

PROGRAMME SPECIFICATION
MASTER OF HERITAGE PRACTICE
INTERNATIONAL CENTRE FOR CULTURAL AND HERITAGE
STUDIES

1	AWARDING INSTITUTION	University of Newcastle upon Tyne
2	TEACHING INSTITUTION	University of Newcastle upon Tyne
3	FINAL AWARD	MHPrac
4	PROGRAMME TITLES	Master of Heritage Practice
5	PROGRAMME ACCREDITED BY:	Anticipated Cultural Heritage National Training Organisation Museums Association
6	UNIVERSITY CODE	5830
7	QAA SUBJECT BENCHMARKING GROUP(S)	N/A
8	DATE OF PRODUCTION/REVISION	20/5/04

9 Programme aims

- [a] To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of heritage studies
- [b] To provide a curriculum that is responsive to the professional requirements and skills needs of the heritage sector nationally and internationally, and that meets the requirements of CHNTO (Cultural Heritage National Training Organisation) and the Museums Association
- [c] To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning
- [d] To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds
- [e] To provide students with the opportunity to gain the basic skills and knowledge required to work in the heritage sector on graduation
- [f] To provide students with a year-long work-based major placement in an appropriate organisation within the heritage sector
- [g] To enable students to undertake independent research at postgraduate level through the production of a dissertation and work placement project
- [h] That the programme meets the requirements of an M level qualification as defined by the Framework for Higher Education Qualifications
- [i] That the programme conforms to University policies and to QAA codes of practice
- [j] That the programme conforms to the University's policy and to the QAA code of practice on placements

10 Programme Intended Learning Outcomes:

A Knowledge and understanding

By the end of the programme a typical graduate will have acquired a knowledge and understanding of

- 1 The professional and social context in which heritage exists
- 2 The theoretical and practical constructs surrounding heritage studies
- 3 The academic boundaries of the discipline of heritage studies
- 4 The relationship between heritage studies and other disciplines

B Subject-specific/professional skills

By the end of the programme a typical graduate will have

- 1 Acquired subject-specific skills through practical and professional experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to the heritage
- 2 Developed the ability to undertake both work-based and/or higher degree research through completion of a dissertation and a major work-based project
- 3 Practiced a wide range of subject-specific/professional skills during the year-long major placement
- 4 Developed an in-depth understanding of a topic relevant to the heritage profession through the completion of a work-based placement
- 5 Related the work-based major placement project to the theoretical aspects of the programme through the completion of a work-based project commentary

C Cognitive skills

By the end of the programme a typical graduate will have acquired and developed skills in

- 1 Critical reasoning
- 2 Gathering and using information
- 3 Applying concepts
- 4 Evaluation, analysis, and interpretation

D Key (transferable) skills

By the end of the programme a typical graduate will have acquired and developed skills in

- 1 Written communication
- 2 Interpersonal/oral communication
- 3 Teamwork
- 4 Planning and organisation

