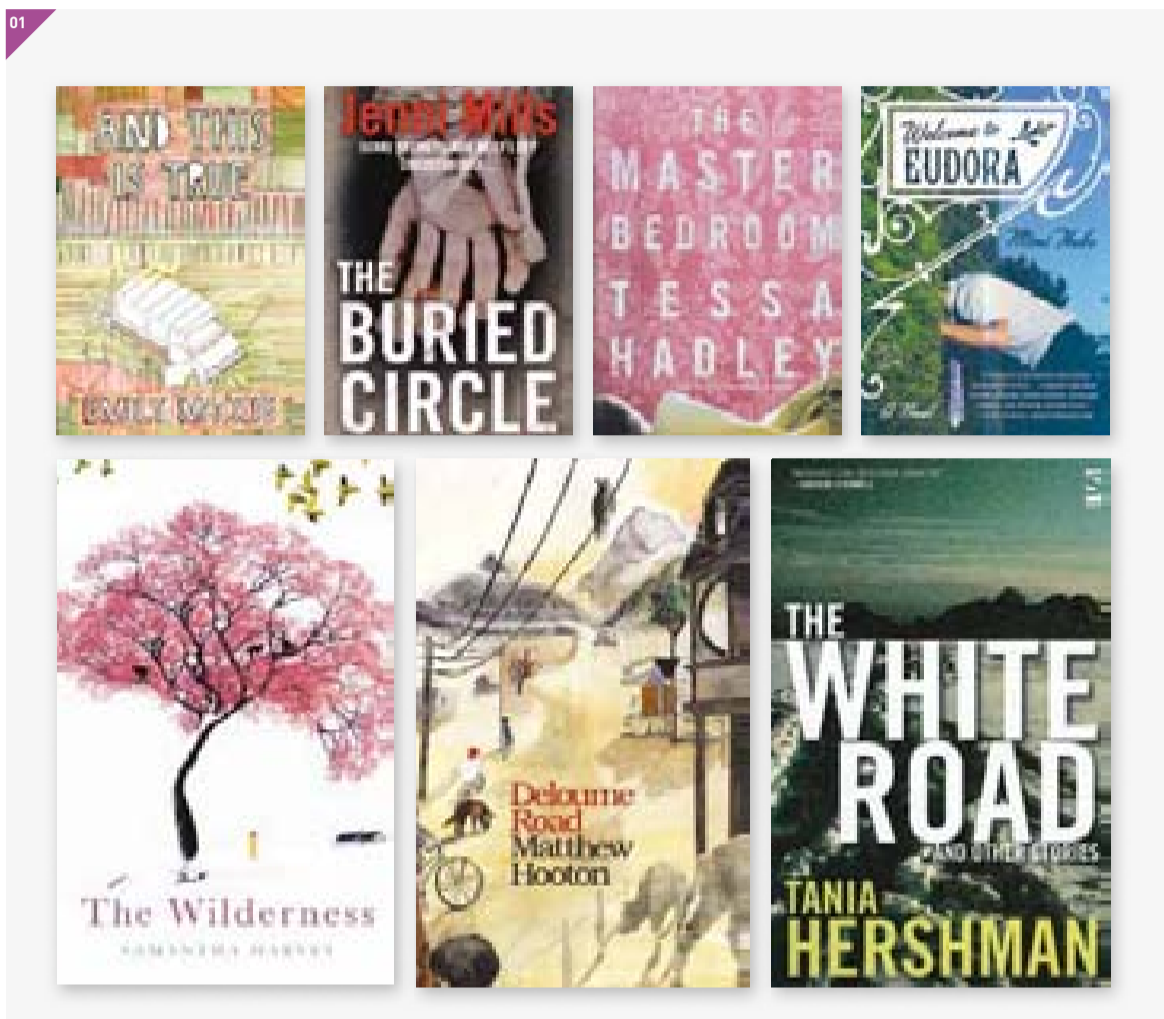
Tutors include prestigious, best selling and award winning writers, such as Gerard Woodward (novelist and poet); Tim Liardet (poet); Tessa Hadley (novelist); Andrew Miller (novelist); Carrie Etter (poet); Samantha Harvey (novelist); Steve May (radio dramatist, playwright and novelist); Richard Kerridge (nature writer); Paul Evans (nature writer); Lucy English (novelist and poet); Mimi Thebo (novelist); Jonathan Neale (novelist, dramatist and non-fiction writer); Tricia Wastvedt (novelist); Celia Brayfield (novelist); Jenni Mills (novelist); Neil Rollinson (poet). In addition you will have the opportunity to meet a wide range of writers, publishers and literary agents.

Visiting writers

Readings and seminars conducted by writers are built into the programme. Visiting writers have included Moniza Alvi, John Burnside, Stevie Davies, Helen Dunmore, Roy Fisher, Peter Flannery, Nick Hornby, Michael Hulse, Emyr Humphreys, Kathleen Jamie, Mimi Khalvati, Toby Litt, Tony Lopez, Benjamin Markovits, Les A. Murray, Tim Pears, Ashley Pharoah, D.B.C. Pierre, Jem Poster, Philip Pullman, Fiona Sampson, Michael Schmidt, Matthew Sweeney and Fay Weldon. There will also be visits from publishers, literary agents and broadcasters. Every year there are opportunities to show work to agents and editors who visit.

Assessment methods

Assessment is by coursework only. Each writing workshop is assessed on



Student Profile Nikita Lalwani, MA Creative Writing

"Being at Bath Spa was something invaluable and undefinable for me. I was worried that going on a creative writing course might be a bit like being in a slightly sick, 'show us your underwear' form of group therapy. I was very wrong. Instead I was thrust into the company of some of the most interesting writers around – the current spread of tutors in the department – who have managed to create a space where ideas really are exchanged rather than reduced to templates. I wrote more than half of my novel there and am indebted for the way in which being on the course made writing the centre of my life."

Nikita's debut novel, *Gifted*, was included in the longlist for the 2007 Man Booker Prize, the shortlist of the Costa first novel award, and won the 2008 Desmond Elliott prize for sparkling new fiction. Nikita's novel was conceived on the MA course, and a first draft was her manuscript submission.

the basis of a folder of creative writing and an early draft of part of the Manuscript. Each context module is assessed on the basis of an essay and a folder of creative responses. The Manuscript is 35,000–40,000 words (or the equivalent for poetry and scriptwriting).

Entry requirements

Admission to the course is based on a portfolio of creative writing, our estimate of the student's commitment and potential as a writer and ability to benefit from the course, and normally, but not invariably, on an undergraduate degree.

Applicants will need to submit a short piece of creative writing with their application form, such as two chapters of a novel, two short stories, six poems, or the equivalent.

Award	please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
MA Creative Writing	
Course location	Enquiries
Corsham Court campus	Please contact course leader Professor Richard Kerridge: T: +44 (0)1225 875573 E: r.kerridge@bathspa.ac.uk
Course length	
One year full-time	You may also be interested in our specialist postgraduate course in children's writing – see page 47 and visit www.bathspa.ac.uk/pggrad for details of the MA Writing for Young People.
Fees	
Please see page 12 for full details.	
Funding	
AHRC Studentships available – see page 12 for full details	
Key Features	
- A leading course - An institution that has pioneered the teaching of creative writing - Writing workshops taught by published writers - Strong links with literary agents and publishers	
Applications	
Application forms are available on the website and for any admissions enquires	01 Publications from MA Creative Writing students and staff 02 The beautiful campus at Corsham Court is perfect for quiet reading 03 Nikita Lalwani, MA Creative Writing

Feature Filmmaking



The MA in Feature Filmmaking is designed to give you an industry-focused education in the business and practice of modern feature making for fact or fiction.

The collaborative nature of modern filmmaking means that this is a course for students with aspirations as directors, producers, screenwriters, APs, camera ops, editors and other creative roles, who want to develop both their aesthetic and business skills for a successful career working on feature length documentaries or fiction films.

Course structure and content

The course teaches you how modern filmmakers make feature length projects and offers practical experience of trying to make such projects. We cannot guarantee that your project will get made and your success in academic terms will not depend upon you having completed a feature (although we are confident that many students will achieve this).

All students will graduate with a wealth of professional contacts, a stunning showreel, a fully developed feature film project and the knowledge and contacts for how to get ahead in the film business.

The aim is that at the end of the MA in Feature Filmmaking you will have received a thorough education in the needs and techniques of the micro-budget film business and have the skills to be able to negotiate favourable terms for your current (and future) feature projects to be distributed.

There are two durations of the MA in Feature Filmmaking – full time over 12 months and part time over 24 months.

Modules

Workshop modules

These are practical and creative filmmaking workshops, which give you the techniques for feature film production for low budget film production. In workshop modules you are taught by Bath Spa academic staff, with experience in documentary or drama production, and/or by industry professionals.

Context modules

Context modules are offered in the belief that filmmakers will only reap the rewards of their creative skills if they have an adequate understanding of the industry, the financial and legal frameworks and the operation of these systems. These

are not modules that would be covered in a MA in Film Studies as they relate entirely to the business functions of the industry, although you will investigate the power and dominance of the Hollywood studio system and its impact on narrative, for example. However, you will then apply this knowledge to alternative funding models and tax regimes that European countries have adopted to combat Hollywood's dominance.

Feature development workshops

There are two script/development workshops and up to four hours one-to-one mentoring during this period. Students on the part-time route will have the opportunity to collaborate on productions being filmed by full-time students during this period.

Practicum

This double module is where theory and practice come together in the production and postproduction of a feature length project.

From Script to Screen – Low Budget Production Techniques

This module introduces and explores practical and creative techniques, approaches and strategies of low budget feature documentary and fiction production. This gives an overview where key skills are developed building on your previous knowledge. You will refine your personal project during this module by learning advanced editorial, scripting and stylistic approaches to feature film production.

From Pitch to Production – the International Film Business

To compete in the global film business low budget practitioners will be required to understand the historical development, business systems, procedures and models that influence the global film business. This module allows you to understand how and why the Hollywood model still dominates feature film production.

Planning for Success – Pre-production

This module builds on the first two modules to give you the ability to further



develop/rework/alter your main project in light of the insights into low budget cinema techniques and how the international film business operates.

Finding an Audience – Distribution Techniques

This module gives you a thorough grounding in the theory and practice of contemporary marketing, as applied to film. The module introduces traditional marketing theories and strategies on marketing communications, consumer behaviour, direct marketing and customer relationship marketing. It then updates these approaches, with a focus on digital marketing techniques. Using social networks to build networks of advocates prior to release that can produce a marketing momentum that allows low budget films to compete against Hollywood's blockbuster marketing clout.

Production and Postproduction

This module is the culmination of the previous four modules. In this 16 week module you turn your project into a feature length production, building on the insights you have learnt over the course. The projects will normally need to be completed to an 'off-line' standard with a stereo mix.

You should expect to work 12–14 hour days for six days a week when filming and editing. It is expected that most productions will involve four–six weeks for principal photography. The projects will then go into a period of editing of 10–12 weeks to arrive at a version of the film that is suitable for screening to distributors and agencies to seek further completion funding.

Teaching methods and resources

This MA is taught in an executive format of intensive workshops and seminars. You will be based at Bath Spa premises in Bristol and at the University's Corsham Court Centre in Wiltshire.

These offer studio facilities and the latest editing software, lights and video cameras including Sony F3 and Canon DSLR 5D and 7D, together with first class tutorial and lecture rooms.

Tutors

The modules in the MA are taught by both practising industry professionals and by specialist academic staff from the Department of Film and Media Production

Assessment methods

You are assessed through continuous assessment. Assessment tasks will be varied, including group presentations,

script development evaluations, industry reports, production folders, marketing reports and the feature film project.

Your final mark for the production module will reflect the quality of the final submission and amount of input you have put into the combined project either as a producer or director. Your tutors will evaluate your creative and physical input to the project and your course based on your journals, tutorials, other students' submissions and any other submissions. In this sense a well-produced project can be awarded a distinction to the producer even if the director achieves a pass for his or her work.

Entry requirements

Applicants to the twelve month programme must have a script or treatment, which in the opinion of Bath Spa is at pre-production at the point of interview. If the script or treatment requires any significant extra work, or an extended filming schedule, you will be offered a place on the 24 month version of the course. It is your responsibility to work with the development manager to develop the project so it can be approved for production.

Employability

Our assumption is that students taking this programme are committed to working in the feature film industry as creative filmmakers, who understand that a detailed knowledge of the film business will be central to their future success, as is a strong sense of story telling. The structure and aims of the course provide a route to exploiting film assets in global markets as well as using a low budget feature to prove your skills as a long-form filmmaker.

This experience will lead some producers and directors into contracts on other films, TV drama or drama documentaries. Producers will build up a series of skills, contacts, and experience that will allow them to develop subsequent projects with greater support.

Other students may wish to pursue academic work as lecturers and practitioners. Another career route open to graduates will be to use their subsequent project as part of a creative PhD at Bath Spa or other bodies. Other careers can involve working with arts organisations like the BFI, Creative England, regional screen agencies such as Film London or South West Screen.



Awards

- MA Feature Filmmaking
- Postgraduate Diploma (PG Dip) Feature Filmmaking
- Postgraduate Certificate (PG Cert) Feature Filmmaking

Course location

Bristol Studios and Corsham Court Centre

Course length

- MA full-time three trimesters (one calendar year).
- MA part-time six trimesters.
- PG Dip full-time two trimesters.
- PG Dip part-time four trimesters.
- PG Cert full-time one trimester.

Fees

Please see page 12 for full details.

Key Features

- A chance to make your own feature film

- An opportunity to work with producers, directors and cinematographers exploring and pooling your skills with your fellow filmmakers
- Learn about the traditional and new routes and techniques to getting a film made and released

Applications

Application forms are available on the website and for any admissions enquires please contact:
T: +44 (0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

Please contact Dr Terence Rodgers, Department of Film and Media Production:
T: +44 (0)1225 875659
E: t.rodgers@bathspa.ac.uk

Heritage Management

The ways in which we understand and manage 'heritage' are changing rapidly, while the physical remains of our past – buildings, landscapes, city streets, archives, artefacts and archaeological sites – and the intangible associations of tradition, language and memory continue to shape the ways in which we live our lives.

This course poses challenging questions about our thinking and practice, and offers students the opportunity to explore this through a series of practical projects, working in partnership with a wide range of heritage organisations across Bath, the region, and beyond. We will help you set heritage in its social, political and economic context, and support you in a series of placements so that you can see how this plays out on the ground, for real.

"I want to know the relationship between this wooden object... and where it has been. I want to be able to reach the handle of the door and turn it and feel it open. I want to be able to walk into each room where this object has lived, to feel the volume of the space, to know what pictures were on the walls, how the light fell from the windows. And I want to know whose hands it has been in, and what they felt and thought about it – if they thought about it. I want to know what it has witnessed."

