MA
INTERCULTURAL
PRACTICES

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MA Intercultural Practices

Awarding Body	University of the Arts London
College	Central Saint Martins
School	C School
Programme	CSM Performance (L035)
Course AOS Code	CSMMACTPG01
FHEQ Level	Level 7 Masters
Course Credits	180
Mode	Part Time
Method	Low Residency
Duration of Course	2 years
Teaching Weeks	84 weeks
Valid From	2025/26
Collaboration	N/A
UAL Subject Classification	Curation and Culture, Fine Art, Performance and Design for Theatre and Screen, Photography
PSRB	N/A
Work placement offered	N/A
Course Entry Requirements	The standard entry requirements for this course are as follows: • An honours degree; • Or an equivalent EU/international qualification. The course should be of primary interest to practitioners with experience. It is intended to meet the needs of candidates from diverse cultural, economic, and social

	backgrounds. We welcome mature students.
	Applicants are likely to come from a disparate range of academic disciplines and vocational fields that include: perf ormance, theatre, installation art, film, design practice, the humanities, social practices, social practice, community development, or from other areas of interdisciplinary and creative practice.
	AP(E)L – Accreditation of Prior (Experiential) Learning
	Applicants who do not meet these course entry requirements may still be considered. The course team will consider each application that demonstrates additional strengths and alternative evidence. This might, for example, be demonstrated by:
	Related academic or work experience.
	• A portfolio of practice and/or vocational experience; • A personal statement; • A strong academic or other professional reference.
	Each application will be considered on its own merit.
	English language requirements
	IELTS level 6.5 or above, with at least 5.5 in reading, writing, listening and speaking (please check our main English language requirements webpage).
Selection Criteria	We select applicants according to potential and current ability in the following areas as evidenced through the CV and personal statement: • Prior experience and achievement; • Creative practice evident through documentation in the portfolio; • Capacity for independence in learning; • Awareness of cultural and social contexts of relevance to the candidate and their practice; • Appropriate communication skills and a preparedness to support others in the learning community; • Experience of working with digital software for writing, image-making, and communication.

Selection is based on evidence demonstrated through a CV, a personal statement (letter of application) and an edited online portfolio. You can upload up to 10 pages or documents using Pebble Pad. This could cover between 1 and 10 examples of practice and can include written accounts as well as image, film, documentation, and audio materials.

- Where appropriate, include short annotations and notes to give context to the work;
- If you have worked on any group projects or collaborations, you may want to explain your role;
- In many instances, it is helpful to indicate the scale of the work and the media used.

The personal statement should reflect on your readiness to engage with self-directed learning;
that you are able to learn from experiences (trial and error), and that you are motivated to learn from others. You should briefly describe what you hope to gain from the course.

Except for the intensive residencies running at key points of each academic year, this course is delivered online for the majority of the timetable. Consequently applicants will need to have access to:

- A recent computer with an IT system and web browser;
- A reliable broadband connection (slow internet connection can affect the learner experience, especially during a live session in a virtual classroom. A cable connection is the most reliable);
- Webcam, microphone, and headphones.
- Connectivity between students will be further supported by postal exchange and low bandwidth web-based platforms.

The University runs a means tested hardship fund for students who require support for equipment and learning resources.

Awards and Percentage of Scheduled Learning

Year 1

Awards	Credits
Postgraduate Certificate (Exit Only)	60

Year 2

Awards	Credits
Postgraduate Diploma (Exit Only)	120
Master of Arts	180

Scheduled Learning Split by Level	
Level 7	13%
Total Scheduled Learning Split	**13%**

Course Aims and Outcomes

The Aims and Outcomes of this Course are as follows:

Aim/Outcome	Description
Aim	The course connects creative practices and the context of the individual through intercultural exchange and co-operation with the purpose of extending opportunities for agency and change. As such it aims to inspire transformation and change for and about the self and those people, projects, organisations and systems that are nearby in terms of context, place, or association.
Aim	This course addresses creative agency amidst the aesthetical, philosophical, and creative processes of interweaving and entanglement which take place within and between cultures.
Aim	The course empowers you to join cultural dialogues and co-operate between contextual frameworks and global networks as creative agents, makers, and producers in response to contemporary themes.
Aim	Study practices on the course are intended to highlight and interrogate ethical considerations and complexities impacting on global and social challenges in the context of the local.
Outcome	You will form your practice as a critically engaged, creative agent who values existing cultures and contribute to the evolution of new paradigms, practices and relational politics through cultural dialogue and production.
Outcome	Your creative practice will explore contemporary socio-cultural and political themes through inter-cultural exchange, seeking new perspectives, creative conflict and/or consensus.
Outcome	You will share, acknowledge, respect, and interact between and across localities with the intention of generating self-awareness that leads to thoughtful actions and a new body of work.
Outcome	Graduates will have refined cross-cutting competencies and confidence in areas of interpersonal skills; active citizenship, cultural awareness, and expression, that are specific to their chosen context/s.

