

MA Education: Creativity, Policy and Society

Programme specification

1. Programme details

Item	Information
a) Programme name (incl. pathways):	MA in Education: Creativity, Policy and Society
b) Programme code(s)	
c) Programme credit value(s)	180 CATS 90 ECTS
d) Programme author(s)	Dr Francis Gilbert, Dr Chris Millora and Dr Miranda Matthews
e) Entry requirements	UG degree or equivalent
f) Academic year effective from	2026-2027

2. Programme Aims & Overview

Aims

The MA Education: Creativity, Policy and Society aims to support teachers and educational practitioners to advance their practice and knowledge in the field of education, with a particular focus upon in-depth creative and critical approaches to both educational policy and practice. It aims to offer specialisms which enable educational practitioners from a wide spectrum of subject-disciplines (from artists to policy-makers) to develop their research, pedagogy, theory and practice.

Overview

The MA Education: Creativity, Policy and Society is a distinctive master's degree in education that develops professional practice through creative, critical and research-informed approaches to teaching and learning, including their application to educational policy and practice. This Masters in Education in the UK is designed for educators and practitioners working across a wide range of contexts, including teachers, writers, artists, language educators, cultural practitioners, youth workers, and professionals working across educational, social, and cultural fields.

The programme supports students to examine how education operates within complex social, cultural and institutional systems. It encourages practitioners to reflect on their own professional environments while developing thoughtful approaches to teaching, facilitation, curriculum design, educational leadership, policy and practice. Students explore how educational practices can support creativity, participation and learning across a wide range of formal and informal contexts.

Across the degree, students engage with live questions, evolving professional settings and situated forms of inquiry. The programme explores how education operates across schools, universities, galleries, publishing

contexts, language classrooms, charities, community organisations and emerging digital and cultural spaces. Through interaction with Goldsmiths' long-standing community partners, students investigate how learning is designed, mediated and experienced within these environments, and how educational policies and practices respond to social change, cultural diversity and new forms of knowledge production.

At the centre of the MA is a shared commitment to researching professional practice. Through core modules, students examine how educational work is shaped by institutional cultures, policy frameworks, histories, values and power relations. These modules support students in developing as research informed practitioners able to analyse their own work, engage critically with educational research and theory, and make thoughtful decisions about teaching, curriculum design and leadership within educational settings.

A distinctive feature of this Masters in Education programme is the opportunity for students to develop a practice specialism, a self directed focus that reflects their professional interests, creative practice and future ambitions. Students work with tutors to shape this area of focus, which informs module choices, assessment and the final project. Students may centre their work within one of four broad areas:

Creative Writing and Education

Arts and Learning

Languages

Inclusive Education, Special Educational Needs and Disabilities, and Educational Leadership

Specialisms are intentionally flexible and interdisciplinary, and students are encouraged to work across areas where appropriate. It is also possible to audit modules beyond a primary specialism, enabling students to expand their professional practice, experiment with new approaches and develop broader expertise within contemporary education.

Creative Writing and Education

This specialism is designed for educators and facilitators working with creative writing in schools, higher education, community contexts and cultural organisations. The specialism supports educators interested in the relationship between writing, creativity and learning. Students explore how creative writing can function as a pedagogical practice across educational and cultural environments, while developing their own teaching and facilitation approaches.

Arts and Learning

The Arts and Learning specialism supports practitioners working in visual arts, performance, participatory arts and interdisciplinary creative practices. The focus is on developing as an artist educator, examining how artistic processes intersect with learning, facilitation and public engagement. Students explore how artistic practice operates within educational and cultural settings such as schools, museums, galleries, community arts organisations and cultural programmes. The specialism supports practitioners who wish to deepen both their creative work and their educational practice, examining how artistic processes can support reflection, participation and learning.

Languages

This strand is designed for educators working in multilingual and language learning contexts including modern languages, heritage language education, English as an Additional Language and international education. Students explore how languages are taught, learned and valued within different educational settings, and how language education intersects with identity, culture and power. Drawing on research in language education and pedagogy, the strand supports the development of inclusive and reflective approaches to

language teaching. Students may explore curriculum design, multilingual learning environments, classroom practice, language policy and creative approaches to language learning.

Inclusive Education, Special Educational Needs and Disabilities, and Educational Leadership

This specialism focuses on how education systems can support inclusive learning while developing effective leadership practices within schools, universities and community education settings. A key area of focus is Special Educational Needs and Disabilities (SEND). In the United Kingdom, SEND refers to children and young people who require additional educational support because they experience learning differences, developmental conditions, physical disabilities, emotional or behavioural needs, or barriers to learning that make it harder for them to access education in the same way as their peers. SEND may include learners with conditions such as autism, attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia, speech and language difficulties, sensory impairments, physical disabilities, or complex learning needs. The strand also engages with the concept of neurodiversity, which recognises that neurological differences such as autism, ADHD or dyslexia are natural forms of human variation that shape how people learn, communicate and experience the world. Students explore how educators and educational leaders can create learning environments that support a wide range of learners, including those with Special Educational Needs and Disabilities and those who identify as neurodivergent. The specialism examines how teaching strategies, curriculum design, assessment practices and institutional cultures can either support or hinder inclusive learning.