10(b) PROGRAMME INTENDED LEARNING OUTCOMES:	TEACHING AND LEARNING METHODS AND STRATEGIES (NB: Please see Key Skills grid attached as Appendix 1 and Intended learning outcomes plotted against modules attached as Appendix 2)
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<p>A Knowledge and understanding</p> <p>1 The professional and social context in which heritage exists</p> <p>2 The theoretical and practical constructs surrounding heritage studies</p> <p>3 The academic boundaries of the discipline of heritage studies</p> <p>4 The relationship between heritage studies and other disciplines</p>	<p>The primary method of imparting knowledge and understanding (A1-A4) is lectures, supplemented by group seminars and self-directed learning. In addition, we expect students to significantly develop their knowledge and understanding through the year-long placement in ICS817.</p> <p>All taught modules include one or more study visit that encourage students to relate theoretical knowledge to specific practical examples.</p> <p>Throughout the programmes students are encouraged to read widely and extensive bibliographies are supplied.</p> <p>The ICS815 placement provides students with the opportunity to develop their knowledge and understanding of their chosen element of the heritage sector. This is substantially developed in ICS818 where students spend a year working and developing a deeper understanding and knowledge of the sector in an appropriate organization.</p> <p>The ICS899 dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of the heritage sector and its relationship to theoretical aspects of the professions and disciplines.</p> <p>The ICS818 work-based project provides students with the opportunity to put their theoretical understanding gained during the taught part of the programme and through their individual research undertaken for their dissertations into practice in a work environment. After consultation with ICCHS staff and their placement host, students may, for example, concentrate on site interpretation, heritage or site management, design of interpretation or visitor facilities, or development of educational programmes and /or materials; or they may choose to develop their knowledge across a selection of such areas.</p> <p>The ICS818 commentary relates this practical exercise to the theoretical basis of the professional discipline as explored in the first year of the programme.</p>
<p>B Subject-specific/professional skills</p> <p>1 Acquired subject-specific skills through practical and professional experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to heritage</p> <p>2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation</p> <p>3 Practiced a wide range of subject-specific/professional skills during the year-long placement</p> <p>4 Developed a deeper understanding of a topic</p>	<p>All taught modules include lectures from a number of professional colleagues involved on a day-to-day basis with the area about which they lecture. All contributors use a wide range of examples linking professional experience to the more theoretical knowledge and understanding delivered through A1-A4. Group work related to lectures provides students with the opportunity to develop and practice their subject specific and professional skills through, for example, role play and oral presentations. The ICS815 eight week placement provides an initial intensive work-place based opportunity for all students to further</p>

<p>relevant to the profession through the completion of a work-based placement</p> <p>5 Related the work-based placement project to the theoretical aspects of the programme through the completion of a work-based project commentary</p>	<p>develop and practice these skills.</p> <p>Research training lectures, tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.</p> <p>The initial exposure to the sector in ICS815 is then emphasized and built upon in the year-long placement, ICS818. In this students are exposed to a variety of work environments within the sector - for example, interpretation, education, site or generic heritage management, visitor services etc. Each placement is individually negotiated with the student and placement host to ensure maximum benefit to both student and host organization. Experience gained during the year-long placement is practiced and developed in the completion of the ICS818 work placement project and work placement project commentary.</p>
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<p>C Cognitive skills</p> <ol style="list-style-type: none"> 1 Critical reasoning 2 Gathering and using information 3 Applying concepts 4 Evaluation, analyse, and interpretation 	<p>Students are encouraged to develop and practice their cognitive skills through a wide range of types of written work (reports, policy and strategy documents etc).</p> <p>All taught modules include group work sessions where students develop their cognitive skills in relation to real and topical issues in the heritage sector. These sessions require students to search for (usually) book- or web-based information and for them to discuss such new information in the light of lectures and for them to come to a critical standpoint on any given topic.</p> <p>Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn.</p> <p>The skills are specifically practiced and developed in the ICS818 work placement project and work placement project commentary.</p>
<p>D Key (transferable) skills</p> <ol style="list-style-type: none"> 1 Written communication 2 Interpersonal/oral communication 3 Teamwork 4 Planning and organisation 5 Computer literacy 	<p>During Induction Week and Research and Professional Development week and in specific taught modules students are introduced in lectures and seminars to:</p> <p>[a] A variety of ways of writing required for their professional careers (eg. news releases, management briefings, policy documents, general reports). These are then subsequently practiced throughout the rest of the module/programme.</p> <p>[b] Good interpersonal/oral communication techniques. Students then practice and develop this skill by presenting their findings from group work orally to the whole cohort either as groups or individually in each taught module.</p> <p>[c] Teamworking. This is practiced through the rest of the programme through group work.</p> <p>[d] Planning and organization. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work.</p> <p>[e] Computer literacy. This is then practiced and developed throughout the programme through submission of coursework, and then the dissertation.</p> <p>[f] Students also practice and develop all of these skills when on the year-long work-based placement and in the ICS818 work placement project and commentary.</p>
<p>10(b) PROGRAMME INTENDED LEARNING OUTCOMES</p>	<p>METHODS OF ASSESSMENT (NB: Please see Key Skills grid attached as Appendix 1 and Intended learning outcomes plotted against modules attached as Appendix 2)</p>