Edmund de Waal, *The Hare with Amber Eyes: A Hidden Inheritance* (Chatto & Windus, 2010)

The hare with amber eyes – a tiny Japanese netsuke – is part of de Waal's personal inheritance, knotted into the threads of family and world history, but the questions he asks of it belong to us all. We are moved by the evidence of the past because of what it is, whether a torn family photograph or the soaring arches of a great cathedral; the pages of a letter or the sweep of a battlefield. We are moved by the stories contained in such fragments, and by the events they witnessed.

This course asks the same questions of historic buildings, museum collections, parks and gardens, archaeological sites, public and private archives. It also asks questions about the ways in which these resources are managed, presented and explained, and explores these through a series of encounters with heritage practitioners and heritage places. What challenges are heritage bodies currently facing? What choices do they make in dealing with them? How will pressures on public funding for heritage in the UK – and further afield – shape our experience of visiting and working in museums and heritage sites in the future? And how will our wider understanding of heritage change as a result?

Trying to answer such questions provides a framework for practical work in the sector, underpinned by hands-on, supportive teaching. As well as thinking about heritage, we want you to become involved in a range of projects, working with our partners in local, regional and national heritage organisations, and to gain experience on the ground.

Course structure and content

The course offers a broad basis for developing your skills in heritage

management, and will reflect both your needs and interests and the changing nature of the sector itself. It has been designed to provide everyone with a common starting point, but it also offers a chance to explore particular themes and to become involved in substantial pieces of work.

Modules

Developing Heritage Thinking and practice for the 21st Century

This module introduces the key concepts we will use throughout the course, and asks how far heritage practice has kept pace with changes in heritage thinking and in society, politics and the economy. It poses two major questions: How did we get here and where next?

Leadership, Management and Governance

How are heritage organisations managed? How can they meet current challenges? What skills will you need to meet the future needs of the sector? This module will give everyone the opportunity to consider the practical challenges involved in managing a heritage attraction.

Understanding and Analysing Current Practice

This module revisits the thinking we explored during the first trimester and applies it to current examples of heritage practice. This module will take you beneath the surface of a new gallery, a restored garden, or a period interior, and ask you to consider: why this? It will enable you to develop a more sophisticated understanding of the ways in which the heritage sector really works.

Supported Placement

The placement provides you with an opportunity to undertake a substantial piece of work, supported by workshops led by leading heritage practitioners, many of whom will continue to act as mentors throughout the rest of the module. Your placement might involve work on funding and fundraising, developing volunteers, researching collections, or marketing, communications and advocacy. We see this as the focal point of the course, and potentially of enormous value to you and to the organisations with whom you'll be working.

Final Project or Dissertation

Your final project may represent an extension of your placement work, the opportunity to complete a new project, or a more traditional, research-based dissertation. Project work might involve preparing a learning programme, accompanied by appropriate materials; producing a film or developing a website.

Teaching methods and resources

The course will be delivered mainly through intensive workshops, often run by leaders in their own field in the heritage



Employability

Careers in the heritage sector include roles in collections management, education and learning, exhibition planning and implementation, community engagement and outreach, and marketing and fundraising. You might also become involved in operational management, events planning, retail and visitor services.

Not everyone will want a job in the 'heritage industry'. Therefore, the course includes a range of generic skills and opportunities which are aimed at increasing employability for Bath Spa postgraduates in the voluntary sector, social enterprises, fundraising, and a wide range of administrative and management roles. As well as studying heritage management, you will be fostering links with external partners and with other departments across the University. These may be the connections which help lead you into other roles, including education, the cultural industries or to self-employment.



Awards

- Master of Arts (MA) Heritage Management
- Postgraduate Diploma (PG Dip) Heritage Management
- Postgraduate Certificate (PG Cert) Heritage Management

- A skills-based course which combines practical activities, placements and projects with robust thinking and analysis

- Your opportunity to work in an outstanding heritage setting, including the World Heritage Sites of Bath and Stonehenge-Avebury

Course location

Corsham Court campus

Course length

- MA full-time three trimesters (one calendar year)
- MA part-time six trimesters
- PG Dip full-time two trimesters
- PG Dip part-time four trimesters
- PG Cert full-time one trimester

Applications

Application forms are available on the website. For any admissions enquiries please contact:
T: +44(0)1225 875624
E: admissions@bathspa.ac.uk

Fees

Please see page 12 for full details.

Key Features

- A chance to develop your own experience and understanding in partnership with leading players in the heritage sector

Enquiries

For all enquiries about the course, please contact course director
Dr Alison Hems:
T: +44(0)1225 876363
E: a.hems@bathspa.ac.uk

01 The new modern extension to the Holburne Museum Bath

02 The Last Drop

03 Detail of a historic door

04 The Roman Baths

05 Stonehenge

Literature and Landscape

The MA in Literature and Landscape examines how literature reflects and shapes the way in which we see the landscape and the environment and it gives students the opportunity to study the kind of analyses that are becoming increasingly important to the direction of modern English literary studies.

Why choose this course?

The MA draws upon our staff's internationally recognised expertise in the field; our location in a World Heritage site; and it offers tremendous opportunities for students to access unique regional resources.

"The first hour was allotted to making themselves comfortable, for they complained of having a very dirty walk, as they came on foot from Snow-Hill, where Mr Branghton keeps a silver-smith's shop; and the young ladies had not only their coats to brush, and shoes to dry, but to adjust their head-dress, which their bonnets had totally discomposed".
Fanny Burney, *Evelina* (1778)

"The casual glimpses which the ordinary population bestowed upon that wondrous world of sap and leaves called the Hintock woods had been with these two, Giles and Marty, a clear gaze. They had been possessed of its finer mysteries as of commonplace knowledge; had been able to read its hieroglyphs as ordinary writing".
Thomas Hardy, *The Woodlanders* (1887)

These scenes, from two novels over a hundred years apart, both depend upon ways of reading the landscape. Burney's depiction of the Branghton daughters depends on the reader being able to decipher the social geography of London: the women have come from the mercantile middle-class City to the elite and fashionable West – and on foot too rather than by coach – and their aspirations of fashionability are subtly derided. Hardy's portrait of Giles and Marty as themselves readers of the landscape also implicates the reader of the novel with the suggestion that we, unlike them, have no longer such an innate and Edenic ability to read the world of 'sap and leaves'.

Ever since Raymond Williams' seminal study *The Country and the City*, literary critics have become increasingly conscious of the way landscape is represented. This has gained considerable momentum with the spatial and environmental turns of the 1990s and the rapid growth of ecocriticism – literary criticism focused on the representation of the natural world and environmentally-conscious writings. Literary heritage tourism and the use

of computer mapping techniques within literary studies as well as within cultural geography are more recent developments which this MA will exploit. It will enable students to address such questions as: how does literature debate humanity's relationship with 'Nature'? How do the conventions of representing various landscapes change over time? What makes 'the country' or 'the wild' what it is? How is 'the city' characterised in literature? How does literature represent environmental destruction? Is it influenced by modern environmental movements?

Course structure and content

The programme aims to provide students with an excitingly wide range of issues and approaches in relation to the representations of various kinds of landscapes. It will present:

- a mix of thematic topics, types of landscape and regions
- a balance between literature pre- and post-1900
- a range of methodologies (for example Marxism, historicism; ecocriticism; archival research; mapping technology)
- although its main focus is literary, inevitably – given the subject – material culture or real places may also be examined (for example the iconography and design of an English Country Estate; the materiality of the London Lord Mayor's show; the Eden Project; the specific topography of journeys or locales).

Teaching and learning on the taught modules will primarily be via seminars, but the programme will also include opportunities for research skills workshops, presentations, field-work and independent research associated with the Dissertation or Project. Assessment will be via essays, proposals, and a final Dissertation or Project.

Modules

The programme will consist of one 30-credit research methods module; three 30-credit core modules; one 60-credit dissertation/project module.

Research Methods and Writing for Postgraduate English Studies

Enables students to make the transition from undergraduate work to researching and writing English studies at postgraduate level. This module will be an introduction to postgraduate-level research strategies alongside the focused study of literary texts.

Core modules

In order that we can offer as wide and varied a programme as possible the core modules below will act as a 'shell' module: each will consist of two themed strands. Opportunities for field trips and/or directed research trips may be offered as an alternative to seminars, depending upon the nature of the thematic strand.

The Country and the City in History

Two topics from the indicative list below will be offered each year: 'The politics of place in early modern literature'; 'Civic and national consciousness in early modern literature'; 'Staging the nation in early modern London'; 'The city and the country estate from Marvell to Austen'; 'Transforming poetry: industry in landscapes of the eighteenth century'; 'Colonial landscapes and the metropolis in the eighteenth century'; 'Romanticism and Ecocriticism'.



Environmental Writing and Ecocriticism

Two topics from the indicative list below will be offered each year: 'Place and Ecology'; '20thC. American nature writing'; 'Postwar British nature writing'; 'Representations of Canadian wilderness'; 'Colonial/postcolonial natures'; 'Contemporary environmental fictions'; 'Globalising environments'; 'The environmental tradition in English literature'.

Chorographies: case studies in region or place

Two topics from the indicative list below will be offered each year: 'Georgian Bath'; 'Environmental writers of south-west England'; 'Early modern London'; 'Gothic London'; 'Modernism and rural/suburban London'; 'Postcolonial London'; 'Writing Los Angeles'; 'Twentieth-century Dublin'; 'Hardy and Wessex'; 'Wordsworth's lakes'; 'Literary journeys'.

Dissertation/Project

Students can opt for either a traditional written Dissertation or the Project. The Project offers students the opportunity to create a different output, and it can take the form of an applied research or knowledge-transfer type project (for example, the use of cultural geography mapping techniques). This module will also include the opportunity to further pursue links with external organisations and some refresher workshops on research skills.

Teaching methods and resources

The MA is founded upon our staff's expertise and substantial publications record in the areas of ecocriticism, contemporary environmental writing, early modern London, postmodern American cities, and literary journeys in modernist/postmodernist literature. One of the programme's staff is chair of the UK branch of the Association for the Study of Literature and the Environment: its journal *Green Letters* is published via the Artsworld project at Bath Spa University. The MA draws upon and is supported by three research centres: *Book, Text and Place 1500-1750*; *Contemporary Writing*; *Writing and the Environment* and students will become members of the research centres and, therefore, part of the School's research culture.

Our Library offers access to high-quality electronic resources such as Eighteenth-century Collections Online

(ECCO), Early English Books Online (EEBO), British History Online, and GEOBASE. Students will also be able to gain access to research libraries such as the British Library and the Bodleian Library. We also have established links with bodies such as the Science Museum collection at Swindon and Bath Central Library, as well as our close connections with archives at the city of London (for example, the London Metropolitan Archives, the Guildhall Library, and the Centre for Metropolitan History at the Institute of Historical Research).

In addition, the MA draws upon Bath Spa University's location in a World Heritage Site and in a region with many unique literary and historical associations. The region has specific associations with writers from the past: for example, Coleridge, Nether Stowey and the Quantock Hills; Hardy, Dorchester and 'Wessex'; Pope, Fielding, Burney, Austen and Bath. The South West has also been a fruitful locale for contemporary environmentally-conscious writings and is the location of the landmark ecology programme, the Eden Project.

The region is blessed with many fine examples of that iconic vision of the English landscape, the landscaped country estate. In the immediate region one can find, for example, Stourhead, Prior Park, Dryham Park and Bowood House, in addition to our own campuses at Newton Park and Corsham Court. Stourhead (NT), for instance, offers a learning space with talks and access to archival material, and has welcomed the prospect of students shadowing the estate guides.

We are also uniquely positioned to build links with other regional organisations; for example, environmental organisations (such as the RSPB or the Forestry Commission), country estates, the National Trust, English Heritage, Bath Preservation Trust, archives at Dorchester (Hardy) and places of literary heritage tourism (such as the homes of Austen, Hardy, T. E. Lawrence, Coleridge, John Cowper Powys).

Entry requirements

We expect all applicants to have a good honours degree (2:1 or above), in an area of literary studies or related humanities subject.

Employability

Typical career destinations include:
- Traditional English postgraduate destinations (for example, higher research degree programmes, public



and private sector research careers, book and publishing industries)
- Environmental sector and 'Green' careers (e.g. advocacy, communications, charities, education, internships, ecotourism, urban planning)
- Heritage and tourism sector (for example, charities and trusts, visitor centres, private estates, local government, planning, management, communications)
- Creative industries (for example, radio, TV, cable and satellite broadcasters, book publishing, web media, news and magazine media).

Award	and regions (for example: urban, wild, natural, British, American).
Master of Arts (MA) in Literature and Landscape.	- Offers the opportunity for field-work with, for example, regional heritage organisations, resources or archives.
Course location	
Corsham Court campus	
Course length	
- One year full-time - Two years part-time	Applications
	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
Fees	
Please see page 12 for full details.	Enquiries
Funding	Please contact course director Dr Stephen Gregg: T: +44(0)1225 875482 E: s.gregg@bathspa.ac.uk
Studentships available – see page 12 for full details	
Key Features	
- Internationally-recognised staff expertise. - Access to unique regional resources and a location in a World Heritage Site. - Examines literary works from a broad historical range (Early Modern period to the present) and covers a wide range of landscapes	

01 View of the lake at the Newton Park campus
02 Bench alongside the path that runs on the edge of the Blackmore Vale from the Dorset Gap to Bull Barrow Hill – the path is the route Tess takes from Flintcomb Ash Farm to Martock, in Thomas Hardy's novel *Tess of the D'Urbervilles*.

Scriptwriting

The MA in Scriptwriting is a professional training course for working writers.

Why choose this course?

Most scriptwriters work across several media, and the course reflects this. All our tutors are working writers. We aim to turn out writers who understand the structure and craft of drama, have a finished script they can use as a calling card, know the industry in all its variety, and can pitch and sell their work.

The MA is taught in seventeen weekends of intensive workshops. It is not, however, 'low residency'. There are as many hours of teaching as on Bath Spa University's established MA in Creative Writing.

The course is taught at our beautiful Corsham Court campus where we are developing performance, capture and editing facilities. We also work closely with the School of Music and Performing Arts, and their students will have the opportunity to help act in and produce our work.

Although this is an intellectually challenging postgraduate course, there is no 'academic' side detached from the working side. Everything theoretical is geared to help the students as writers.

The MA in Scriptwriting also offers each of its students a free copy of Final Draft scriptwriting software, a must for professional Scriptwriters.

Course structure and content

The course is full-time from October to September, or part-time over two years, and is taught in modules. The first trimester runs from October to January and there are two modules, each delivered in three intensive weekends.

One is the module on Dramatic Structure. This aims to give you an understanding of the full range of ways that plays and scripts can work. You are introduced to dialogue, character, genre,

and the different media. But the emphasis is on how to tell a story – a well made plot. Students will read and view widely, but the academic side is not separate from the working side. This module is to help you write.