The strand also considers how leadership within educational institutions influences the development of inclusive policies and practices. Students engage with research in inclusive education, SEND provision and educational leadership, examining how teachers, school leaders and educational professionals can develop learning environments that enable all learners to participate fully in education. This specialism is particularly relevant for teachers, school leaders, youth workers and education professionals interested in strengthening their expertise in inclusive education, SEND practice, neurodiversity and leadership in education.

Final Project

Across all specialisms, students come together through the Final Project, which forms the culmination of the MA. The project enables students to bring together their research, professional practice and specialist interests in a form that supports their professional development.

Projects may include a written dissertation, a practice-based project, a pedagogical intervention, or a hybrid submission combining critical analysis with creative or professional outputs. All projects are supported through individual supervision and grounded in rigorous inquiry into professional practice. The Final Project enables students to demonstrate their development as reflective practitioners capable of contributing creatively and critically to contemporary education and learning environments.

3. External reference

Item	Information
a) FHEQ Level of Award:	7
b) UCAS Code(s):	
c) HECoS Code(s):	

Item	Information
d) QAA Benchmark group:	Education Studies

4. Awards

Item	Information
a) Awarding institution:	Goldsmiths, University of London
b) Teaching institution:	Goldsmiths
c) Home School:	Mind, Body & Society If other, name here: N/A
d) School(s) also involved in teaching of the programme:	1. None 2. None 3. None If other, name here: N/A
e) Entry awards:	<input type="checkbox"/> Foundation Cert <input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input type="checkbox"/> PGCert <input type="checkbox"/> PGDip
f) Interim exit awards:	<input type="checkbox"/> Foundation Cert <input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input checked="" type="checkbox"/> PGCert <input checked="" type="checkbox"/> PGDip
g) Final awards:	PGCert Education Creativity Policy and Society PGDip Education Creativity Policy and Society MA Education Creativity Policy and Society

5. Delivery

Item	Information
a) Language of study:	English
b) Valid intake points in year:	<input type="checkbox"/> January <input checked="" type="checkbox"/> Sept/Oct <input type="checkbox"/> Other If other, specify:
c) Mode of study:	Hybrid Indicate the overall balance of teaching modes in the rows below. Row d) shows total hours of directed learning, with e) and f) showing how this is broken down in in-person vs. online learning, in hours and percentages.
d) Total hours directed learning/year	150
e) In-person hours	135 90%
f) Online hours	15 10%
g) Pace of study:	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time
h) Duration of programme	Full time: 1 <input checked="" type="checkbox"/> years <input type="checkbox"/> months Part time: 2-5 <input checked="" type="checkbox"/> years <input type="checkbox"/> months
i) External accreditation:	N/A

Item	Information
j) Apprenticeship Standard:	N/A

6. Programme Learning Outcomes

Also, see the [curriculum map](#) at the end of document.

For UG exit awards, Learning Outcomes must be achieved in the level indicated below:

- CertHE = Level 4
- DipHE = Level 5

Learning outcomes are grouped in categories of:

- **Declarative learning** - knowledge, thinking & facts (D1-3)
- **Functional learning** - application of knowledge, thinking & facts (F1-3)
- **Professional and transferable skills and behaviours** (P1-3)

On successful completion of the programme, you will be able to:

Learning Outcome	Level	Graduate Attribute
D1 Demonstrate in-depth knowledge and critical understanding of key theories and debates in creative, critical, and socially engaged education policy and practice.	7	Diversity of perspective
D2 Develop and produce advanced creative and/or critical work that integrates theory, practice, and reflective analysis.	7	Diversity of perspective
D3 Innovate as an educational practitioner by designing, testing, and evaluating creative approaches to teaching and learning across diverse contexts.	7	Responsible agency
F1 Use advanced, critical understanding of creative learning and social justice to inform inclusive, ethical, and context-sensitive educational practice.	7	Political in the personal
F2 Design, facilitate, and evaluate meaningful, creative, and inclusive learning activities across diverse educational contexts.	7	Diversity of perspective
F3 Communicate knowledge and ideas effectively and creatively, using appropriate processes, media, and technologies for different audiences and contexts.	7	Collaboration

P1	Develop and apply inclusive, ethical, and reflective approaches to teaching and facilitation within your chosen specialism.	7	Responsible agency
P2	Demonstrate adaptability, resilience, and professional judgement in responding to the changing demands of educational, cultural, and professional workplaces.	7	Responsible agency
P3	Adapt professional practice with confidence and discernment in response to change across educational, cultural, and organisational settings.	7	Political in the personal

7. Programme Structure

For Undergraduate programmes (UG), each level must amount to at least **120 CATS** (60 ECTS).