	Distinctive Features
1	**International co-operation**: As a student, you will engage in intercultural and transcultural activities to forefront co-created learning through cross-cultural exchange.
2	**Transformative course practice**: you will draw on a range of intercultural experiences and practices exchange to generate new outcomes or opportunities. You balance your own practice needs to focus on processes of change for and about the self and those people, projects, organisations and systems that are nearby.
3	**Flexible blend of online and in-person learning:** the course structure allows time for risk-taking and reflection in your practice. Real time and asynchronous learning is designed to support students across different time zones, learning at different moments, though interacting together.
4	**Interdisciplinarity**: an emphasis on co-operative tactics, crossing territories of cultural production that are ever expanding in their reach and in their terms of reference. This course is intended for a culturally diverse community of students from multiple disciplines and backgrounds.
5	**Focus on context and work**: MA Intercultural Practices will support you in developing an intercultural practice to create culture-based change in work that demand collaboration, creativity, innovation, learning, and knowledge of human behaviour and organisation across contexts.

Course Detail

Practice based inquiry between spaces, places, and disciplines. This is an MA by project to support students in developing an intercultural practice for critical cultural production through a combination of co-operative and independent ways of working.

Global themes are best understood and acted on from multiple cultural and disciplinary perspectives. This course fosters the sharing of these perspectives to develop your agency as a creative practitioner and cultural producer.

UNESCO supports interculturalism as a practice and approach that leads to a deeper understanding of the other's global perception. As interconnection across and between societies grows, and cultural diversity is increasingly recognized as an inescapable reality of modern life, it is essential that practitioners are equipped with the capacities and knowledge to positively respond to difference and pluralism.

This course prepares the next generation of creative practitioners for future careers where intercultural co-operation and the sharing of knowledge through practice is essential.

This is a two -year, part-time course delivered through a mix of online and in-person residentials blending teaching, intensive workshops, international teaching exchange, and the development of independent projects. The intensive residentials will primarily focus on critical discourse and habits of reflective practice.

What to expect

- **Study that prioritises making, action research and intercultural dialogue**: The unit structure builds from your context and experiences to lead you in the development of your own personal project with potential extensions that might bring about change.
- **A far-reaching, international student community**: The course encourages you to draw from your communities of practice and interests and engage with wider transnational networks.
- **Co-operative learning and an exploration of collective memory**: A reflexive consideration of our relationship with both site and history, evolving new traditions and relational politics.
- **Intercultural awareness and co-operation as fundamental practice**: The opportunity to engage with transcultural activities means that you will be able to access a broader network of academic interest and practice, from beyond the course community, offering transnational experiences and intercultural conversations.

Industry experience and opportunities

MA Intercultural Practices offers optional campus-based teaching at UAL and potential activities hosted by partner institutions. We host place-based intensive workshops and residencies that connect learners both physically and online.

We use a wide range of platforms, classrooms and peer-to-peer exchange tools for student participation in collaborative projects involving international partners and unit 3 features presentations and workshops by visiting practitioners. Students are invited to facilitate these sessions to gain professional experience with the methods, processes and techniques required to convene complex conversations as intercultural practice.

Course Units

The course is structured in three sections. Units 1, 2 and 3 challenge you to initiate critical discoveries for yourself, deconstruct existing interpretation and explore ethics from applied perspectives. Unit 4 focuses on reflection and reflective encounters that supports the consolidation of your intercultural learning to date and to open this up through cultural themes, including experimentation. Unit 5 prioritises processes and strategies for sharing, impact and practice research.

Unit 1: Curiosity and Place

This first unit explores your locality, your background, your place and your context. Unit 1 introduces you to the course's culture and its emphasis on interdisciplinary, intergenerational and intercultural learning. You will get to know your peers, online learning environment and institutional context. Professional development anticipates the evolving focus and specialism of your distinct approach after graduation and the contribution you want to make.