The other module in the first trimester is a workshop in Writing Theatre and Radio. This is delivered in three intensive weekends. All of the time is devoted to the students' own work, and much of the time we work on our feet. At the end of the trimester each student finishes a 45 to 60 minute play or radio script, and a 3,000 word essay that explains the structure of that script.

The second trimester, from February to June, also has two modules. One is Professional Skills, again over three intensive weekends. All our experience is that the ability to write alone is not enough to make your way in the various industries of theatre, television, film and radio. You also need to be able to pitch, and to talk intelligently and flexibly about your own work and others'. One of our tutors facilitates this module, and various industry professionals come in for a day each to inform, rehearse and challenge you.

The other module this trimester is Workshop in Screenwriting, also over three weekends. Here you write a script for film or television. We pay particular attention to genre, to the visual and time requirements of the screen, and to writing for particular markets. At the end of this trimester each student finishes 50 to 60 minutes of TV, or a short film script, or a treatment for a full-length film plus at least 45 minutes of polished script.

The third trimester runs from June to the end of September. Here there is only one double module, the Final Script Workshop. This is taught in workshop sessions over two intensive weekends and a single Saturday between June and September.

In this module each student writes a full length play, a full length film script, or the equivalent in television or radio. This script can be a development and

reworking of earlier pieces, but will often be completely new work. At the end of September students submit this script.

The final assessment is based on three things. The most important is this script. The second is a 3,000 word essay explaining exactly where in the market it is aimed and how it is shaped to fit that niche. The third is a cold pitch for this script. When we speak of the market, we are thinking quite broadly. Some students will want to write for Hollywood, British independent films, soap operas, or theatre. Others will want to write radio plays, documentaries, puppet shows, theatre in education, training videos or school plays. The emphasis is, however, always on getting your work to a producible form.

Teaching methods and resources

All courses will be taught by intensive workshops. Over the years we have found this is far and away the most productive way of teaching writing. It is particularly suited to scriptwriting, which is very much a social and collective art.

Tutors and visiting professionals

All of our tutors are writers working in the industry. Among those working on the course will be:

- Ursula Rani Sarma (Course Director) writer for theatre, radio and screen
- Steve May who writes radio and novels
- Robin Mukherjee who writes theatre, television and film
- Hattie Naylor who writes film, theatre, radio and opera libretti
- Jonathan Neale who writes theatre, radio and novels

In the second semester we have visits from several professionals in the industry. Each conducts a one-day workshop with students, outlining the industry and giving them rigorous practice in pitching their work. Typically, we will have an agent, a TV producer, a radio producer, a theatre director or literary manager, and a film script editor.



Assessment methods

Assessment is by coursework only. In the first two trimesters work will be assessed as work in progress. The final submission will be examined on the script (60%), and the essay on the market and the pitch (40%).

Entry requirements

Most students accepted onto the course will have either a first degree or a thorough professional training in acting, theatre, television, or film. Some students, however, will be accepted on the basis of equivalent life experience. Applicants are asked to submit one or two pieces of creative writing with their application form, about twenty pages in all. This can be part of a novel, short stories, poems, or script. Do not assume it has to be drama. Submit your best work rather than your best script.

Student profile

Hannah Willcock MA Scriptwriting 2010

"In the third year of my undergraduate degree in Creative Writing with English Language & Linguistics, I did a module in screenwriting, which I particularly enjoyed. I discovered that scriptwriting provided the opportunity to be as creative as when writing prose, yet within a specified structure. I chose to do the MA in Scriptwriting to learn more about this structure, and how it operates across the different mediums of theatre, radio, television and film.

I chose Bath Spa because the university has excellent connections with practising industry professionals. The course also gives students the opportunity to write scripts for all four mediums; theatre, radio, television and film. Many of the courses I looked at only focused on one area, yet the reality is that most working writers cross-over to different mediums.

Bath Spa has a great campus and a very relaxed atmosphere in which to study. The best thing about the course is that the tutors are so helpful and approachable. They are all working writers themselves, so are able to provide invaluable insights into how the industry is operating now. The tutors also have a lot of professional contacts in the fields of writing, producing and directing, who will visit the class to answer questions, share their insights, and offer advice based on their own experiences. The course has given me a lot of confidence in myself and my abilities, and my tutors and fellow students have encouraged me all the way.

Having an MA qualification in Scriptwriting should show potential employers that I have the dedication and determination required to build a career in this highly competitive field. The experience that I have gained through editing and formulating feedback on other students' scripts will hopefully be advantageous when applying for a job as a script reader or script editor for a production company."



Award	intellectually serious.
MA Scriptwriting	- The course is taught at our Corsham Court campus where we are developing performance, capture and editing facilities.
Course location	
Corsham Court campus	
Course length	
- One year full-time from October to September.	Applications
- Some students may be accepted to do the course part-time over two years.	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
Fees	
Please see page 12 for full details.	Enquiries
Funding	Please contact course director Ursula Rani Sarma: T: +44 (0)1225 876358 E: u.sarma@bathspa.ac.uk
AHRC Studentships available – see page 12 for full details	
Key Features	
- We expect the atmosphere on the course to be relaxed, playful, supportive and	



01 A basic film set
02 Theatre script in action
03 Hannah Willcock, MA Scriptwriting 2010

Travel and Nature Writing

The Master of Arts in Travel and Nature Writing is designed for writers seeking advanced skills in the growing field of creative non-fiction inspired by the natural world and contemporary journeying.

Why choose this course?

The course focuses on the application of writing skills to match the requirements of the travel and nature writing sector. To this end, students will learn from engagement, encounter, workshop, tuition and mentoring; they will develop their professional practice and produce a portfolio of work to help establish their careers in this highly competitive field.

Course structure and content

This is a low residency course over three semesters. It will normally consist of three week-long residential sessions, meeting visiting writers and industry specialists; distance learning modules designed to familiarise participants with the standards, interests and publishing requirements of the sector; one-to-one tutorials and mentoring providing the opportunity to turn experience into well-crafted writing of publication standard.

Modules

The course begins with an intense six-day residential session for induction, introduction to distance learning, taught modules and mentoring sessions. The first two semesters involves writing regular pieces which are critiqued by tutors and peers. Through a business and context module, students can explore the ethics, history and development of a particular area of travel or nature writing. The second residency takes place in January or February. Throughout the course students will develop a portfolio of their best work and a journal tracking their submissions to publications; in this they will be supported by a mentor. The third residency will involve fieldwork, normally outside the UK.

Teaching methods and resources

Face-to-face seminars during intensive residency weeks, individual tutorials, directed study in writing and rewriting, online tutorials, Wikis, discussion boards,

tutorial and peer critiques. Students will read extensively and are expected to be familiar with the subject and its contextual literature.

Tutors

Bath Spa University can draw on the experience of professional writers, tutors and industry professionals of the highest standard.

Assessment methods

The course totals 180 credits: modules in the first semester account for 30 credits, the second semester also accounts for 30 credits, professional practice develops through semesters one and two accounting for 30 credits and the portfolio amassed throughout all three semesters accounts for 90 credits.

Entry requirements

A first degree, a formal application, samples of travel and/or nature writing and interview.

Employability

The course is designed to introduce students to the workings of various travel and nature writing publishing opportunities and prepare them for the submission of their own work. It will also equip them with the practical and business skills to operate as freelance writers.



- 01 Enjoying nature
- 02 Golden eagle over mountains
- 03 Coin operated binoculars on Lycabettus Hill on top of Athens city, Greece.

Award

Master of Arts (MA) in Travel and Nature Writing

Course location

- Corsham Court campus
- Distance learning with residential sessions or equivalent

Course length

- MA low residency (one calendar year)
- Two residencies in UK
- One residency outside of UK

Fees

Please see page 12 for full details.

Key Features

- Applied creative non-fiction, hands-on experience, tuition from industry professionals.
- Ideal for writers inspired by the natural world and contemporary journeying ambitious to become published professionals.

Applications

Application forms are available on the website and for any admissions enquiries please contact:
T: +44(0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

Please contact course director Dr Paul Evans:
T: +44(0)1225 875875
E: p.a.evans@bathspa.ac.uk

Writing for Young People



This specialist creative writing MA course enlists the expertise of our team of writer-lecturers, five of whom are currently published in the field of children's writing. It is supported by visiting speakers from the children's publishing world, including agents, editors, publishers and authors.

Leading Children's Literary Agent Jodie Marsh (*United Agents*) offers an annual prize for the 'most promising writer for young people'. We have an excellent track record of graduates achieving publication.

Novels by Gill Lewis, Sam Gayton, Elen Caldecott, Jim Carrington, Alex Diaz, Marie-Louise Jensen, Sally Nicholls and C.J. Skuse and picture books by Karen Hughes have all been published in the last five years. 'Ways to Live Forever' by Sally Nicholls won the Waterstones Children's Book of the Year Award and the Glen Dimplex New Writers Award 2008. Marie-Louise Jensen and Elen Caldecott were both shortlisted for the 2009 Waterstones Prize, and Elen was longlisted for the Carnegie award for 'How Kirsty Jenkins Stole the Elephant'.

Course structure and content

The course is for writers for children of all ages, from the picture-book age through to adolescent and 'crossover' writing which aims at markets among adults as well as young people. Though prose fiction is likely to be the main area studied, students will have the chance to look at writing in all forms, including poetry, picture book texts and non-fiction.

The course supports students to create a significant body of writing, with practical plans for its place in the real world of publishing. It is based on the principle that most writers learn and benefit from working closely with their fellow writers, in a disciplined supportive setting, and

with tutors who are practising and published writers in their field.

Modules

Writing Workshops

In the first semester's writing workshop you will explore a variety of formats and approaches, gaining a sense of the different age-ranges and forms. This is also an introduction to the writing workshop experience which is the heart of the course. In the second semester's workshop you will be asked to choose your area of writing, and use the workshop's feedback and encouragement to explore it in more depth. Full-time students take one writing workshop in Semester One and one in Semester Two. Part-time students take one workshop each year.

Context Modules

Each full-time student takes one of these in the first semester and one in the second semester. The first semester's context module, Writing for Young People: Forms, Ages and Stages, is concerned with the writer's relationship with their audience, a sense of the history of and issues raised by children's writing. The second semester's module looks at Contemporary Children's Publishing, and aims to give a realistic grasp of the choices open to new writers in the field. Part-time students take one of these modules in each year of study.

Manuscript

This is the development of a manuscript as near to publishable quality as possible. It is supported by tutorials with a manuscript supervisor. It may be a novel, a book of stories, a collection of poems or picture book texts.

Teaching methods and resources

The course is modular and offered for full and part-time study. Part-time students take the same course over a two-year period, taking one module each semester. Students complete four taught modules (two writing workshops and two context modules) plus a manuscript (double module).

Modules are normally taught via tutor-led writing workshops, organised

in 11 weekly three hour sessions on the Corsham Court campus. The manuscript is taught via one-to-one tutorials, working with a tutor with particular knowledge of your field of work. Throughout the course, there will be special events to bring in writers to discuss their work, plus literary agents and editors with practical advice on the publishing process. Our writer in residence in 2011 was Marcus Sedgwick.

Tutors

This course is taught by publishing writers and depending on timetables will include:

- Julia Green: her novels for young adults include Blue Moon, Baby Blue and Hunter's Heart (Puffin), Breathing Underwater and Drawing with Light (Bloomsbury)
- Steve May: author of Dazzler Plays On and One Chance (Egmont).
- Jonathan Neale: his novels for children are Lost at Sea and Himalaya.
- Mimi Thebo: author of Wipe Out, Hit the Road Jack, Get Real (Harper Collins); Drawing Together (Walker).
- Steve Voake: his novels include The Dreamwalker's Child, The Web of Fire, The Starlight Conspiracy, Blood Hunters, Fightback and Dark Woods (Faber & Faber), plus his Daisy Dawson and Hooley Higgins series for younger readers (Walker Books).

Assessment methods

The assessed coursework for each Writing Workshop is a folder of creative writing. For the first Context Module the coursework is an essay of approximately 2,500 words and a folder of creative responses. The second context module is assessed by a portfolio of writing tasks connected to the children's publishing industry, including two book proposals. The manuscript is 35,000-40,000 words, or the equivalent in poetry or picture book texts.

Entry requirements

We offer places on the basis of our assessment of the student's quality, potential and commitment as a writer and their ability to benefit from the course. Normally, but not invariably, a student will have a degree. Applicants will need to submit a short piece of creative writing for young people with their application form: for example, six poems or two short stories or not more than 20 pages of a novel.

Employability

Most of our students want a career as a published children's author, and many have gone on to achieve this. Others have found work in the children's publishing industry, or in libraries, bookshops and teaching or other work with young people.



Student profile

Maudie Smith, MA Writing for Young People 2010

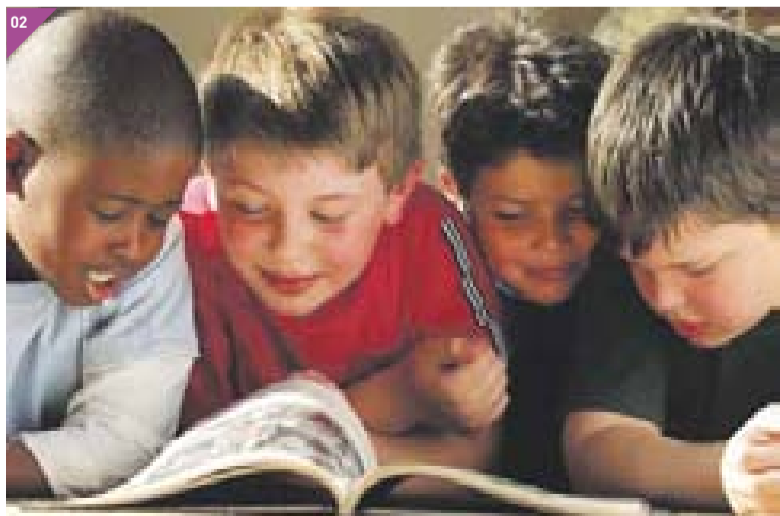
"I chose to do the MA in Writing for Young People as I felt it would give me the confidence to take myself seriously as a writer and to confirm for me the areas of writing to which my style was most suited. Also, to help me find the self-discipline to write regularly. It has done all this. The course was also strongly recommended to me by previous graduates.

I thoroughly enjoyed the friendly atmosphere at Bath Spa and the rather luxurious environment at Corsham Court - peacocks included! I particularly liked the way the workshops were run in an atmosphere of supportiveness and encouragement. We all very quickly became much more astute critics of each other's work and also of our own work. I felt very inspired by the opportunity to explore published children's literature and to attempt writing for all ages - from picture books for the very young to writing for teenagers and young adults.

Since finishing the course I have secured a three book deal with Orion Publishers for my Opal Moonbaby stories - novels for 7-10 year olds. I am currently writing the second of these books. Having the name of the course on one's CV is alone a big help in opening doors. The course has given me the ability to be critical of my work while inspiring me with the confidence to believe that I can write and get published too.