<p>A Knowledge and understanding</p> <p>1 The professional and social context in which heritage exists</p> <p>2 The theoretical and practical constructs surrounding heritage studies</p> <p>3 The academic boundaries of the discipline of heritage studies</p> <p>4 The relationship between heritage studies and other disciplines</p>	<p>Knowledge and understanding are assessed through a wide range of professionally related assignments designed to reflect work that students will have to do in the workplace (eg. writing reports, policy documents, management briefings etc). Assignments are designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations.</p> <p>The ICS815 placement provides students with an initial opportunity to explain their understanding of a particular organization and to reflect on their deepening of their own knowledge and understanding of the sector.</p> <p>The dissertation provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.</p> <p>The ICS818 work-based project provides students with the opportunity to put their theoretical knowledge and understanding gained during the taught part of the programme and through their individual research undertaken for their dissertations into practice in a work environment. Potential projects might include for example, the development of a site interpretation strategy, writing of a site management plan, design of interpretation or visitor facilities, or development of educational programmes and /or materials etc.</p> <p>The ICS818 work-based project commentary provides students with the opportunity to demonstrate their understanding of how the work-based project relates to the theoretical aspects of the taught modules and dissertation.</p>
<p>B Subject-specific/professional skills</p> <p>1 Acquired subject-specific skills through practical and professional experience</p> <p>2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation</p>	<p>All assignments include an element of assessment related to the understanding of subject-specific/professional skills. Students are encouraged to reflect on their own (voluntary or otherwise) experience in the sector and on case studies provided by lecturers when answering assignments.</p> <p>The ICS815 placement provides an initial opportunity for students to acquire subject-specific/professional skills and is assessed through a specially designed workbook.</p> <p>B2 is specifically assessed through the completion of the dissertation.</p> <p>The initial exposure to the sector in ICS815 is emphasized and built upon in the year-long placement.</p> <p>A range of subject-specific/professional skills are assessed through the completion of the ICS818 work-based placement project and work-based placement project commentary.</p>

	<p>All students will also receive a detailed report from their placement mentors outlining the subject-specific/ professional skills practiced during the placement.</p>
<p>C Cognitive skills</p> <ol style="list-style-type: none"> 1 Critical reasoning 2 Gathering and using information 3 Applying concepts 4 Evaluate, analyse, and interpret different sources of evidence 	<p>All written assignments in the taught modules require students to gather, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme. (Thus students are required to fully reference their work academically while understanding that, for example, a ‘real’ report may well not include such references.) Some assignments are split into a piece of professionally related work (eg. writing a interpretation label) and a commentary on the work that requires students to explain the reasoning behind their work and to link it to the theory relating to any given practice (eg. construction of texts relating to reading age).</p>
	<p>In particular, the students are provided with the opportunity to develop and demonstrate their mastery of these skills in the ICS818 work placement project and work placement project commentary.</p>
<p>D Key (transferable) skills</p> <ol style="list-style-type: none"> 1 Written communication 2 Interpersonal/oral communication 3 Teamwork 4 Planning and organisation 5 Computer literacy 	<p>Written communication is assessed in almost all assignments. Assignments cover a wide range of types of writing required in the profession – for example, news releases, reports and policy documents.</p>
	<p>Interpersonal/oral communication is assessed throughout the programme during individual and group feedback sessions. All students deliver an assessed presentation related to the Communication and Interpretation module.</p> <p>Teamworking is assessed though group work throughout the programme.</p> <p>Planning and organization is assessed throughout the programme through the student’s ability to meet deadlines and successfully complete the programme.</p> <p>Basic computer literacy is assessed through all written assignments that are all required to be word-processed. More complex computer literacy (eg., SPSS etc) is assessed in specific assignments and, when relevant, in the dissertation.</p> <p>It is anticipated and expected that students will be offered the opportunity to practice and develop most if not all of these skills during their year-long placements. In particular, the students are provided with the opportunity to develop and demonstrate their mastery of these skills in the ICS818 work placement project and work placement project commentary.</p>