Unit 2: Stuff of Cultures

Unit 2 asks you to appraise your own situation as a creative and critical practitioner, maker, and producer. Using a multimodal approach, you will map your positionality and develop a stronger sense of intersectionality through and for your intercultural practice. You will also exchange material with peers and work with this to create something new: an intercultural mixed form. This production invites you to negotiate culture, context and meaning. This unit promotes a sense of mutual empathy and curiosity. You will deepen your intercultural understanding by sharing the co-ordinates of your own culture(s) and working with the culture(s) of others.

Unit 3: Consideration and Collaboration

The focus for this unit is the consideration of ethical practices and intention. This centres on the thoughtfulness, care, reflection, and analysis required to work with others, both human and nonhuman. You will expand your intercultural practice by using dialogue to consider the role that relations play in the production of culture because cultures evolve through give and take. You will use practice research to create a conversation that reflects on dialogue an expression of intercultural practice.

Unit 4: Recollection and Experimentation

The coursework for Unit 4 prioritises content creation through storytelling. You will learn how to create clear but complex accounts that amplifies diverse - even dissonant - voices across mediums (e.g. text, images, sound). Critical thinking and creative experimentation work together in this storytelling.

This forty-credit unit spans two projects that complement each other to deepen and diversify your intercultural learning and practice.

Unit 5: Putting it into the World: Strategy and Dynamics

This unit supports you in presenting your practice or study and making your content public. The final major project is forward looking and propositional, consolidating the intercultural base of the course. This sixty-credit unit unfolds across two interdependent phases.

The final thirty credits of MA Intercultural Practices are forward looking as you consolidate your intercultural knowledge base and practice.

Important note concerning academic progression through your course: If you are required to retake a unit, you will need to cease further study on the course until you have passed the unit concerned. Once you have successfully passed this unit, you will be able to proceed onto the next unit. Retaking a unit might require you to take time out of study, which could affect other things such as student loans or the visa status for international students.

CSM Academic Support is delivered by a team of academics and practitioners working alongside your course to help you progress and achieve your maximum potential as a student. Academic Support can help you to develop your skills in different areas, including critical thinking, research and writing, time management, presentations and working independently and collaboratively. These may be offered as part of your timetabled classes or as bookable tutorials and workshops.

Mode of study

MA Intercultural Practices is delivered through distance learning with some low-residency in-person or intensive workshops. It is a part-time course over 84 weeks covering 22 months. The majority of the course teaching and learning will be experienced online both live and non-live) with some campus-based residential workshops. These are typically 2 weeks duration, held on-site at CSM. Intensive refers to the fact that they cover weekdays and weekends for the duration of the residential. These in-person residential workshops also offer the opportunity to share cultural influences, perspectives, and experiences that complexify intercultural practices.

You will be expected to commit 20 hours per week, which includes teaching time and independent study.

The course supports a dispersed community of students that may be based at distance and across global regions. Online delivery works successfully by managing student groups in relation to time zones and by developing records and documentation from teaching and co-operative learning. Carefully timed live sessions are supported with access to learning materials. Intensive periods of residential and online workshops are staged at regular points for community building and consolidating learning.

Credit and award requirements

The course is credit-rated at 180 credits.

On successfully completing the course, students will gain a Master of Arts (MA degree).

Under the UK Framework for Higher Education Qualifications, an MA is Level 7. All units must be passed in order to achieve the MA but the classification of the award is derived from the mark for the final unit only.

If you are unable to continue on the course, a Postgraduate Certificate (PG Cert) will normally be offered following the successful completion of 60 credits, or a Postgraduate Diploma (PG Dip) following the successful completion of 120 credits.

Learning and Teaching Methods

The learning and teaching methods devised for this course include:

- Online socials;
- Group on-line 'orientation' exercises;
- In-person intensive residential workshops
- Unit briefings and introductions;
- Story Circles;
- Collective and collaborative development of reading and viewing resource lists;
- Self and peer critical evaluation;
- Co-operative Practice and Projects;
- Open forums and online symposia;
- Reflective journals (e.g. multimodal blogging)
- Experience Based learning; learning, including life-wide and life-long learning
- Guest speakers with Q&As (e.g. alumni and visiting practitioners);
- Personal and peer tutorials;
- Content production using storytelling, chronologies, timelines, maps, platforms and archives.;
- Tools and techniques for professional development.

Assessment Methods

Assessment is focused on evidenced reflection and the development of process-based learning. As such, you will be required to maintain a detailed portfolio of evidence:
There are regular instances for self-assessment, peer-to-peer feedforward and feedback, and these will contribute to the evidence used for assessment.