The course definitely lives up to its reputation. If you're serious about writing and have a big idea, or maybe a few half-finished projects stuffed in a drawer somewhere, go to Bath Spa and refresh your mind and your interest. Keep an open mind and things may well flourish for you. Not only will you be a better writer by the end of the MA, you'll also have the opportunity to meet many published writers, agents and editors and discover all the ins and outs of the publishing world."

- 01 Publications from staff and students
- 02 Children reading
- 03 Maudie Smith, MA Writing for Young People



Award	Fees
MA Writing for Young People	Please see page 12 for full details.
Course location	Funding
Corsham Court campus	AHRC Studentships available - see page 12 for full details
Course length	Key Features
- One year full-time	- Creative writing
- Two years part-time	MA specialising in

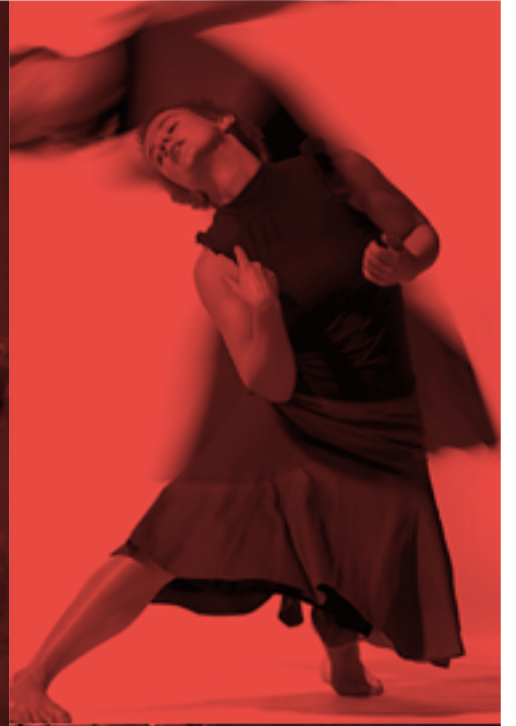
writing for children and young adults.	Applications
- Taught by experienced lecturers who are all published writers for children.	Application forms are available on the website and for any admissions enquiries please contact:
- Excellent links with authors, agents and publishers, and a programme of visiting speakers.	T: +44 (0)1225 875624
- Annual prize for the 'most promising writing for young people' awarded by a leading literary agent	E: admissions@bathspa.ac.uk
	Enquiries
	Please contact course director Julia Green:
	T: +44 (0)1225 875693
	E: j.a.green@bathspa.ac.uk

School of Music and Performing Arts

Joe Bennett, Head of School

“The School is a vibrant and creative community of students and staff – over 1000 musicians, actors, dancers, composers, choreographers, writers, producers and technicians. Performance is at the heart of what we do, and our Bath Spa Live programme combines visits by internationally-renowned musicians, theatre and dance companies with frequent student performances, both on campus and in professional venues.”

Taught postgraduate degrees
Creative Sound and Media Technology
Performance
Songwriting
Performing Shakespeare
Theatre for Young Audiences



Creative Sound and Media Technology



This course is intended primarily for those with experience of music technology who wish to explore the field in more depth, or broaden their experience in interdisciplinary and multimedia work.

It would also benefit those with a general musical background who wish to gain more experience working with technology, and those with experience in media-based technologies who wish to focus on sound.

We take a creative and experimental approach, whilst remaining non genre-specific. The course spans a wide variety

of styles and approaches, and will be of interest to those involved in such areas as electro-acoustic/acousmatic music, soundscape, acoustic ecology, computer music, sound/sonic art, electronica, visual music and audiovisual work.

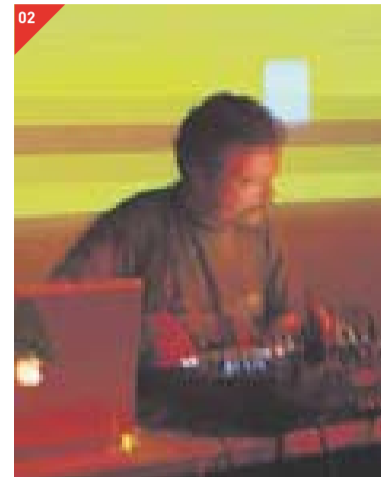
The emphasis of the course is largely practical, giving students the opportunity to produce a substantial body of creative work over the duration of the course. Students engage with a wide variety of technical and creative skills – these range from classic techniques derived from areas such as musique concrete and visual music to more contemporary practice, and include advanced skills such as software development using Max/MSP/Jitter and multimedia skills. The course will also include a grounding in postgraduate-level research methodology, and opportunities to collaborate with other musicians, performers and media practitioners.

The multimedia aspects of the course are optional. Students can choose at what depth to engage with this area, or indeed to focus entirely on sound. In the first trimester there is an opportunity to take

on multimedia-based skills as part of the Skills Portfolio module, while the optional Visual Music module will give further opportunities to specialise in this area in trimester 2.

Course structure and content

In full-time mode, the course runs over three trimesters, September to September. The first trimester gives a thorough grounding in research methodology in the Context and Methodology module, and the Skills Portfolio module offers a toolkit of optional skills-based projects designed to allow students to improve on specific technical and creative skills as required. The second trimester offers a choice; where students can opt to explore sound within a multimedia context in the Visual Music module, or to take the Electroacoustic Composition Techniques module which focuses purely on audio work. All students will take the Collaborative and Interdisciplinary Practice module, which gives an opportunity to work with peers and across subject boundaries, with the possibility of working with other creative



from undergraduate-level project work to the sort of projects that will be undertaken in Semesters 2 and 3. Students will choose three from a wide selection of such projects. In each case, the student will undertake a small practical project and also submit an evaluative log of the technology concerned.

Context and Methodology

This module is intended to fulfil the requirements of a research methodology module. However, since a large part of the this programme is practice-based, and the methodology for this aspect of students' work will be covered by other modules in the programme, it is intended to combine a study of research methodology with a study of context in terms of the student's own practice – specifically of a set of paradigms that characterise the field's current, creative boundaries. The primary teaching method for this module will be a weekly lecture/seminar, with some tutorial sessions that focus on pathway specialism. The assessment item will be a 5000-word topic review, demonstrating an understanding of the methodologies covered by the module and an awareness of the contextual siting of the student's own practice.



disciplines (film- and theatre-makers, dancers and choreographers etc.) as well as musicians. The third trimester is research-based, with students undertaking an individual Major Project which allows them to explore a chosen area in depth.

Modules

Trimester 1 Skills Portfolio

This module is offered to allow students to garner any technical and creative skills they will need for the rest of the course. It is recognised that students at this level will already have a strong skill-set, but also that they may have areas they wish to strengthen, or indeed areas they have not previously engaged with. Students will be offered a selection of skills-based 'bolts-ons' – small, self-contained bespoke practical projects based around particular technical (in the broadest sense) skills. The skills on offer will cover a broad range of sound and media skills. This will provide an opportunity for students from different backgrounds to reach a parity in terms of skill set, and will also provide a progression

Trimester 2 Electroacoustic Composition and Performance (option)

This module will centre around a weekly seminar series. Each seminar will look at a set of techniques and their application within a creative framework. These will range from classic techniques derived from the fields of Musique Concrete, Elektronische Musik and Computer Music to contemporary techniques from areas such as Acousmatic Art, Soundscape, Microsound and Electronica, as well as incorporating elements of performance practice where relevant. Students will produce a portfolio of creative practical work exploring these techniques, as well as a self-evaluative written assignment which will explore the application of these techniques to their individual practice.

Visual Music (option)

A weekly seminar series will explore the history of visual music, from pre-cinema artists such as Kandinsky and Klee, through Early Abstract Cinema pioneers such as Max Richter, Viking Eggeling and Oskar Fischinger, to the modernist, fluxus and underground artists of the 60s and 70s (the Whitney Brothers, Mark Boyle, Glenn





McKay, Nam June Paik etc.). It will also cover contemporary artists such as Kurt Ralske, Jeremy Goldstein and Scott Pagano, as well as more commercial practitioners such as Chris Cunningham, Alex Rutterford and the Pleix and Shynola collectives, and new media creatives. This seminar series will be informed by a range of high-level practical input in areas such as video editing, animation, motion graphics and interactivity. Students will produce a portfolio of creative and practical work exploring the concepts and skills explored by the module, and a selective topic review further exploring some of the areas covered by the seminar series.

Collaborative and Interdisciplinary Practice

This module encourages students to collaborate, with students on the Creative Sound and Media Technology course, with students taking our other MMus courses, or indeed with creative individuals outside of the course. It allows students who are so inclined to look beyond their core discipline and undertake interdisciplinary projects, but can also provide an opportunity to work in new ways within their core discipline through collaborative practice. Delivery will centre around small-group seminars (focused on particular interest areas), and assessment will be based on a portfolio of creative work and a self-evaluation/collaborative process document.

Trimester 3 Major Project

This double module represents the culmination of the MMus, and a chance for students to work in a research-oriented environment dependent largely on personal direction and working methods. Students

will use the skills acquired in their undergraduate work and the first two trimesters to produce a substantial portfolio of practical creative work. The exact nature of this work is to be negotiated with the module leader, but it must represent the quantity of work required by a double module. The practical portfolio will be supported by a dissertation of 5–8000 words. It is envisaged that this dissertation will be used to contextualise the practical work in terms of existing 'repertoire' and current practice, and to discuss any issues raised through the creative process. The module will be largely student-led, with most of the work centred around individual practice. Students will receive tutorial support at the beginning and end of the module.

Teaching methods and resources

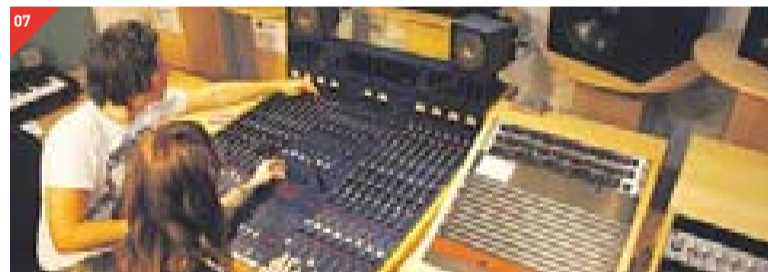
Modules are normally taught via lectures, seminars and practical workshops. The Major Project is research-based and student-led, with supporting tutorials. Visiting speakers and other activities are arranged as appropriate. You are encouraged to make full use of library and IT resources within the University, and ample time will be scheduled in studios and workstation labs for independent study.

Assessment methods

Assessment takes the form of individual assignments for each module. These generally consist of a portfolio of practical work with supporting written documents. Context and Methodology and the Major Project involve small-scale dissertations.

Entry requirements

We offer places on the basis of our assessment of the student's quality,



potential and commitment, and their ability to benefit from the course. Normally, but not invariably, a student will have a first degree. Applications are invited from candidates with a range of academic disciplines and from a variety of national backgrounds. Applicants should submit a portfolio with their application, comprising no more than three pieces of representative work. The form of this portfolio will depend on the music you make: we are happy to receive CDs, DVDs, scores, documentation of performances or installations, or online material as appropriate.

Employability

Potential career destinations include:

- Composition
- Composition for media
- Other media work (web, games etc.)
- Studio engineering/production
- Programming

01–03 Music technology in action
04 Former student Tom Harrison performing at the Watershed Media Centre in Bristol
05–07 Control Room 1 in our MusicLab studio complex

Student Profile Patrick Dunn, MMus Creative Sound and Media Technology

"Before starting this course I was working as a learning technology consultant and completing independent e-learning. Bath Spa is my local university and I chose to do this course as it has a very good reputation and I was impressed by the Course Director. The course has a slightly unusual profile with a diverse and esoteric mix of subjects and areas, with an emphasis on creativity rather than engineering. I particularly liked the focus on independent study, coupled with the enthusiasm and competence of the tutors. There is also a good mix of students, and as a thoroughly mature student just being with younger people who are learning things is incredibly exciting. I think in general this course is as much about the increased sense of confidence and competence as providing new skills. I would advise anyone considering this course to achieve a good level of technical competence in music technology skills and approach it with a very open mind."

Awards	Key features
- Master of Music (MMus) Creative Sound and Media Technology	- A creative course, for musicians rather than engineers
- Postgraduate Diploma (PG Dip) Creative Sound and Media Technology	- Options to work in visual media as well as pure audio
- Postgraduate Certificate (PG Cert) Creative Sound and Media Technology	- Opportunities to collaborate with a wide variety of other musicians and artists
	- Professional-level resources, including our new MusicLab studios
Course location	
Newton Park campus	
Course length	Applications
- MMus full-time: three trimesters (one calendar year)	Application forms are available on the website and for any admissions enquires please contact:
- MMus part-time: six trimesters (two calendar years)	T: +44 (0)1225 875624
- PG Dip full-time: two trimesters (one academic year)	E: admissions@bathspa.ac.uk
- PG Dip part-time: four trimesters	
- PG Cert full-time: one trimester	Enquiries
- PG Cert part-time: two trimesters	Please contact course director
	Dr Joseph Hyde:
	T: +44(0)1225 875640
	E: j.hyde@bathspa.ac.uk
Fees	
Please see page 12 for full details.	

Performance

This course is aimed at performers with a strong interest in live or recorded performance in jazz or classical styles, wishing to develop and extend their repertoire and experience.

There is an emphasis on developing high-level solo performance skills alongside ensemble and collaborative activities. As with the other MMus pathways, there are modules which involve producing a collaborative project, developing research skills and academic writing, and a final project, which will normally culminate in a public performance.



01 Orchestral practice
02 On the way to rehearsal

Course structure and content

In full-time mode, the course runs over three trimesters, October to October. The first trimester gives a thorough grounding in research methodology in the Context and Methodology module, while Performance 1 is designed to develop your performance skills and technique, and to extend your repertoire. Your development as a performer is supported by regular one-to-one lessons with a specialist teacher.

The second trimester further extends your development as a performer. The performance module develops skills and repertoire whilst also furthering your understanding of performance history and practice. All students also take the Collaborative and Interdisciplinary Practice module, which gives you an opportunity to work with peers and across subject boundaries, as well as to take part in ensemble activities of different kinds.

The third trimester is research-based, with students undertaking an individual Major Project which allows them to explore a chosen area in depth.

The course may also be taken part-time over two years. In this case, the first year comprises Performance 1, followed by Collaborative and Interdisciplinary Practice. The second year comprises Context and Methodology and Performance 2, and concludes with the Major Project over the summer. We welcome applications for part-time study,

and anticipate grouping teaching on a single day each week to facilitate this.

