

Template C4



Programme Specification

Title of Course: *MA Publishing*

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Version number	6
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Journalism, Publishing and Media
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Publishing
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PG Cert PgDip
Course Code <i>For each pathway and mode of delivery</i>	PPPUB1PUB01 PFPUB1PUB01
UCAS code <i>For each pathway</i>	

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Publishing With Professional Placement
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road Campus
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	The minimum entry qualifications for the programme are:

	<ul style="list-style-type: none"> • A good honours degree (2:1 or above) or equivalent in any subject • Evidence of substantial and demonstrable professional commitment to publishing • International students and other whose native language is not English must have an Academic IELTS score of 6.5 or equivalent with a minimum score of 7.5 in the written section of the test. <p>The above will normally be regarded as appropriate admission requirements for the course, although non-standard entrants will always be considered for entry.</p> <p>All certificated and non-certificated learning will require verification. In the case of certificated learning, this will require the presentation of relevant certificates and/or confirmation from the award-giving body. In the case of non-certificated learning, verification will be established in the course of interview, or, where appropriate, through the submission of supporting documentation and evidence.</p> <p>Admissions procedures</p> <p>The MA Publishing Admissions Tutor will normally consider all applications in the first instance. All applicants who fulfil, or are likely to fulfil, the admissions requirements will be invited to an open day to meet the course teaching team. The decision regarding offers of places will be made by the Admissions Tutor and the Course Leader and the Admissions Tutor will receive administrative support from the Postgraduate Course Administrator.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	n/a
Approved Variants:	There are no variants to the Postgraduate Regulations
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
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Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

- To equip students with the necessary skills to compete successfully for employment in the publishing industry and its allied fields
- To develop professional publishing skills in resourcing and developing content, managing its relevant preparation and subsequent dissemination
- To build team-working, effective communication and other skills required for an effective contribution to a publishing environment
- To create an informed and critical awareness of the forces and dynamics (social, cultural, political, economic and technological) shaping publishing today
- To enable students to develop an ethically informed and critical awareness of the roles and responsibilities of publishers in contemporary society
- To foster a creative and self-reflective approach to students' own individual and collective practice as publishers
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

The additional aims of the MA:

- To develop, to an advanced level, students ability to carry out independent academic and profession-based research
- To develop, to an advanced level, students' ability to reflect critically on their own publishing practice through work-based learning

Aims of the half field:

- To introduce students to the publishing environment and to build their knowledge and understanding
- To develop students' understanding of how the publishing industry functions, and how decisions are made, so that students have both the skills to be employed in the publishing industry or to navigate effectively the sector in support of their own practice

Aims of the minor field:

- To develop a sufficient level of knowledge and understanding about the publishing industry to support the students' future plans

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas that are listed in the table that follows. There is no benchmark statement relating specifically to Publishing and the Quality Assurance Agency has no published plans to produce one in the near future, but the course is designed to create the general QAA characteristics/outcomes of a professional practice masters course, notably:

Graduates of professional/practice master's degrees typically have:

1. Subject specific attributes

- An in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession

- The ability to apply research to professional situations, both practical and theoretical
- The ability to use a range of techniques and research methods applicable to their professional activities

2. Generic attributes (including skills relevant to an employment-setting)

- Use initiative and take responsibility
- Solve problems in creative and innovative ways
- Make decisions in challenging situations
- Continue to learn independently and develop professionally
- Communicate effectively, with colleagues and a wider audience, in a variety of media

The design of the course has been informed by the Publishing benchmarks set by Skillset.

The Kingston University MA Publishing programme has been awarded the Creative Skillset Tick, the industry mark of quality, following a rigorous assessment process by experts working in the Creative Industries. The Creative Skillset Tick is awarded to practice-based courses which best prepare students for a career in the industry.

The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. All the procedures associated with the course comply with the QAA Code of Practice for Higher Education.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [‘Sector Recognised Standards in England’](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	The wider applicability of the publishing function and associated business models; a critical awareness of wider challenges and opportunities	B6	[MA Additional learning outcome] Identify and develop a practical project within a publishing context to an advanced and professional standard	C6	[MA Additional learning outcome] Organise and undertake a substantial work placement in the publishing industry and allied fields, and reflect on the experience in a purposeful and meaningful way
A2	The structures and processes of the publishing industry within the relevant sector, economic and societal contexts	B3	Explore, research, critically analyse, effectively present and report on complex issues in order to isolate significant developments and promote effective decision-making	C5	[MA Additional learning outcome] Apply the significant critical and organisational skills necessary for devising and managing a substantial piece of critical writing
A1	The nature of publishing: the key functions; role requirements; personal specifications	B4	Demonstrate the ability to be effective independent, autonomous and reflective learners	C4	Research and deliver approximate costings for publishing projects, based on an understanding of profit and loss within the sector, desirable margin, future strategies, all within an appropriate context
A3	The relevant stake-holders within the publishing industry: content providers; publishers; retailers; service suppliers and end users/customers, both consumer and business-to-business	B2	Identify, select and resource relevant primary and secondary sources of information; critically analyse and appraise the information secured	C3	Research and appropriately prepare relevant documentation for the dissemination of associated information to stakeholders within the relevant sector
		B1	Formulate and test hypotheses relevant to publishing and its wider relevance as a function and process within society	C2	Research, plan and manage a publishing function from initial concept to delivery, to a