Postgraduate (PGT) programmes must amount to at least 180 CATS (90 ECTS), with exception to interim exit awards.

Programmes are staged in **Phases**, where each Phase relates to an exit award.

Compulsory modules must be taken by all students.

Option modules – you must choose one or more of the options available to this programme at this level and point. The option modules available from this list may vary from year to year, depending on student numbers and staff availability. Selection takes place during your studies, not before.

Phase 1 (FT)

Module Name	Code	Credit	Level	Type	Term	Year PT	Pathway
Foundational Concepts and Debates in Education	TBC	30	7	Compulsory	1	Y1	N/A
Researching Professional Workplace	TBC	30	7	Compulsory	1	Y2	N/A
Inclusion, Pedagogy and Leadership in Education	TBC	30	7	Compulsory	2	Y1	N/A
Final Project	TBC	60	7	Compulsory	1-2-3	Y2	N/A
Creative and Critical Practice (shared with Children's Lit)	TBC	30	7	Option - Core	2	Y2	N/A

Module Name	Code	Credit	Level	Type	Term	Year PT	Pathway
Race, Gender and Education	TBC	30	7	Option - Core	2	Y2	N/A
The Publishing Industry	TBC	30	7	Option - Shared	2	Y2	N/A

8. Learning, Teaching & Assessment

Learning & Teaching methods

Teaching will be via a range of formats to be as relevant as possible to the topic and learning outcomes. This may be through workshops, practical labs, lectures and seminars. It may have a mix of in-person and online activities, designed to give you the best learning experience and to make the most out of your learning experience. You are expected to attend all of your timetabled learning activities.

Specifically, this programme will be taught in the following ways:

The MA Education: Creativity, Policy and Society is taught through a carefully designed blend of in person and online learning. This structure reflects the realities of contemporary professional life while preserving the value of dialogue, intellectual exchange and shared community. Teaching is organised through a HyFlex model, which allows students to participate either on campus or online, sometimes within the same module. This approach enables participation from students working in schools, cultural organisations, community settings and international contexts, while maintaining a strong sense of cohort identity and collaborative learning.

Across the programme, learning takes place through a mixture of workshops, seminars, lectures and supervised independent study. These formats are used flexibly rather than rigidly. Lectures introduce key concepts, theoretical frameworks and debates in education, and are often recorded so students can revisit key ideas at their own pace. Seminars emphasise discussion, critical reading and collaborative thinking. Workshops foreground practice, experimentation and reflective inquiry. Within many modules, students move between these modes within a single session, allowing theory, practice and reflection to inform one another.

Teaching on the MA Education: Creativity, Policy and Society is deliberately practice facing and dialogic. Students are encouraged to bring their own professional contexts into discussion, whether these involve schools, language education, arts practice, cultural organisations, youth work, community education or other educational settings. Sessions often develop around questions emerging from students' professional experiences. Teaching staff respond to these questions and adapt discussions to reflect the interests, backgrounds and ambitions of each cohort. This approach ensures the programme remains responsive to the realities of educational practice rather than prescribing a single model of teaching.

Personalisation is built into the structure of the MA. Alongside taught sessions, students receive regular tutorial support, including one to one or small group supervision linked to their developing research interests and final project. Core modules introduce key debates in education, explore professional practice and support students in developing creative and critical approaches to facilitating learning. At the same time, optional modules and audits allow students to shape their own intellectual trajectory. Students may combine, for example, language education with creative practice, arts based pedagogy with critical educational research, or inclusive education and Special Educational Needs and Disabilities practice with educational leadership and organisational development.

Online learning is treated not as a replacement for in person teaching but as a pedagogical space. Digital platforms are used for discussion, collaborative writing, peer feedback and the sharing of work in progress. This allows students to remain intellectually connected between teaching sessions and supports those whose professional commitments may prevent weekly campus attendance. At the same time, in person teaching makes full use of Goldsmiths' physical environment, including seminar rooms, studio spaces, libraries and the rich cultural and community networks surrounding the university.

Overall, the teaching approach of the MA Education: Creativity, Policy and Society is designed to support students in becoming confident, reflective and research informed practitioners. The programme combines academic rigour with creative exploration, encourages critical reflection alongside professional experimentation, and recognises that meaningful professional learning emerges through dialogue, collaboration and sustained engagement with the complexities of education today.

Assessment modes and approaches

You will be assessed in a range of ways throughout your course. These will be both Formative (for feedback and development), and Summative (required to pass and progress to the next level). Summative assessments are compulsory.