11 PROGRAMME CURRICULUM, STRUCTURE, AND FEATURES

All students take the following compulsory modules

Title	Code	Year	Semester	Credit
Issues and Ideas	ICS801	1	1	20
Management	ICS802	1	1	20
Communication & Interpretation	ICS803	1	1	20
Heritage and Tourism	ICS807	1	2	10
Heritage and Media	ICS808	1	2	10
Heritage, Museum and Gallery Education	ICS809	1	2	20
Placement	ICS815	1	2	20
Dissertation	ICS899	1	2	60
Heritage Work-based Placement	ICS818	2	1&2	80

Students are also encouraged to attend the Faculty research training module; this is not compulsory and will not be assessed.

The taught modules are delivered intensively over two teaching weeks, making access to the programme easier for part-time students or heritage professionals wishing to attend for a single module. As a result, full-time students will meet part-timers and heritage professionals who may be attending for single modules throughout the first year. For full-time students, the gaps between teaching weeks in the first year are filled by completing assessed work, carrying out practical projects, attending guest lectures or seminars, occasional extra visits, and reading materials supplied in advance of the next teaching week.

All students receive a module handbook before the start of each module, which contain full details of lectures, lecturers, practical work, visits, and assessed work, including assignment information. These handbooks also contain a list of aims and learning outcomes for the module, and a bibliography. Extra support material is provided through the computer-based 'managed learning environment' *Blackboard*.

In the first Semester all students take three, 20 credit, compulsory modules:

- [a] issues and ideas (ICS801)
- [b] management (ICS802)
- [c] communication and interpretation (ICS803)

These modules draw on theoretical and practical examples from across the whole of the heritage sector and ensure that all students are provided with a broad understanding of the sector at the beginning of the Third Millennium. Examples are drawn from local, national and international case studies and discussion is frequently enhanced by the previous experience of students.

Module outline forms have been provided for all modules.

Study Visits These provide students with an insight into the workings of many different types of sites and different management structures. They provide students with the opportunity to be right up-to-date with developments that are taking place in the heritage sector. The visits are viewed as one of the most important parts of the programme. Students are encouraged to make use of the visit check list (provided separately) and to make notes. All visits are followed-up with a de-briefing session. Visits relate to the learning outcomes of a particular module while also supporting the overall aims of the MA programmes. Students are also encouraged to visit as many heritage sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

The ICS 815 Placement In order to make sure students make the most of their initial placement all placements are arranged through the ICCHS placement co-ordinator. Students discuss the type of placement most suited to them with the co-ordinator before the end of Semester 1 in order to make sure that they can be matched with an appropriate organisation. Placements usually commence in late April and last for eight weeks. Some students link their placement with a dissertation topic. Most students chose to follow their placements in their home country, but some have a particular preference to work elsewhere and ICCHS staff then use their considerable overseas contacts to facilitate such placements.

The ICS815 placement is assessed by completion of a work placement booklet. This serves three main functions. First, it helps students to make the most of their placement by identifying issues and possible shortcomings as they arise. Second, it can be used to explain to potential employers what they did during, and what they got out of, their placement. Third, it is important to have a record of the tasks that students carried out and what they achieved in order to take advantage of the National Vocational Qualifications structure.