Modules

Trimester 1 Performance 1

This module gives you an opportunity to develop your performance skills and technique, and to extend your repertoire. Your development is supported by regular one-to-one lessons with a specialist teacher. The module is assessed through a recital on your instrument or voice and through a reflective commentary on your process.

Context and Methodology

This module is intended to fulfil the requirements of a research methodology module. However, since a large part of this programme is practice-based, and the methodology for this aspect of students' work is covered by other modules in the programme, it is intended to combine a study of research methodology with a study of context in terms of the student's own practice – specifically of a set of paradigms that characterise the field's current, creative boundaries. The primary teaching method for this module is a weekly lecture/seminar, with some tutorial sessions that focus on pathway specialism. The assessment item will be a 5000-word topic review, demonstrating an understanding of the methodologies covered by the module and an awareness of the contextual siting of the student's own practice.

Trimester 2 Performance 2

This module is designed to extend your performing skills and repertoire as well as to explore performance practice and performance history. Through a weekly seminar, you are introduced to a wide range of performance-related issues and techniques, which will extend and enhance your current practice. In the seminars you analyse repertoire, recorded and live performances, there is set reading and listening, group discussion and presentation of research and performance. Students also explore strategies for marketing themselves in this module. The module is assessed through reflective writing and through a lecture recital.

Collaborative and Interdisciplinary Practice

This module encourages students to collaborate, with students on the Creative Sound and Media Technology course, with students taking our other MMus courses, or indeed with creative individuals outside of the course. It allows students who are so inclined to look beyond their core discipline and undertake interdisciplinary projects, but can also provide an opportunity to work in new ways within their core discipline through collaborative practice. Delivery centres around small-group seminars (focused on particular interest areas), and assessment is based on a portfolio of creative work and a self-evaluation/collaborative process document.

Trimester 3 Major Project

This double module represents the culmination of the MMus, and a chance for students to work in a research-oriented environment dependent largely on personal direction and working methods. Students use the skills acquired in their undergraduate work and the first two trimesters to produce

a substantial portfolio of practical creative work. The exact nature of this work is to be negotiated with the module leader, but it must represent the quantity of work required by a double module. The practical portfolio is supported by a dissertation of 5–8000 words. This dissertation is used to contextualise the practical work in terms of existing 'repertoire' and current practice, and to discuss any issues raised through the creative process. The module will be largely student-led, with most of the work centred around individual practice. Students receive tutorial support at the beginning and end of the module.

Teaching methods and resources

Modules are normally taught via one-to-one lessons, seminars and practical workshops, supported by individual tutorials and online activity within the university's Virtual Learning Environment. The Major Project is research-based and student-led, with supporting tutorials. Visiting speakers, masterclasses and other activities are arranged as appropriate. You are encouraged to make full use of library and IT resources in the University, and ample time will be scheduled in studios and workstation labs for independent study, as appropriate. In addition to the facilities available on the Newton Park campus, including the Michael Tippett Centre, we have access to the University's Corsham Court centre.

Performers are encouraged to collaborate with each other and with other students from the School of Music and Performing Arts (whether in music or in other disciplines). Students are also required to participate in two ensembles of their choice within the Department of Music.

The Music Department currently runs a wide range of ensemble activity, all of which will be relevant to MMus Performance students. Such ensembles include those in the western classical tradition (such as orchestra and Georgian Band) and jazz (BB1 and BB2) as well as in other areas (such as Gamelan and experimental music). BSU Music Department has developed close links with high-profile promoters of live music (including Bath International Music Festival, Bath Philharmonia, Bath Mozart Fest, Pump Room Series, Iford Arts) and these links will enable some significant performance-related opportunities for MMus Performance students.

Staff and visiting lecturers

MMus Performance is led by Dr Charles Wiffen and Professor Roger Heaton. Roger is a renowned clarinettist and conductor and performs throughout Europe as a soloist. He has played with the Arditti, Kreutzer and Smith String Quartets, and was a member of the London Sinfonietta and Ensemble Modern. He plays with the Gavin Bryars Ensemble, with whom he records regularly for CD and radio. He was Music Director and conductor of Rambert Dance Company, 1988–93, and Clarinet Professor at the Darmstadt Ferienkurse für Neue Musik, 1982–94.

Charles Wiffen has performed extensively in Great Britain, Europe, North America, Israel, China, Japan and Southern Africa. Recent festival appearances have included the BBC Proms as well as numerous other festivals. He is a member of the London Archduke Trio and Contemporary Consort. Charles has taught at the Royal College of Music and at Trinity College of Music.

Students may explore areas of their own interest, which may relate to staff specialisms such as contemporary clarinet, early music and music of the Georgian period and romantic and early twentieth-century music.

Students will also benefit from the involvement of the many vocal and instrumental teachers from the Music Department as well as from a well-established masterclass programme. Recent visitors have included Dame Emma Kirkby (voice), Isobel Buchanan (voice), Stefano Parrino (flute), Badke Quartet (strings), Florian Uhlig (piano), Professor Colin Lawson (clarinet), Andy Sheppard (saxophone), Ensemble Bash (percussion) and Madeleine Mitchell (violin). This culture of high-level performance will be relevant and attractive to potential MMus (Performance) students.

Assessment methods

Assessment takes the form of individual assignments for each module. These generally consist of a portfolio of practical work with supporting written documents Context and Methodology and the Major Project also involve small-scale dissertations.

Entry requirements

We offer places on the basis of our assessment of the student's quality, potential and commitment, and their ability to benefit from the course. Normally, but not invariably, a student will have a first degree. Applications are invited from candidates with a range of academic disciplines and from a variety of national backgrounds. Applicants should submit a DVD recording with their application, comprising two contrasting works. Applicants should also submit an example of written work, particularly where this relates to their own practice, focusing on technical and/or aesthetic concerns.

Awards	Key features
- Master of Music (MMus) in Performance	- Instrumental/vocal tuition
- Postgraduate Diploma (PG Dip) Performance	- Vibrant music department with a wide range of ensemble activities
- Postgraduate Certificate (PG Cert) Performance	- Staff who are highly regarded performers
Course location	Applications
Newton Park campus	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
Fees	
Please see page 12 for full details.	
Course length	Enquiries
- MMus full-time: three trimesters (one calendar year)	Please contact course director Professor Roger Heaton: T: +44(0)1225 875628 E: r.heaton@bathspa.ac.uk
- MMus part-time: six trimesters (two calendar years)	
- PG Dip full-time: two trimesters (one academic year)	
- PG Dip part-time: four trimesters	
- PG Cert full-time: one trimester	
- PG Cert part-time: two trimesters	



Songwriting

This is the world's first and only Master's Degree in Songwriting.



- of your own work
- To provide opportunities for you to discuss current developments in songwriting with songwriters, producers and publishers
 - To encourage you to develop re-writing and collaborative songwriting skills
 - To help you to develop technical skills relevant to songwriting practice
 - To develop your academic writing skills at 'M' level
 - To guide you in planning and recording a portfolio of high-quality songs

Modules

Solo Songwriting

This module aims to enable students to develop critical thinking skills in relation to songwriting and to use practical songwriting and reflective writing skills to interpret, assimilate and evaluate the critique of others.

History of Song

This module aims to enable students to gain knowledge and understanding of strategies used in popular songwriting and to develop the ability to place original songs within the context of that knowledge and understanding.

Collaborative and Interdisciplinary Practice

This module encourages students to collaborate with each other on the Songwriting pathway, with students on the Creative Sound and Media Technology pathway, with students taking our other MMus pathways, or indeed with creative individuals outside of the course. It allows students who are so inclined to look beyond their core discipline and undertake interdisciplinary projects, but can also provide an opportunity to work in new ways within their core discipline through collaborative practice. Delivery centres upon small-group seminars (focused on particular interest areas), and assessment is based on a portfolio of creative work and a self-evaluation/collaborative process document.

Context and Methodology

This module is intended to fulfil the requirements of a research methodology module. However, since a large part of the programme is practice-based, and the methodology for this aspect of students' work is covered by other modules in the programme, it is intended to combine a study of research methodology with a study of context in terms of the student's own practice – specifically of a set of paradigms that characterise the field's current, creative and industrial boundaries.

Major Project

This double module represents the culmination of the MMus, and a chance for students to work in a research-oriented environment dependent largely on personal direction and working methods. Students use the skills acquired in their undergraduate work and the first two trimesters to produce a substantial portfolio of practical creative work. The exact nature of this work is to be negotiated with the module leader, but it must represent the quantity of work required by a double module. Seeking to establish interdependence of enquiry, the module will be largely student-led, with most of the work centred upon individual practice.

Teaching methods and resources

Bath Spa's approach to the teaching of

songwriting combines analysis of existing repertoire with a focus on song crafting technique and students are encouraged to develop by writing new songs throughout the course. Lectures, seminars and tutorials combine to offer a range of expert and peer critique that seeks to enable the student to examine original and known works in a range of critical and technical contexts. The curriculum is supported by a Virtual Learning Environment, so course materials can be accessed from any web link.

Faculty and Campus

The University's Corsham Court Centre has been established with an emphasis on postgraduate study, offering the space and incentive to write within a community of inspirational and imaginative artists. All instructors at Bath Spa University are practising professionals and have multi-platinum selling status, representing almost every genre of popular music.

Recording facilities

While our studio facilities are designed to enable the capture of high quality recordings, in keeping with contemporary songwriting industry practice it is anticipated that learners will become self-sufficient in the sense that, following completion of the course, they will be able to repeat the core processes of writing, planning and recording without incurring recording studio expenses. To enable mastery of the home recording process, students have access, on a first come first served basis, to laptop based 'notepad' setups and industry-standard plug-ins (Stylus, MachFive, BFD, Trilogy, Waves etc) throughout their studies. Our facilities include:

- Four dedicated songwriting rooms, each including Apple Macs running Pro Tools, Garageband and Logic Studio.
- Dedicated performance venue, plus lighting and PA system.
- Lecture facilities.
- Selection of instruments and microphones.
- Acoustic piano and electronic keyboards.

Assessment methods

Assessment takes the form of individual assignments for each module. Typical assessments include audio CD, presentation, essay, and evaluative account. Assessment is continuous and there are no written exams.

Entry requirements

We offer places on the basis of the student's experience, potential and commitment as a songwriter. Normally, but not invariably, applicants will have a first degree (or equivalent music industry experience) plus a substantial body of recorded work, equal to that which would be obtained as part of a related undergraduate course. Applicants should submit a portfolio of work with their application comprising a four-track CD of original songs with lyrics in the English language accompanied by printed A4 lyric sheets. Applications are invited from candidates with a range of academic disciplines and from a variety of national backgrounds. Where an applicant does not have a degree, he or she is required to complete an APEL (Accreditation of Prior Learning Experience) form.

Employability

MMus Songwriting is designed to enable students to develop a broad range of intellectual, practical and transferable skills. Given the practical nature of the course, it is envisaged that graduates

may choose to work as a songwriter or in a related field such as music publishing. Others may use the critical skills they have acquired to work elsewhere in the music industry, perhaps for a record label or as a music journalist.

Upon graduation from the programme, it is the aim of course tutors that students will have acquired the core problem-solving, analytical and critical skills needed to adapt to the changeable and unpredictable work environment of the twenty-first century.



Student Profile

Chris Turpin, MMus Songwriting 2010-12

Current MMus Songwriting student, Chris Turpin, is a songwriter and musician published by Kassner Music Publishing, home to Ray Davies amongst others. Chris' band, Kill It Kid, are signed to One Little Indian Records and their eponymous debut album has been released to universal critical acclaim in the music press. Labelled 'an outstanding British record' by Clash magazine and 'Impressive stuff' by the NME who awarded it 9/10 and 8/10 respectively, Chris' songs blend delta blues and roots to striking effect, producing blistering, unapologetic rock 'n' roll one moment and a smoky film-noir ambience the next.

Award	of its type in the world, the MMus Songwriting offers a unique programme of study.
Master of Music (MMus) Songwriting	
Course location	- Strong links with music industry bodies and publishers.
Corsham Court campus	
Course length	Applications
- MMus full-time: three trimesters (one calendar year)	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
- MMus part-time: six trimesters (two calendar years)	
- Also available as a distance learning route	
Fees	Enquiries
Please see page 12 for full details.	For further information please contact: Richard J. Parfitt T: +44 (0)1225 876521 E: r.parfitt@bathspa.ac.uk
Funding	Distance Learning: T: +44 (0)1225 876199 E: d.moore@bathspa.ac.uk
AHRC Studentships available – see page 12 for full details	
Key features	
- Taught by published songwriters.	
- Bath Spa has pioneered the teaching of songwriting.	
- As the only course	



Why choose this course?

Offered in both attendance-based and distance learning formats, it is aimed at unpublished songwriters wishing to develop their craft to a professional level, or published songwriters wishing to achieve academic accreditation and continue to improve creatively.

The course, which is based at Corsham Court will help you to develop a range of critical, practical, communicative, industrial and research-based skills. During the programme you will learn to:

- Comment critically upon your own and others' material
- Examine the musicological roots of your craft
- Consider the commercial value of your songs in the marketplace
- Rewrite and collaborate
- Conduct academic research
- Develop technical skills
- Create a professional-standard portfolio of your work

Course structure and content

The course is available on either a full-time (typically one year); part-time (typically two year); or distance learning basis. The academic year is 12 months long and comprises three semesters: October–January; February–June; and June–October. Taught sessions are held during the daytime. Professional songwriters, music publishers and others

involved in the songwriting industry visit regularly to teach, host Q and A sessions and give masterclasses.

Distance learning

We offer a low-residency 'distance learning' version of MMus Songwriting that will be open to both UK and overseas applicants. Initially, students spend an induction week at our Corsham Court Campus (in mid-September) performing and writing songs, getting to know tutors, and working with other students.

During the induction week tutors host a series of lectures and seminars that serve to introduce you to the themes of the programme. From then onwards the course is delivered using a range of tutor and student-led e-learning methods.

Like the on-site version, the 'distance learning' option will be available on either a full-time study (one year) or part-time study (two year) basis and course fees are identical. Similarly, the course aims:

- To enable you to write and record songs to a professional level
- To develop critical awareness relating to your own songs and others'
- To develop your ability to perform/present your songs
- To inform you of historical and musicological developments in songwriting
- To enhance your understanding of the market value (and artistic value)

01 Rehearsal
02 Songwriting in action
03 Chris Turpin, MMus Songwriting 2010-12

Performing Shakespeare



The MA/MFA in Performing Shakespeare is designed to appeal to students interested in the performance of Shakespeare and studying the original and contemporary practices of Shakespeare's theatre. The course is unique in that it is delivered with a practice-based research model in mind. You learn by 'doing' and reflect on your developing practice. You can also tailor your experience to your own interests and needs.

Why choose this course?

You choose either an MA or MFA degree pathway. The MA pathway is designed for students interested in submitting a traditional research-led dissertation, whereas the MFA pathway is designed for students seeking a practice-based dissertation project. Regardless of which pathway you choose, you will benefit from a wide range of opportunities to work with industry specialists, resident scholars, and educational opportunities with professional companies such as Shakespeare's Globe Theatre and the Royal Shakespeare Company.