Assessment evidence is specific to each unit and may include:

- Reflective journals
- Documentation and presentations;
- Multimodal expressions of practice that integrate word/sound/image (moving and still);
- Essays and reports;
- Websites, chronologies, timelines, maps, platforms, and archives;
- Self and peer evaluations;;
- Participation in debates, dialogues and discussions;
- Exploration and communication of an individual programme of practice;;

- Evidence-based portfolios;.
- Experiments and their documentation.

Learning outcomes, throughout the course and in units where applicable, reference the Education for Sustainable Development Cross-Cutting Competencies published by UNESCO (2018).

Reference Points

- QAA Descriptors for Higher Education Qualification, Level 7 Master's Degree expectations:

"...a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice."
".... a comprehensive understanding of techniques applicable to their own research or advanced scholarship"
".... originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline."

The Art and Design subject benchmarking statement from the QAA quality code cites 'an appreciation of diversity' and 'the ability to factor ethical considerations into creative practice' as defining principles, and the ability to 'apply ethical principles and personal values to their (the student) work' as a personal quality cultivated in graduates. * In looking at this subject benchmark statement we note the following statements as informing this development (from the section on 'Defining Principles'):

- The role of imagination in the creative process is essential in developing the capacities to observe and visualise, in the identifying and solving of problems, and in the making of critical and reflective judgements.
- The outcomes of the study and practice of art and design in higher education contribute to the cultural development and the economic well-being of the individual and of society… Students also understand the broad vocational, economic, social, and environmental contexts of their study and the range of professional opportunities available to them. These may include; anticipating and responding to change, knowledge and application of business processes, communication (visual, written, oral, personal, and digital), distribution and dissemination of work, skills in entrepreneurship, and client/audience negotiation skills.

* This subject benchmark is written for BA (Bachelor of Arts) level, but it has been

adapted to be appropriate to this Master's-level course.

- UNESCO Education for Sustainable Development Cross Cutting Competencies

Course development and curriculum design has referenced the UNESCO Global Action Programme on Education for Sustainable Development and references Target 4 of the Sustainable Development Goals detailed in UNESCO's Policy Briefing "Education for Sustainable Development and the SDGs (Sustainable Development Goals)" from 2018.
"Ensuring flexibility in the curriculum allows for more opportunities to align teaching with real-world issues …."

Assessment and Learning Outcomes have been designed with reference to the "Eight overarching competencies for sustainability …. these can be used 1) to frame the core goals of the curriculum including progressive learning objectives, and 2) to coordinate both disciplinary and interdisciplinary aspects of the curriculum."

"The eight sustainability competencies are:

- Systems thinking competency;
- Anticipatory competency;
- Normative competency;
- Strategic competency;
- Collaboration competency;
- Critical thinking competency;
- Self-awareness competency, and
- Integrated problem-solving competency (UNESCO, 2017)."

And "Education practice should be framed around using progressive pedagogies and cooperative learning approaches with specific focus on student-centred learning, critical reflection and problem solving."

Four from the eight key competencies listed within the EU (European Union) ESCO framework have particular focus within the design of the MA IP (Intercultural Practices) curriculum:

- Interpersonal skills, and the ability to adopt new competences;
- Active citizenship;
- Entrepreneurship;
- Cultural awareness and expression.

UAL Framework for Embedding the Principles for Climate, Racial and Social Justice

Course Diagram

MA Intercultural Practices – PLEASE NOTE DUE TO VACATION DATES, SPECIFIC DELIVERY WEEKS MAY CHANGE.

S=summative assessment

LEVEL 7 - Year 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42

Unit 1: Curiosity and Place (20 credits) | S | Unit 2: Stuff of Cultures (20 credits) | S | Unit 3: Consideration And Collaboration (40 credits) | S | Unit 4: Recollection and Experimentation (40 credits) | S

LEVEL 7 - Year 2

43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84

Unit 4 continued | S | Unit 5: Putting it into the World: Strategy and Dynamics (60 credits) | S | Unit 5 continued | S

The University will use all reasonable endeavours to provide the Course and the services described in this Output. There may be occasions whereby the University needs to add, remove or alter content in relation to your Course as may be appropriate for example the latest requirements of a commissioning or accrediting body, or in response to student feedback, or to comply with applicable law or due to circumstances beyond its control. The University aim to inform you of any changes as soon as is reasonably practicable