					professional standard of finished product or service
		B5	[MA Additional learning outcome] Identify a topic worthy of sustained research, carrying out research and completing a dissertation to an advanced academic and professional standard	C1	Isolate the importance of, and develop, effective relationships, interact and network with confidence with professionals within the publishing sector and beyond
				C7	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time, part-time and 'with Professional Placement' mode, and leads to the award of PgDip/MA in Publishing. Intake is normally in September.

The MA Publishing degree consists of 180 credits, four modules of 30 credits each and a final dissertation or practical project of 60 credits. Students taking Publishing as a half field (with Creative Writing) take two 30 credit modules from Publishing (one must be 'Create' but the other they can choose) and two from Creative Writing. They can then choose whether to pursue a dissertation/practical project within Publishing or Creative Writing. Students taking Publishing as a minor field (with Creative Writing) take one module within Publishing (which must be 'Create') and then the balance of the modules, including the dissertation or practical project, from within Creative Writing.

Students on the 2-year programme (with integrated placement) must complete all modules except the final 'capstone project' module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

MA Publishing

Level 7							
MA Publishing							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Do : Work Placements, Networking and Career Planning	PU7004	30	7	Year long			

Practical Publishing Project	PU700 6	60	7	Feb to Sept			
Publishing Dissertation	PU700 5	60	7	Feb to Sept			
Create: The Business of Publishing	PU700 1	30	7	Year long			
Make: Content Development and Production	PU700 2	30	7	Year long			
Share: Strategic Marketing and Sales	PU700 3	30	7	Year long			
Optional Modules							
Professional Placement	HU710 0	120	7	TB3 (Yr 1) TB1&TB2 (Yr 2)			

Level 7 information

Students exiting the programme with 60 credits are eligible for the award of PgCert in Publishing.
Students exiting the programme with 120 credits are eligible for the award of PgDip in Publishing.

MA Publishing With Professional Placement

D. Principles of Teaching, Learning and Assessment

This field has been based on the principles of curriculum design at Kingston University. Teaching and learning strategies and methods have been designed to introduce students to a range of skills, issues and debates in the publishing industry and are detailed in the learning outcomes of each module. In general, the course aims to:

- Foster a positive, student-centred learning environment
- Incorporate the process and outcomes of relevant research, scholarship and professional practice within teaching
- Take an infusion approach to the development of critical thinking skills: critical thinking is made explicit within the curriculum; the nature and importance of critical thinking is persuasively communicated and assessment strategies make use of proven rubrics to measure critical thinking skills
- Deliver an embedded approach to assessment that promotes learning; designing and delivering assignments primarily to support student learning, with the intention of developing students' own skills in evaluating, judging and improving their performance
- Make use of peer and self-assessment and feedback in simulated professional scenarios to deepen students learning and promote the development of professional skills

This strategy is delivered through a variety of different learning and assessment structures, from lectures and seminars to practical workshops with a consistent determination to relate theory and industry practice to hands-on learning. For example, lectures introduce the principles of academic theory and the statistics that support industry understanding; practical

workshops provide hands-on experience of producing work to industry standard, supported by formative feedback from module tutors. Later sessions allow students to build on the foundations of the earlier sessions and develop their own personal interests and strengths. Students are given formative feed forward on their practical and academic work at regular intervals so that they can improve their writing and understanding of the material in all modules. The development of academic skills is threaded throughout the course, and where students need additional support they are encouraged via tailored support and in particular the Academic Success Centre.

Assessments are designed to allow students to demonstrate both the practical skills required by employers in the publishing industry and allied sectors and the critical engagement necessary to operate as an effective publisher in a fast-changing environment. Assessments are set at regular intervals throughout the year, carefully scheduled by academic staff to avoid dates clashing. In addition to the formative feedback given both in class and individually by appointment, the summative feedback is engaged and detailed. Useful additional ideas relating to the cohort's management of a particular assignment, and likely to be of general value to the development of student employability, are circulated after the formative feedback has been delivered, via Canvas.