The course allows more flexibility for international and mature students than other courses in the sector. It also benefits from Bath Spa University's unique location – a beautiful rural setting that is historically significant (only minutes away from the ancient city of Bath) and its proximity to London, Bristol and Stratford Upon Avon.

Course structure and content

The MA/MFA in Performing Shakespeare introduces you to the historic and contemporary practices of performing Shakespeare. Students of both pathways share most of the modules, skills classes, performance and production work, workshops and off-site experiences; the distinction between the two degrees is made through your choice of dissertation outcome. MA students are required to submit a written dissertation and MFA students to submit a performance project and supporting portfolio.

This course gives you the opportunity to creatively apply Shakespeare performance practices to your own work and ideas, and will aid in developing your autonomous and collaborative learning and performance skills. You are also able to explore Shakespeare in depth through a variety of research methods and are given the support and freedom to build upon your practice and research profile

by completing a dissertation or developing a Shakespeare project from start to finish. This course is valuable for actors, directors, teachers, scholars or other future Shakespeare enthusiasts and equips you with the knowledge, skills and experience to pursue a professional career in the study and/or practice of performing Shakespeare.

Most of the contact hours and foundational skills classes, workshops, seminars, directed productions/performances and lectures take place in the first trimester (usually October – February) and these classes are likely to be scheduled in afternoon-late evening hour slots (depending on each specialist's availability). The second trimester (beginning about mid February) usually begins with a visit to Shakespeare's Globe Theatre (which could be for up to a week away in London) and/or the RSC and Stratford Upon Avon (possibly several days). You will find after these off-site visits (at about March) that most of your work will be independent and via the VLE (Virtual Learning Environment), leading into your final dissertation work; which can be produced independently and remotely should you wish. It is suggested that you prepare to be resident in Bath from October until March (depending on course scheduling) but that there will be more flexibility in your schedules as the course moves through each trimester leading to your dissertation.

Modules

Shakespeare in Play and Practice

This module is a highly practical module in which you will learn a wide range of performance skills taught by Bath Spa and external specialists in the industry. Foundational performance skills will be taught such as acting, directing, staging and voice. In addition, other technical skills may be taught including Clowning and Fooling, Stage Combat, Movement and Music. The module is taught through mostly workshops and seminars, and assessments may include presentations, performances and productions (directed and self-directed).

Shakespeare and the Globe

This module covers the theoretical, historical and practical research of Shakespeare's Theatre in classic and contemporary contexts. The module includes specialist lectures and off-site visits with Shakespeare's Globe Theatre and the RSC. You will engage in independent study on topics introduced

through the Virtual Learning Environment (VLE) and assessments may include performance projects, research assignments, literature reviews, performance reviews, and assignments tied to your learning experience.

Performing Shakespeare Thesis

In this module you choose one of two degree pathways leading to either an MA or MFA degree. Students taking the MA pathway identify and undertake a research thesis topic that culminates in a 12,000 word dissertation. Students taking the MFA pathway undertake a major professional quality performance project and submit a practical portfolio. Tutorials to prepare for this thesis module are conducted in the second trimester. In this module you engage in independent study/practice in order to develop your autonomous research and/or professional practice. You are further supported through tutorials, meetings and the VLE.

Teaching methods and resources

The degree is delivered through a variety of workshops, lectures, seminars, master classes, off-site visits, performance and production work, and through the VLE. You will benefit from working and learning with an ever-expanding list of lecturers, specialists, artists and guest scholars. You also have access to a variety of resources including performance studios and spaces such as the University Theatre, Burdall's Yard and Corsham Court. Further departmental links with the Theatre Royal Bath, the Rondo Theatre, the egg, The Ustinov, the Tobacco Factory, Circomedia, The Scoop @More London, and the Salisbury Playhouse may also prove fruitful for students on this course.

Tutors

- Dr Terri Power (Course Director)
- Performing and Staging Shakespeare
- Dr. Matthew Spring, Elizabethan Music
- Mark Langley, Voice Specialist
- Gordon Kemp, Stage Combat
- Pat Welsh, Comedy Specialist
- Dr Laura Purcell Gates, Movement Specialist
- And guest lecturers and artists

Employability

Students completing the degree will be qualified to enter the industry in a wide range of jobs. MA graduates, for example, may elect to continue their academic scholarship and enrol in Doctoral or MPhil programmes at Bath Spa or elsewhere. MFA graduates may find employment opportunities as actors, directors, designers, producers, teachers, arts managers, company directors, etc. Employment opportunities will be as varied as the students and their interests.

Assessment methods

Assessments is varied and include essays, literature reviews, written documentation of work, presentations, portfolios, leading workshops, performances, written evaluations, reviews, rehearsal and practice blogs, written dissertations, practical dissertation projects, critical play reviews, and similar models of assessing skills and learning.

Entry requirements

You will have a proven academic and professional profile. You should have a good first degree and some knowledge and experience of theatre, acting and Shakespeare. You will be asked to

demonstrate your foundational skills and knowledge through an audition, interview or both. Overseas students may be asked to send a recorded audition and the interview may be conducted over the telephone or via Skype.

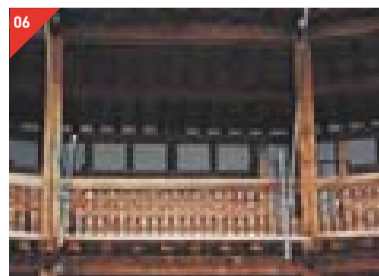
Students accepted onto the programme are expected to work often in teams and in collaboration with students, staff, researchers, and industry professionals and therefore personal profiles and recommendations will be strongly considered.

► Please note:

This course is subject to final approval (at the time of printing)
Visit www.bathspa.ac.uk/pggrad for the latest information



Awards	Applications
MA in Performing Shakespeare MFA in Performing Shakespeare	Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk
Course location	Enquiries
Newton Park campus	Please contact course director Dr Terri Power T: +44 (0)1225 875711 E: t.power@bathspa.ac.uk
Course length	Fees
Full-time (one year) Part-time (two years)	Please see page 12 for full details.
Key features	
- Practice-based learning - Staff who are highly regarded specialists - Unique flexible delivery model - Excellent links with industry	



01 Taming of the Shrew at the Scoop at More London
02 Students Sword-fighting
03 Shrew at the Bath Comedy Festival
04 A Speech Workshop
05 On tour in Devon
06 Inside Shakespeare's Globe Theatre
06 Stage practice at Shakespeare's Globe Theatre

Theatre for Young Audiences



Award

MA Theatre for Young Audiences

Course location

Various Bath Spa locations

Course length

Full-time (one year)
Part-time (two years)

Fees

Please see page 12 for full details.

Key Features

- Collaboration with the egg, one of the country's leading providers of theatre for young audiences
- Practical alongside contextual study, with culmination in showcase in conjunction with the egg

Applications

Application forms are available on the website and for any admissions enquiries please contact:
T: +44 (0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

Please contact course leader Dr Laura Purcell Gates:
T: +44 (0)1225 876246
E: l.purcellgates@bathspa.ac.uk

The MA in Theatre for Young Audiences (TYA) is a multi-disciplinary programme designed for entrepreneurial theatre makers and practitioners including actors, directors, scriptwriters, producers, scenographers and others with a relevant background in theatre and performance.

Why choose this course?

Storytelling, new writing and visual theatre, including puppetry, are a particular focus of the course. Applicants will also have a desire to learn more about the structures of creative enterprise and business that surround this burgeoning field of performance making.

The course intends to foster an intensively collaborative experience situated at Theatre Royal Bath's the egg, one of the country's leading providers of theatre and related practice in the field of Theatre for Young Audiences.

Course structure and content

Crucial to your experience of this new course is the use of the egg as the base of practice. You will be given the opportunity to immerse yourself in the operational life

of one of the most innovative venues for TYA in the country: the egg "is a fantastic theatre that offers some of the best work for children and family audiences" (Lyn Gardener - The Guardian).

Coupled with the considerable resources of the Department of Performing Arts, this unique environment will give you the opportunity to work with others within your chosen specialism to create a new piece of theatre for young audiences. This creative journey will be informed and underpinned by you gaining a practical, critical and analytical understanding of:

- Practical methodologies and processes for creating theatre and storytelling for young audiences
- Educational pedagogy in the creative

arts for young people, including workshop facilitation and experiential learning paradigms

- The performance field through examination of the work of key companies and playwrights
- The role of digital technologies and traditional scenography in the creative process and product
- The arts business, associated funding models and market infrastructure in which the work is situated.

Modules

Modules will include:

- Theatre for Young Audiences: Content and Context
- Methodologies and Processes
- Design and Aesthetics
- Creating and Communicating Stories for Young People
- Professional Product and Portfolio

Teaching methods and resources

The MA Theatre for Young Audiences will consist of four 30-credit modules and one 60-credit module (180 credits) delivered over three trimesters. This totals a 12-month period of study for full-time students and a 24-month period of study for part-time students.

This MA will be delivered through

a combination of methods including residencies, master classes, workshops, seminars and online resources. As the course uses the egg as its centre of operations, the delivery pattern will also incorporate and use the ongoing programme of activity at the egg. At the close of the academic year the course aims to present a showcase of work in conjunction with the egg, to include touring performance, new writing and other work.

Assessment methods

Assessment methods will include both written and practical work, including a final showcase presentation in conjunction with the egg.

Entry requirements

Normally, but not exclusively, an applicant will have a good first degree (2:1 or above). This may be in an area related to the creative industries. However, it is acknowledged that background career paths of applicants may be diverse. In fostering an ethos of interdisciplinary creativity and collaboration on the programme, we would welcome candidates who have arrived at this career choice through alternate pathways. In all applications, we will assess the application on the basis of Accreditation of Prior Experiential Learning (APEL) where

01 A child at the theatre

appropriate, the interview and/or application form and the portfolio of work presented.

Employability

As this course is based in partnership with the egg, a venue specialising in theatre for young audiences, the programme creates opportunity for sustainable career development to occur in three main areas:

- By designing the learning environment as entrepreneurial, work-based and collaborative, you will establish connections with wide industry and field-specific networks.
- By branding final products as being developed in partnership with the egg, you will have a product and/or portfolio with market value and longevity.
- The final showcase of work is used as a launch platform to attract commission and further contacts.

► Please note:

This course is subject to final approval (at the time of printing)
Visit www.bathspa.ac.uk/pgpad for the latest information

School of Science, Society and Management

Professor Rob Mears, Head of School

“Our central aim is to provide high quality academic and vocationally oriented programmes that will challenge and inspire you, and will prepare you for your future career. All our subjects have been reviewed favourably by external quality agencies, and we have extensive contacts with national subject centres dedicated to developing excellence in teaching and research, so you can be assured of the highest standards of teaching. You will be taught by experts in their disciplines who aim to ensure that your time here is both productive and enjoyable.”

Taught postgraduate awards

Business and Management

Biology: Graduate Certificate and Diploma

Geography: Graduate Certificate and Diploma

Principles of Applied Neuropsychology





Business and Management

Welcome to the MA in Business and Management with specialist pathways in Marketing and Creating and Developing Your Business. This exciting new programme is specifically designed to help you to develop your knowledge and understanding of business and management and be able to implement this effectively across a wide range of complex business-based scenarios.

Why choose this course?

You will engage in the advanced study of a diverse range of organisations and the rapidly changing environments in which they operate both nationally and internationally. You will enhance both your academic research skills and the practical management skills that you will need in order to manage human resources, complex organisational systems and the challenging issues affecting business in a rigorous, pragmatic and effective manner.

Course structure and content

The Master's degree is offered in a modular format offering participants the greatest choice in tailoring their final degree content to match their academic interest and future career development.

Participants take a mix of taught modules in the first two trimesters (120 credits) and complete a dissertation/research project (15,000–20,000 words) in the third trimester (60 credits). To achieve the MA you will need to complete 180 credits in total.

For those whose previous undergraduate study has been in an unrelated discipline, the programme will provide you with the skills and knowledge that you will need to gain a broad understanding of the complexities associated within modern day organisations and their effective management. It will prepare you to feel confident and assured in your own capacity to analyse complex issues and situations and to be able to manage yourself and the organisation

through them in a positive and effective manner.

If you are preparing yourself for the skills and understanding that you will need to enter self-employment or to create and develop your own business idea the specialist pathway (Creating and Developing your Business) will provide a framework around which you can make this a practical reality.

Alternatively, you might be seeking to deepen current knowledge and understanding of business and management from the marketing perspective. The specialist pathway in Marketing will enable you to achieve this.