The Dissertation Students complete their dissertation after the taught and placement modules have been completed. Dissertations are presented in the form of a 15,000-18,000 word piece of work, including footnotes and appendices but excluding bibliography. Dissertations frequently require close liaison with a heritage organisation, site, or museum and should address a genuine need or problem. Students are encouraged to think about potential topics as early as possible and discuss topics in detail with staff at the beginning of Semester 2.

Once a topic has been agreed students produce a research proposal of no more than 300 words. This short paper details their aims and objectives and the methods that they will employ to achieve them. Once agreed, a second, more detailed proposal that explains their aims and research methodologies is required. Full guidance on the dissertation and research techniques is given during the Research and Professional Development Week.

The Masters Degree dissertation must be an original piece of work and not simply a synthesis of existing knowledge. It requires the gathering and analysis of new data, the development of original arguments and the presentation of conclusions and recommendations. To be successful the dissertation requires careful planning and preparation.

The Year-Long Main Work Placement Students will work in an appropriate organization for a full year gaining experience of a variety of aspects of the sector. Each work placement will be individually tailored with the specific student in mind and will be arranged in partnership with the student, the placement host, and staff from ICCHS.

The Work Placement Project As part of the Main Work Placement students will complete a 60 credit project. The Work Placement Project is essentially a practical piece of work. It will however, reflect the skills learnt in and the content of the taught modules of the programme.

The topic, content, and scope of the Project will be agreed by the student, placement host, and staff from ICCHS to ensure that it is a piece of work that will benefit all concerned. The Project will be marked by staff from ICCHS and the student's work placement mentor. Potential projects might include for example, the development of a site interpretation strategy, writing of a site management plan, design of interpretation or visitor facilities, or development of educational programmes and /or materials etc.

The Work Placement Project Commentary As noted above, the Work Placement Project is essentially a practical piece of work that should reflect the skills learnt in and the content of the taught modules of the programme. The 20 credit Commentary provides the student with the opportunity to show how their Project relates to the taught elements of the programme.

12 CRITERIA FOR ADMISSION

For the first year

- (a) Candidates should normally hold a first degree in a relevant subject.
- (b) Candidates should preferably have heritage education and/or interpretation experience (either in full- or part-time employment or, for example, having acted as a volunteer within a heritage agency or at a heritage site in an education or interpretation section) and a genuine interest in the role of heritage education and interpretation within contemporary society.
- (c) Candidates without a first degree in a relevant subject must have some other suitable qualification (for example, a teaching qualification and/or Certificate in Heritage Education and Interpretation, validated by a reputable higher education institution) and proven competence in the field of heritage education and/or interpretation.

For the second year

To be admitted to the second year of the MHPrac students are required to satisfy the above requirements and in addition:

- (a) Have satisfied the examiners in the full 180 credits of the MA in Heritage Education and Interpretation
- (b) Received a positive Placement mentor's reference from ICS815
- (c) Identified and been accepted by a suitable placement host*

*all detailed discussions with potential placement hosts must be conducted through ICCHS and not by individual students.

ADMISSIONS POLICY

We actively encourage applications from overseas and from those employed in the sector who require CPD support. All overseas students have to satisfy the University's language requirements and obtain a minimum of 6.5 IELTS or equivalent.

All applications are seen by the DPD and where deemed appropriate another member of staff. All applicants are contacted by the Admissions Tutor within the first week of their application arriving in ICCHS. All borderline or unusual applicants are contacted by letter, email, or phone and further information solicited. Where appropriate and possible borderline applicants are invited for interview. All applicants are offered the chance to meet with staff. All applicants are encouraged to obtain as much experience in the sector as possible prior to their arrival. On occasion applicants are encouraged to defer for a year to gain such experience. Open Days have been introduced to provide applicants with the chance to see ICCHS facilities and staff, and for ICCHS staff to meet prospective students.