At the end of the year, students are able to develop their own research and professional interests through a substantial project, supported by their personal supervisor. They can choose to do either a dissertation or a practical work-based project, which has to be delivered before the end of their course. Their supervisor assists them in the devising and development of an appropriate programme of research, in conjunction with the student's personal tutor who has an overall understanding of all students' strengths and interests.

E. Support for Students and their Learning

Students are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the use of software
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning – an online platform offering self-paced software tutorials
- A substantial Academic Success Centre that provides academic skills support for both UG and PG students
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Support for students with disabilities
- The Union of Kingston Students
- Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s).
- Kingston Writing School

Staff are also particularly keen to encourage applications from mature students; perhaps those who have been out of the employment market for a while due to personal commitments, or those who wish to embark on a career change. Publishing is a sector that benefits strongly from a widened life experience, and as an industry is often remarked upon for *not* being ageist. Mature students have much to bring to the cohort they join and are highly valued and supported.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- The MA Publishing Publishers' Advisory Board
- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including MEQs (module evaluation questionnaires) and a postgraduate survey
- Moderation policies
- Feedback from employers
- Encouragement of staff research and a staff sabbatical system to pursue industry-relevant analysis, and so ensure that course content and professional understanding are updated regularly

G. Employability and work-based learning

Employability

With extensive consultation from the publishing industry and the active involvement of the course's Publishers' Advisory Board, this course was designed and continues to satisfy the requirements of the publishing industry and allied areas in which publishing skills are valuable. Students graduating from this course are therefore well placed to pursue careers in a range of publishing contexts, from traditional publishing houses and literary agencies to other organisations in which the publishing function may be needed. In particular, the course enables students to acquire and develop the skills base necessary for careers in:

- The international publishing industry
- Organisations that have a publishing function (e.g. have a requirement to disseminate formal information e.g. schools, universities, charities, heritage organisations)
- Organisations involved with the promotion of literacy
- Related professional and representative organisations
- Related industries such as public relations, corporate communications and advertising
- Advocacy and campaigning

Publishing is well known for its opportunity for freelance careers and business start-ups (especially digital) and students will graduate with skills and knowledge which will equip them to pursue these options.

Since the MA Publishing course was launched in 2006, the majority of graduates from the course have gone onto jobs in publishing.

Students taking a half or minor field in Publishing, with a half or major field in Creative Writing, emerge with a strong understanding of the publishing industry, which promotes their ability to embark on the wider dissemination and promotion of their work, or the use of publishing skills in other areas. This has proved beneficial in a variety of contexts with former students using their experience of publishing in the furtherance of their writing careers, and also within other organisations such as charities, schools and retailing environments.

Over the past ten years, the department has established a substantial international network of employer contacts including all the major publishing houses, many independent houses including charities who publish, literary agents, and relevant professional bodies such as The Society of Authors, Book Trust and The Reading Agency. There is also a growing body of Kingston alumni now working in senior positions within the publishing industry, who are eager to encourage and share their experiences and contacts, often coming to talk to the course, and who turn first to Kingston when seeking placement students and new employees.

The emphasis on the acquisition and build-up of practical skills on the course, as set out in detail in above sections, provides graduates with a wide range of skills and knowledge required by employers.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Work-based learning

For a full field MA Publishing student a placement (minimum ten working days) is essential. Full support is provided by the university in preparing and submitting an application for a placement, including enhancement of interview and presentation skills, although it is the responsibility of individual students to source and secure such placements. Reflective analysis of the experience allows students to consider their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

Work-based learning, including sandwich courses and higher or degree apprenticeships

See work-based learning above

H. Other sources of information that you may wish to consult

Course page on KU website:

<https://www.kingston.ac.uk/postgraduate/courses/publishing-ma/>

Screenskills

<https://www.screenskills.com/>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7						
		HU7100	PU7006	PU7005	PU7004	PU7002	PU7003	PU7001
Knowledge & Understanding	A4		S	S	S	S	S	S
	A2		S	S	S	S	S	S
	A1		S	S	S	S	S	S
	A3		S	S	S	S	S	S
Intellectual Skills	B6							
	B3		S	S		S	S	S
	B4		S	S	S	S	S	S
	B2		S	S	S		S	S
	B1		S	S	S	S	S	S
	B5			S				
Practical Skills	C6				S			
	C5			S				
	C4		S			S	S	S
	C3		S		S	S	S	
	C2		S			S	S	S
	C1		S	S	S	S	S	
	C7	S						

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.