Feedback is a crucial part of your learning and development in this programme. You will receive feedback both on your Formative (work in progress) tasks/assessments, and your Summative (graded) assessments. This feedback will help the assessment to be a part of your learning, not just a test. It may be verbal, written or video based. Please engage with this feedback to improve your future work.

Specifically, this programme will be assessed in the following ways:

The MA Education: Creativity, Policy and Society uses a range of assessment methods designed to reflect the diverse professional contexts, practices and identities of students on the programme. Assessment is practice focused, research informed and flexible, allowing students to demonstrate their learning in ways that align with their interests, specialisms and future professional directions.

Across the degree, assessment may include schemes of work, critical commentaries, reflective writing, practice based projects, creative or multimodal submissions, peer or reciprocal teaching, presentations and extended research projects. Written work may be complemented by visual, audio, digital or hybrid formats

where these strengthen clarity, insight or professional relevance. This approach recognises that educational knowledge is created and communicated through multiple forms of practice and representation, not solely through traditional academic writing.

Many assessments invite students to work directly with professional workplaces and spaces of practice. Students may design, facilitate and critically reflect on educational activities in settings such as classrooms, language learning environments, community organisations, arts and cultural institutions or informal learning spaces. In some modules, students collaborate with peers through shared teaching activities, discussion or feedback processes, reflecting the relational and dialogic nature of educational practice.

Assessment tasks are constructively aligned with module and programme learning outcomes. Students are supported to develop as research informed practitioners who can connect educational theory and evidence with professional practice, analyse educational contexts critically and design thoughtful and inclusive approaches to learning. This includes developing awareness of inclusive pedagogies that support a wide range of learners, including those with Special Educational Needs and Disabilities (SEND) and learners who identify as neurodivergent.

Formative feedback, tutorial support and opportunities for reflection are embedded throughout the programme. These help students develop confidence in their thinking, refine their professional practice and strengthen their ability to integrate research, reflection and action within their work.

The programme culminates in a Final Project, which brings together research, practice and specialism in a sustained piece of independent work. The format of the Final Project is flexible, allowing students to pursue academically focused, creative, practice based or multimodal approaches while meeting shared programme learning outcomes.

Overall, assessment on the MA Education: Creativity, Policy and Society is designed to be rigorous while remaining enabling and professionally relevant. It supports intellectual depth, creative experimentation and reflective professional practice across a wide range of educational, cultural and community contexts.

Assessment diet (number of assessments for compulsory modules)

Mode	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Coursework	0	0	0	0	0	0
Exam	0	0	0	0	0	0
Live	0	0	0	0	0	0
Portfolio (multi-modal)	0	0	0	0	4	4
Practical / multimedia	0	0	0	0	0	0
Written	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0
Of which...	Individual:	4	Group:	0		

9. Other information

Item	Information
a) Assessment regulations	https://www.gold.ac.uk/gam/taught-programmes/assessment/
b) Placement opportunities	The MA Education: Creativity, Policy and Society offers opportunities to undertake placements that complement taught modules and support professional development. Placements may take place in schools, language-learning contexts, museums, galleries, cultural organisations, community projects, charities, or educational initiatives aligned with students' interests. These experiences allow students to observe, participate in, and reflect on educational practice in situ, strengthening links between theory, research, and professional application. Placements are supported through supervision and reflective activity, helping students to develop confidence, insight, and practical experience relevant to their future educational, cultural, or research careers.
c) Programme-specific requirements	Applicants should normally hold an undergraduate degree or equivalent qualification. The programme welcomes applicants from a wide range of academic and professional backgrounds, including education, languages, arts, humanities, and related fields. Applicants must also meet standard UK university requirements for English language proficiency, as set by Goldsmiths, to ensure they can engage fully with academic study and assessment.
d) Programme specific costs and resources	None.
e) Employability and potential career opportunities	Graduates develop transferable skills in research, teaching, facilitation, curriculum design, communication, and reflective practice. The programme supports careers in teaching, language education, arts and cultural education, community work, educational leadership, publishing, policy, and further research. Practice-based learning, placements, and the Final Project help students build professional confidence, networks, and portfolios, while the emphasis on research-informed practice prepares graduates to adapt thoughtfully to changing educational contexts and roles.

10. Academic support

There is a range of support available to you to give you the best possible chance of success in this programme.

Please see your tutors and student portal/VLE for details of what's available and how to access this support.

11. Curriculum map

Programme Learning Outcomes assessed by each module:

Module name	Code	Type	D1	D2	D3	F1	F2	F3	P1	P2	P3
Foundational concepts and debates in education	TBC	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Researching the Professional Workplace	TBC	Compulsory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion, Pedagogy and Leadership in Education	TBC	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Final Project	TBC	Compulsory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creative and Critical Practice	TBC	Option - Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Race and Gender in Education	TBC	Option - Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The Publishing Industry	TBC	Option - Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>