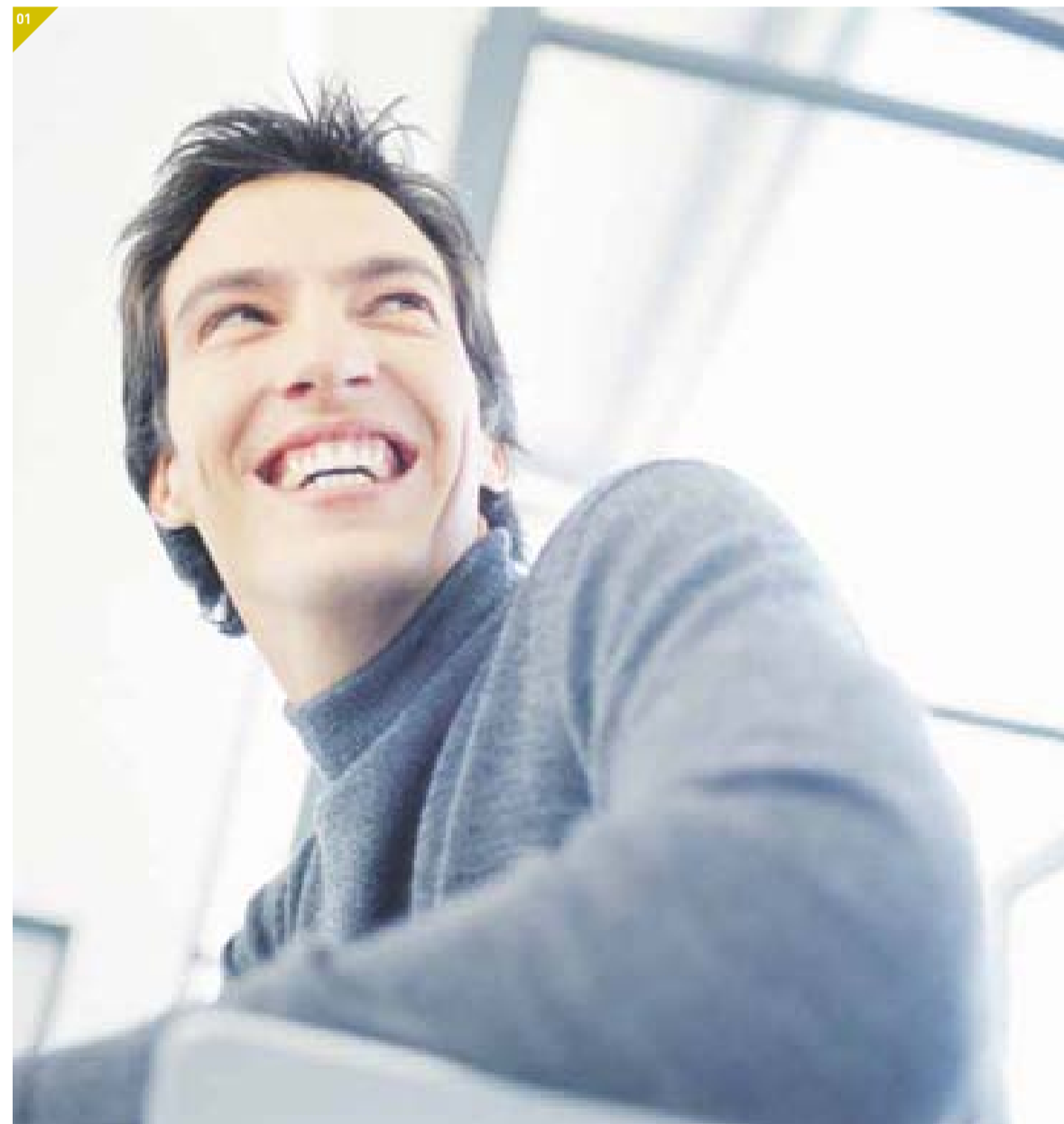
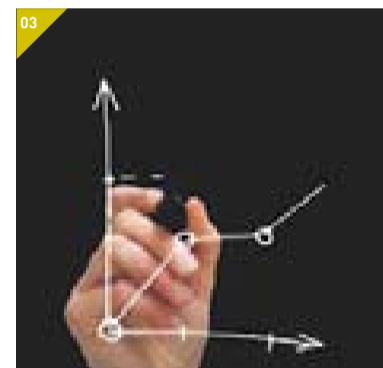
Modules

Trimester 1

By the end of the first trimester you will have developed a core of knowledge about the contemporary business environment and managing in the 21st century. In addition you will have begun to gain insight into the key themes that will comprise your final degree, taking one further compulsory half-module dependent upon your degree pathway choice, together with one additional optional half-module.

Managing in the New Millennium

This module introduces all Business and Management Master's students to the holistic and complex nature of organisations today and will provide a springboard to subjects that are then studied in depth throughout the programme.



Managing Marketing

The purpose of this module is to provide an understanding of the importance of the marketing concept within any organisation. The module outlines both the philosophical underpinning supporting contemporary marketing theory and its application in different organisational contexts.

Business Economics

This module is designed to fulfil your need and interest with an in-depth background analysis to both microeconomics and macroeconomics with an emphasis on their applicability to the analysis of contemporary business problems. It introduces you to the key principles of economics that are relevant to a modern day business, and how economists build and use models to help make sense of the sometimes messy and confusing world around us.

Financial Management

This module enables you to understand how and why organisations report on their financial performance and position in the way they do. You also develop an understanding of how financial information is used for decision making purposes and how relevant financial information is effectively evaluated and communicated across the organisation.

Trimester 2

All students take four half-modules. Students within the specialist pathway degrees take two compulsory half-modules in Trimester 2 – each half-module forming a key component of their discipline of choice. Students can then choose two further optional half-modules, designed to enable them to tailor their degree whilst demonstrating the broadening of their knowledge and understanding from an interdisciplinary perspective.

Launching New Ventures

This module helps you to develop a

comprehensive business plan. Content will include: entrepreneurship and the planning process, stakeholder analysis, environmental analysis and audit, assessing organisational readiness, strategic objectives and direction, product/service development, delivery method, implementation plan, self-development plan and personal reflection.

Services and Relationship Marketing

This module is designed to explore the various facets of managing in the service industry. The emphasis of this module is on the consistency in service delivery to benefit the range of stakeholder groups. In addition to explore how businesses can achieve a competitive edge through better understanding of the intangible as well as the tangible part of their engagement with their customers

Managing Innovation, Creativity and Change

This module enables you to develop your capacity in creativity and innovation, and in the manner that you communicate and negotiate with colleagues and key stakeholders. It helps you to become more self-aware, both as a learner and as a manager, in the way you apply these skills to the organisation.

Marketing Communications

This module explores the key issues and challenges in contemporary marketing communications. It covers strategic issues of brand strategy, planning, and channel integration as well as the tactical considerations needed to execute relevant and appropriate marketing communications campaigns that meet the needs of key identified audiences.

Managing Information

The purpose of this module is to provide an understanding of the key approaches for managing information

within organisations. Within this context, the module aims to provide students with the tools and capabilities to assess and manage information together with the analysis and evaluation of the different theoretical perspectives in developing and managing information and technology assets

Entrepreneurship

This module explores the contribution of entrepreneurship and of individual entrepreneurs to future organisational growth and sustainability. It defines the different role of the entrepreneur in different organisational contexts – small, medium and international, and identifies the necessary requirements associated with the creation and management of an entrepreneurial culture.

Managing People

Whatever your specialism, managers increasingly need to be managers of people, lead teams and undertake many aspects of human resource management. It is also increasingly being recognised that organisational performance can be enhanced and competitive advantage gained through the strategic management and development of people.

Managing the Organisation

The purpose of this module is to provide an understanding of effective operations and process management to meet identified organisational goals. The importance of quality management processes and procedures and their management application across the organisation are analysed and evaluated as is the manner in which the quality of operations impacts on stakeholder behaviour (staff, customers etc.)

Strategy and Governance

This module focuses on strategy and its importance to any organisation if it is to be able to grow and sustain itself within the contemporary global competitive environment. The module identifies the key concept of organisational purpose linked to both normative and technique based strategic tools and applies these in a variety of different organisational contexts.

Non-Profit Management

This module explores the distinctive challenges associated with the management of non-profit organisations from a marketing perspective. Ownership and strategic imperatives are identified alongside the contrasting demands of resource attraction, administration and application.

Trimester 3

Project/Dissertation

Between June and September Master’s students work (supported by a nominated supervisor) on their dissertation or detailed research project (15,000–20,000 words). The module commences with a series of taught interventions designed to promote scholarly endeavour in the research context – resulting in the formulation of clearly articulated research proposal outlining your research questions and the framing of the detailed work to be undertaken.

Teaching methods and resources

By the time you complete the programme, you will be able to:

- Understand the major business functions – understanding markets, developing plans, understanding and improving delivery, managing relationships with people, managing finance, technology and other resources;
- Develop skills and techniques – in gathering, analysing and evaluating information, planning, applying concepts and models to the solution of problems, evaluating risk, making decisions, communicating, working in teams, thinking effectively and in flexibly managing your own work and that of others;
- Evaluate and challenge both the positive and negative effects of a range of business and management practices and be able to make judgements about their value and implications;
- Apply your learning in a variety of business contexts ranging from the experience of large multinational organisations to sole party ownership; through different industry and sector specific experience; and through analysis of enterprise at different stages of development – self-employment, start-up and small business.

Tutors

Your tutors offer you access to a wide range of academic and practical expertise in business and management. Many of

them maintain deep practical experience gained in business and management engagement across the commercial, public and the non-profit sectors. Our tutors are committed to delivering the highest quality teaching and learning and the application of that learning to deliver effective practice in the workplace.

Employability

This programme is designed to prepare participants for a wide range of careers in general management across all industry sectors. It will prepare you for entry level into management and position you for progression to middle management positions. The advanced learning that it provides delivers practical management based skills that are directly applicable to a range of occupations. Study within the specialist pathways allows for further concentration of skills and techniques in marketing and in business start-up and small and medium size business management. The content of the programme is also directly applicable those participants who wish to work in a self-employed capacity in the creative and performing arts sectors.

Assessment methods

A variety of assessment methods are utilised, including:

- Individual report

- Individual presentation
- Group project work
- Group presentation
- Examination

Assignments are designed to integrate theoretical concepts with practical application.

Entry requirements

Applications from a variety of backgrounds are welcomed. Normally a good honours degree in any academic discipline or a relevant professional qualification. Applicants who do not meet the academic entry standard, but who have relevant work experience, will be considered on their individual merits by the Course Director. Previous experience and learning can be taken into consideration.

► Please note:

There are plans to introduce a new specialist pathway within this programme: MA Business and Mangement (Health Services Management). This will be of interest to professionals working or considering working as managers in health, health and social care and allied fields. It will also be suitable for new graduates who wish to pursue a professional career in this field. For up-to-date information on this please visit our website: www.bathspa.ac.uk/pggrad

Awards	Course location
- MA Business and Management	- Newton Park campus
Course length	
- MA Business and Management (Marketing)	- MA full-time three trimesters (one calendar year)
- MA Business and Management (Creating and Developing Your Business)	- MA part-time 32 months
- PGDip Business and Management	- PGDip full-time two trimesters
- PGDip Business and Management (Marketing)	- PGDip part-time four trimesters
- PGDip Business and Management (Creating and Developing Your Business).	
Fees	
	Please see page 12 for full details.
Key Features	

- 01 Entrepreneur
- 02 Launching a new venture
- 03 Using business models
- 04 Setting up a new business
- 05 Business acumen

- Flexible modular structure provides maximum choice and tailoring of the degree to support your career progression
- Provides thorough grounding in the principles and practice of business and management
- Strong focus on marketing, enterprise and developing a business
- Directly relevant for those whose previous undergraduate study has been in an unrelated discipline, for continuing learners with practical experience and for those preparing for self-employment or employment in the creative and performing arts.

Applications

Application forms are available on the website and for any admissions enquiries please contact:
T: +44 (0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

Please contact course director Professor Stephen Lee.
T: +44 (0)1225 876209
E: s.lee2@bathspa.ac.uk



Biology: Graduate Certificate and Diploma

Graduate Certificates and Diplomas provide recognised awards for graduates and professionals who wish to update and extend their subject knowledge. They may be undertaken as part of a programme of continual professional development or as stand-alone qualifications.



01

Why choose this course?

You may find these awards of relevance if you are a teacher of biology or environmental science, an employee of a conservation NGO or Government body, or an environmental consultant. You may even be a relatively recent graduate, with a desire to broaden experience at Honours level.

Course structure and content

These awards are designed to provide you with specialised knowledge, understanding and practical skills in certain aspects of Biology at Honours level (Level 6). As part of this, it is also intended that you gain some personal experience of the approach, practice and evaluation of scientific research. Module content is underpinned by staff consultancy and research activity and so is up-to-date and highly relevant in terms of subject knowledge and professional practice.

You must complete two modules for a Graduate Certificate and four for a Graduate Diploma. See table for module options.

Teaching methods and resources

Modules are delivered through a combination of lectures, practicals, field work and projects, and on-line materials. The balance of activities will vary according to your choice of modules. However there is a strong emphasis on gaining experience of practical work, fieldwork and research. Assessment is strongly weighted towards coursework and timed exercises rather than formal examinations. Modules run in different formats, such as a one two-hour block of contact each week or as a three or four hour block every other week. Please contact us for further information. The exception is the Project Module (research), which is scheduled in agreement with your supervisor. In addition to weekly sessions,



02

one module (Marine Biology) has a residential field trip in March.

The Newton Park campus is an excellent location for the study of Biology. The campus provides a rich variety of woodland, grassland and freshwater habitats, which are used extensively in practical and project research work.

Our laboratories, glasshouses and experimental areas provide specialist facilities for a wide range of practical work including marine, ecological, anatomical and soil analysis.

Entry requirements

You should normally have either:

- An Honours Degree allied to subjects within the Department of Biology, such as Biological or Life Sciences, Environmental Science, Psychology, or Geography; or
- An Honours Degree in any field with a postgraduate qualification allied to Biology; or
- An Honours Degree in any field with appropriate professional experience in an area allied to Biology; or,
- Equivalent experience.

Neither Bath Spa nor external graduates can normally claim APL for previous studies towards these qualifications.



03

Biology Module Options	Graduate Certificates:				Graduate Diplomas:	
	Animal Behaviour:	Ecological Impact Assessment:	Waste and Environmental Management:	Biology:	Biology:	Conservation Biology:
Animal Behaviour	C			O	O	C
Biodiversity Assessment		C		O	O	C
Environmental Consultancy		C	C	O	O	O
Marine Biology				O	O	O
Plants and People				O	O	
Project Module	C		C		C	C

C = Compulsory O = Optional.

Awards

Graduate Certificate:

- Animal Behaviour
- Ecological Impact Assessment
- Waste and Environmental Management
- Biology

Graduate Diploma:

- Biology
- Conservation Biology

Course length

Modules run through the academic year from September. You can study at your own pace, but would normally be expected to complete a Certificate or Diploma in two years.

Course location

Newton Park campus

Fees

Fees for 2012-13 will be £1500 per 20 credit module

Applications

Application forms are available on the website and for any admissions enquiries please contact:
T: +44 (0)1225 875624
E: admissions@bathspa.ac.uk

Enquiries

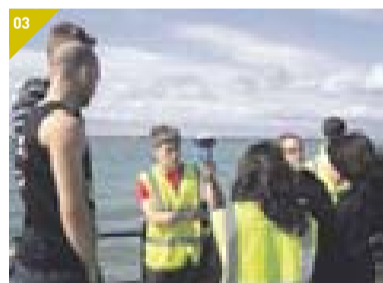
Please contact course director
Dr David Watson:
T: +44 (0)1225 875755
E: d.watson@bathspa.ac.uk

01-03 Fieldwork opportunities

Geography: Graduate Certificate and Diploma



You may find these awards of relevance if you are a teacher of geography looking to keep up with developments in your subject, an employee of a government body, or a graduate wishing to update or broaden your knowledge and skills.



Why choose this course?

Our tutors are professional geographers who undertake research and scholarship at the cutting edge of the discipline, publishing research papers in international journals, textbooks, and speaking at international conferences, as well as making media appearances. All research within the department is of direct benefit to students, much of it directly concerning improvements to student learning.

Course structure and content

- Graduate Certificates in Human Geography, Physical Geography or Geospatial Techniques – two modules
- Graduate Diploma in Geography – one compulsory module and three optional modules (at least one human geography and one physical geography module)
- Graduate Diploma in Human Geography, Physical Geography or Geospatial Techniques – four compulsory modules

Teaching methods and resources

Modules are delivered through a

combination of lectures, practicals, field trips, projects, and on-line materials, depending on your choice of modules. Classes occur on a fortnightly basis in alternation. Each has three or four hours of contact per fortnight. Assessment varies between modules, including laboratory exercises, field work, reflective diaries, projects, posters, seminar presentations, essays, and exams.

Modules may contain a field work element, one or two days away at a local destination with tutor and sometimes external guidance. Destinations include Avebury, Oxford, the Gordano Valley and the River Exe catchment. Field work allows you to view subject material from a different perspective and offers the opportunity for training in the application of specialised equipment and techniques.

Entry requirements:

- To undertake any of these awards, you should normally have either:
- An honours degree allied to Geography,

Geography modules:	Graduate Certificate: (2 modules)			Graduate Diploma: (4 modules)			
	Physical:	Human	Geospatial	Geography	Physical	Human	Geospatial
Climatology							
Quaternary Environments					C		
Coast and River Management	C				C		
Tourism: Contemporary Issues						C	
Historical Geographies		C				C	
The Geomatics Industry							C
Survey Practice			C				C

C = Compulsory. Others are optional. To be eligible for the Graduate Diploma in Geography you must take a minimum of one Human Option and one Physical Option.

such as Physical Geography, Human Geography, Environmental or Earth Science, Remote Sensing, Geographical Information Systems, Planning or Social Science.

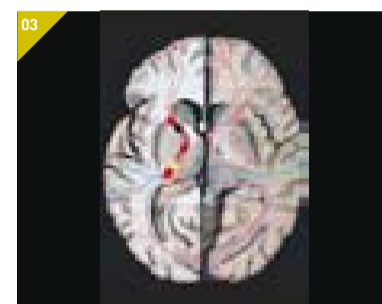
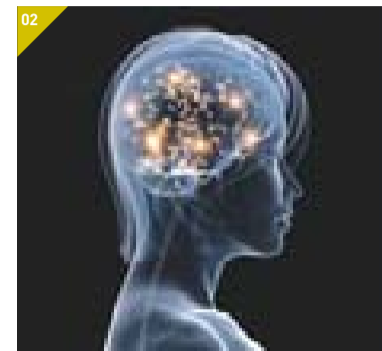
- An honours degree in any field with a postgraduate qualification allied to Geography;
- An honours degree in any field with appropriate professional experience in an area allied to Geography;
- Equivalent experience.

Please note:
Neither Bath Spa nor external graduates can normally claim APL for previous studies towards these qualifications.
Please contact the Course Leader for queries on entry requirements.

<p>Awards</p> <p>Graduate Certificate: - Geospatial Techniques - Human Geography - Physical Geography Graduate Diploma: - Geography - Geospatial Techniques - Human Geography - Physical Geography</p>	<p>Fees</p> <p>Fees for 2012-13 will be £1500 per 20 credit module</p>
<p>Course length</p> <p>Each module runs for one academic year, beginning in September and ending in June. You can study at your own pace, but would normally be expected to complete a Certificate or Diploma in two years.</p>	<p>Applications</p> <p>Application forms are available on the website and for any admissions enquiries please contact: T: +44 (0)1225 875624 E: admissions@bathspa.ac.uk</p>
<p>Course location</p> <p>Newton Park campus</p>	<p>Enquiries</p> <p>Please contact subject leader Dr Rebecca Schaaf T: +44 (0)1225 876336 E: r.schaaff@bathspa.ac.uk</p>

- 01 Total station Brittany
- 02 In the lab
- 03 AGS survey students
- 04 Stone talk - Avebury
- 05-06 Monolith tin - Portishead

Principles of Applied Neuropsychology



The MSc in Principles of Applied Neuropsychology examines the uses of neuropsychology in the clinical world. Studying the way the brain works is crucial to psychology and the understanding of human behaviour.

Neuropsychology is central to the debate about the spark of individuality each human shows. This course looks at social cognition and affective neuroscience, as well as studying the emerging field of the neuropsychology of mental health problems.

The course is an employability-centred extension to an undergraduate psychology degree. It is focused on neuropsychology, but is suitable for any student interested in preparing for an eventual career as a professional psychologist.

Course structure and content

The course has four 30-credit core modules and a 60-credit dissertation module. These modules are an

introductory Cognitive Neuropsychology module, Advanced Neuropsychology, Advanced Psychopathology and Issues in Professional Practice. To gain the MSc you must complete all four taught modules and the dissertation module. There is also a Postgraduate Certificate, gained by successfully completing two taught modules, and a Postgraduate Diploma for the successful completion of four taught modules.

The course runs on one afternoon a week to allow you time to obtain relevant practical experience, should you wish to do so. You can study on a full-time or part-time basis, subject to a maximum of three years full-time or five-years part-time for the MSc.

Modules

Cognitive Neuropsychology

This is a theoretical neuropsychology module, centred on the study of healthy participants. It provides lectures in hearing, speech and language, memory, sensory processing and perception, motor processing and perception. It features embedded research methods including issues of research practice, preparing a research proposal and the misuse of science.

Advanced Psychopathology

This module includes a neuropsychological perspective on mental health problems. It features a series of lectures on psychosis, affective disorders, fear disorders, principles of cognitive behavioural therapy, and basic pharmacology. The embedded research

methods deal with applications to ethics committees, experimental behaviour analysis and outcome evaluation.

Advanced Neuropsychology

This module provides a clinical approach to degenerative disorders, ageing, communication disorders visual disorders, and childhood developmental disorders. The module focuses on the functions and dysfunctions of the frontal lobes. The embedded research methods include performing a systematic literature review, researching a patient population, and using a test battery.

Issues in Professional Practice

This module introduces students to the principles of applied psychology and the processes of recovery and rehabilitation. It focuses on the core skills expected of a practitioner of applied psychology: assessment; formulation; intervention; evaluation; communication skills; and self-management skills. The embedded research skills in this module relate to the evaluation of clinical practice.

Dissertation

This is the opportunity to investigate an area of neuropsychology of individual interest. As part of this module you are required to submit a 5,000–7,000 word paper ready for publication in a specified journal, based on your research. You also have to demonstrate the ability to keep a detailed research log. The research undertaken by students must have a neuropsychological focus.

Teaching methods and resources

Teaching methods include lectures, seminars, individual tutorials, small and large group work, lab work and neuropsychological testing experience. There will be guest speakers from relevant employers as well as research talks from existing practitioners.

Tutors

Course Director:

Dr Alison Lee
BSc (London), PhD (Bristol)

Lecturers:

Dr Rob Irwin
BA (Kent) PhD (UWE)
Dr Nigel Holt
BSc (Reading) DPhil (York)

Employability

The course is centred on eventual employment as a professional psychologist. We aim to enhance your skills as a scientist-practitioner, and provide a step forward to meeting the criteria for assistant psychologist posts. The course also offers practical writing skills necessary for communicating complex scientific ideas to both a lay and specialist audience.

Assessment methods

We have selected assessments with the aim to maximise experiences that will help with further study. For example, the dissertation element must be written in the form of a paper that is ready for submission in an established journal.

In fact, we will encourage the submission of a research paper as the culmination of the Master's experience. We also offer assessments in less formal writing for magazines or newspapers. We aim to consolidate your literature searching skills, something that is crucial to get right for a PhD thesis and for writing grant proposals.

Entry requirements

This course is suitable for anyone with a good major Psychology degree. It is essential that applicants have a Psychology dissertation. It is not necessary to have studied undergraduate neuropsychology but it would be beneficial to show relevant experience or plans to obtain relevant experience of work in an appropriate area.

Awards	in advanced neuropsychology
- MSc Principles of Applied Neuropsychology	- Learn practical skills in preparation for a career as a scientist-practitioner
- PGDip Principles of Applied Neuropsychology	- An opportunity to publish an academic paper
- PGCert Principles of Applied Neuropsychology	
Course length	Applications
- MSc full-time three trimesters (one calendar year)	Application forms are available from the website and for any admissions enquiries please contact:
- MSc part-time up to five years	T: +44(0)1225 875624
- PGDip full-time two trimesters (one academic year)	E: admissions@bathspa.ac.uk
- PGDip part-time four trimesters	
- PGCert full-time one trimester	Enquiries
- PGCert part-time two trimesters	Please contact course director Dr Alison Lee:
	T: +44(0)1225 875726
Course location	E: a.c.lee@bathspa.ac.uk
Newton Park campus	
Key features	01-02 Artists impression of synapsis firing in the brain
- The chance to study emerging theories	03 Central nervous system, Double-M

Need more information?

Enquiries about entry requirements and applying for courses
admissions@bathspa.ac.uk

For money advice, enquiries about tuition fees, bursaries, scholarships, student welfare issues and enquiries from applicants/students with disabilities
studentsupprt@bathspa.ac.uk

For information about Initial Teacher Education (PGCE)
teaching@bathspa.ac.uk

For more copies of this prospectus or for our other prospectuses (undergraduate and Initial Teacher Education)
prospectus@bathspa.ac.uk

Other enquiries
enquiries@bathspa.ac.uk
Telephone 01225 875875
www.bathspa.ac.uk

This prospectus is available in large print and braille format on request.

Published November 2011

The contents of this prospectus are correct at the time of going to press. We will try to publicise any changes to it. If a facility mentioned in this prospectus is of great importance to you, please check its continued availability with the Student Services Department (01225 875875) before you apply.

The University will take all reasonable steps to provide the educational services described in this prospectus, but the operation of each course or module depends on recruiting viable numbers.

If insufficient numbers enrol for a course or module we may not be able to run it. Our offer to you and your acceptance of a place here will be subject to this express condition. This prospectus does not form part of any contract between you and the University.

As a condition of enrolment all students will be required to abide by the policies and regulations of the University. If you accept an offer of a place at Bath Spa University you will receive further information about teaching, assessment and educational services offered by the University, as well as policies and regulations.

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Professor Tim Middleton
Ian Phillips

Inset (left to right)
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Julian Amey
Professor Paul Luna
Philip Parker

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Mary Toman
Cllr Chris Watt
Alun Thomas (Deputy Vice-Chancellor and Clerk to the Board of Governors)



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How to find us

Campuses

Bath Spa University has two campuses and a postgraduate centre; Newton Park is four miles outside Bath, Sion Hill is in Bath and Corsham Court is 5 miles outside Chippenham.

Arriving by train

Bath Spa is the nearest main line station; which is 4 miles from Newton Park and 1.5 miles from Sion Hill.

Arriving by air

Bristol International is the nearest airport; only 40 minutes away by road, while Birmingham and Heathrow are approximately a 2 hour journey.

Local buses

First Bus service 418 runs from Bath city centre to the Newton Park campus. First Bus service 700 stops at the Sion Hill campus. First Bus service 2 stops at the junction of Lansdown Road and Sion Road.

Arriving by car

From the East and major routes

For Sion Hill campus

- 1 Join the A46 from the M4 (junction 18)
- 2 Turn right onto the A4 to Bath.
- 3 From A4; get in right-hand lane to carry straight on (from A36, turn left onto A4)
- 4 Take second exit at mini-roundabout
- 5 Turn right for Sion Hill/Somerset Place (signposted "Bath Spa University")

For Newton Park campus

- 5 Carry on along the A4
At lights get in right-hand lane and carry straight on
- 5a At lights get in left-hand lane and carry straight on
- 5b Bear left and turn right at lights onto dual carriageway (A4)
- 6 Join the A39 from the A4 at the "Globe Inn" roundabout (2nd exit). The entrance is immediately on your left

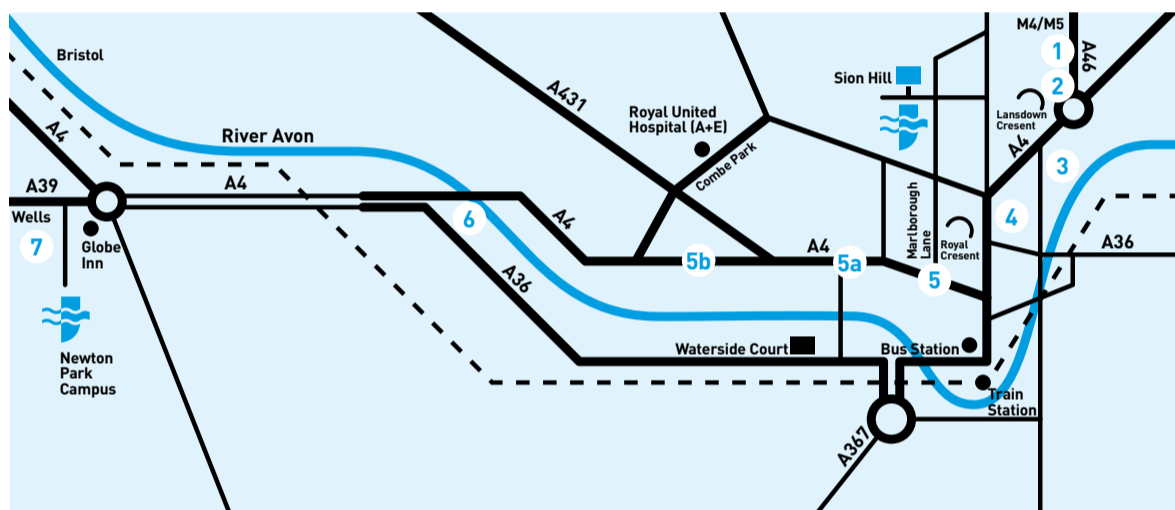
From Bristol and West

For Newton Park campus

- 7 Join the A39 from the A4 at the "Globe Inn" roundabout (3rd exit). The entrance is immediately on your left

For Sion Hill campus carry on along the A4 to Bath (1st exit)

- 6 Fork left just before the lights, at the end of the dual carriageway
- 5 Turn left for Sion Hill/Somerset Place (signposted "Bath Spa University")



Corsham Court

Arriving by car

From the east and major routes

Corsham Court Postgraduate Centre

- Join the A350 from the M4 (junction 17)
- Turn right onto the A4 to Bath
- Continue until you enter Corsham then turn left at the mini roundabout adjacent to Hare and Hounds Public House
- Follow signs towards town centre
- At the second roundabout, take the first exit left onto Newlands Road
- At the next roundabout, take the second exit right onto Post Office Lane (just past the Somerfield store)
- Follow the road around to the left and onto the High Street and follow parking instructions below.

From Bath

- Take A4 towards Corsham / Chippenham
- Upon entering Corsham, take second exit at roundabout onto B3353 Pickwick Road
- Follow signs towards town centre
- At second roundabout, take the first exit left onto Newlands Road
- At next roundabout, take the second exit right onto Post Office Lane (just past the Somerfield store)
- Follow the road around to the left and onto the High Street and follow parking instructions below.

Local buses

First Bus service 231/232 runs between Bath and Chippenham via Corsham. The closest bus stop to Corsham Court is Newlands Road, and from there it's just a short walk to the mansion house. Service X31 also runs half hourly from Bath Bus Station to Corsham.

Where to Park Your Car in Corsham

As you turn onto the High Street the Royal Oak public house is approximately 45 meters on the right hand side. Parking for all visitors and students is located in the car park to the rear (parking permission notice/sign required email: enquiries@bathspa.ac.uk for info).

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