In the past all applicants to ICCHS MA were interviewed. This became impossible due to the number of applications (and, in particular, the number of overseas applications). We have monitored this situation carefully and have found no concerns regarding student progress: students accepted through the (robust) 'distance method' have proved just as successful in their completion of the programmes and in their obtaining jobs as when all students were interviewed. Interviews are presently reserved for unusual or borderline applications. We continue to monitor the progress of those students not called for interview and modify the process if necessary. If possible we intend to interview all MHPrac students.

13 SUPPORT FOR STUDENTS AND THEIR LEARNING

Induction

The year starts with an Induction Week where students are introduced to the University and its facilities (learning, pastoral, recreational) and to key regional colleagues who will provide significant inputs into the programmes (eg. staff from Tyne and Wear Museums and NEMLAC). Induction week also includes formal sessions that introduce students to skills they will need throughout the programme – for example, oral presentation skills.

Study skills support

As all students are graduates (or professionals with considerable experience) most come armed with a good range of study skills. The induction week includes familiarization sessions on, for example, the libraries and computing facilities, and staff are always ready to help students where particular needs are expressed or identified.

Academic support

Staff operate an essentially 'open door' policy throughout the year and all students are encouraged to discuss any academic issues or concerns as soon as they arise – usually with the relevant module leader in the first instance. Where a student's assessed work is in need of support, staff (usually the first marker) set-up individual tutorial sessions to address the issue as quickly as possible.

Pastoral support

Every student has a personal tutor assigned to them. Part-time and overseas students are allocated to specialized tutors. The university's full pastoral support system is explained to students during induction week and is outlined in Appendix 4 of this document.

Support for Special Needs

ICCHS staff liaise with the University Disability Office on a regular basis with respect to individual students as and when appropriate.

Learning resources

The region Newcastle has ready access to first-class heritage resources both in the city itself and within the wider region, including Hadrian's Wall and Durham Cathedral and Castle (both inscribed by UNESCO on its World Heritage List), the nationally designated museums of Tyne and Wear, and Beamish, probably the best known open air museum in the UK.

Libraries There is one main library (Robinson) that holds Heritage Studies literature within the University and one (mainly dealing with museums) held by the North East Museums, Libraries, and Archives Council (NEMLAC). In many cases books will be duplicated to give a greater degree of access.

The Robinson Library also provides access to a series of databases via the CD-ROM network. The service may be accessed via a TELNET facility and will provide access to a range of services, such as *Global Books in Print*.

14 METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**Module reviews**

Individual module reviews will be carried out annually for the taught modules and will be discussed at BoS.

Programme reviews

The Programme will be reviewed through the Annual Monitoring and Review process carried out by the Board of Studies which is then considered by FTLC and UTLC.

External examiner reports

Will be received annually, discussed at BoS and reports made to FTLC.

Accreditation reports

It is anticipated that the MHPrac programme will be validated by the Cultural Heritage National Training Organisation and registered by the Museums Association once the first cohort of students have completed the programmes in 2004.

Student evaluations

Students will complete module and individual teacher evaluation report forms for every taught module. The results of the module evaluation will be discussed by the BoS. Results of individual evaluation will be discussed between the DPD, module leaders, and relevant staff.

Student concerns are also discussed at the Staff/Student Committee and where necessary, referred to BoS.

Feedback Mechanisms

All evaluations (module leaders, students, external examiners etc) of the quality of teaching and learning will be discussed at BoS and, as and where appropriate, will be fed back to students through their BoS representatives and up to Faculty through FTLC to UTLC.

15 Regulation of Assessment

When examining work the examiners use the following criteria in awarding marks.

A distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module (or modules). The work will be clearly presented with well-structured, sharply focused arguments and will explore the limits of knowledge in the area under investigation. It will demonstrate

critical analysis, independence of mind, initiative and intellectual rigour. In terms of the MA dissertation, work may also demonstrate originality and an ability to extend the research further through doctoral study, or convey ideas that might be publishable. Examiners will use the mark range 70-79% for good performance at distinction level and 80-100% for publishable work.

A merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments in the area under investigation. The work will be well organised, showing a thorough understanding of the subject, and evidence of additional self-study. There should be no significant deficiencies, although some points may be discussed without being argued through fully.

A pass level mark (50%-59%) will be awarded for work that displays competence and general understanding of the subject. It contains relevant information but lacks the sophistication and incisiveness of work at higher grades, and shows limited evidence of additional, independent study. There may be insufficient discussion and conclusions.

A fail mark (49% and below) will be given to work which displays a serious lack of understanding of the principles of the subject, major errors, serious deficiencies in knowledge, expression and organisation, substantial omissions and irrelevance.

Role of the External Examiner

The External Examiners are full members of the Board of Examiners and have the right to speak on any matter at meetings of the Board regardless of whether their opinion has been specifically invited. The Board is required to take into account the views of the external examiners but is not obliged to defer to their judgment in taking decisions. External examiners are required to report back to the University on the comparability of standards of the programmes and other matters as they so wish. Fuller information concerning the role of the externals is contained in the ICCHS document: *Instructions to Examiners*.

16 Indicators of Quality and Standards:

Professional Accreditation Reports

None as yet

Internal Review Reports

None as yet

Previous QAA Reports

This specification provides a concise summary of the main features of the MHPprac programme in ICCHS and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course will be provided in:

The University Prospectus

The School Prospectus

The Centre's publicity

The University and Degree Programme Regulations

The Degree Programme Handbook

APPENDIX 1

KEY SKILLS

The world of work is constantly changing and employers across the sector are looking for graduates with a flexible approach to the workplace and who are open to continued professional learning. We are therefore particularly concerned to deliver these key skills during the year. These skills have been divided into four separate blocks:

Knowledge and Understanding

- 1 Knowledge & understanding of subject
- 2 Theoretical & practical constructs
- 3 Boundaries of subject
- 4 Relationships with other subjects

Subject specific skills

- 1 Acquired subject-specific skills through practical and professional experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to museums, galleries and heritage.
- 2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation

Cognitive skills

- 1 Critical Reasoning
- 2 Gathering & using information
- 3 Applying concepts
- 4 Evaluation, analysis and interpretation

Key (transferable) skills

- 1 Written communication
- 2 Interpersonal / oral communication
- 3 Teamwork
- 4 Planning & organisation
- 5 Computer literacy

We believe that the MHPrac has been structured so as to enable students to develop each and every one of these skills to a greater or lesser extent in each module. The following Key Skills Grid presents a provisional view of how we intend to deliver these key skills throughout the programme. Our usual intention is to introduce new skills in the first week of a taught module and to practice and assess them in the second week and in the assignments. This is a rather simplistic model for a series of quite complex taught modules but it indicates how we intend to develop student skills over the first year of the MHPrac. We welcome student comments via the Staff/Student Committee as we realise we are still working our way to the best model to develop their key skills. At the end of each taught module students will be asked to complete a short evaluation to check that they are aware that these skills have (or have not) been addressed. In the second year module all students practice and are assessed upon skills as indicated in the grid (ICS818).

KEY SKILLS GRID FOR COMPULSORY MODULES

I = skill introduced; P = skill practised; A = skill assessed; and (A) = secondary purpose of assessment

	Subject specific/ professional skills 1 Professional skills 2 Research skills		Cognitive skills 1 Critical Reasoning 2 Gathering & using information 3 Applying concepts 4 Evaluation, analysis, and interpretation				Key (transferable) skills 1 Written communication 2 Interpersonal / oral communication 3 Teamwork 4 Planning & organisation 5 Computer literacy				
	1	2	1	2	3	4	1	2	3	4	5
Issues & Ideas ICS801	I	IP	PA	PA	PA	IPA	PA	PA	PA	PA	P
Management ICS802	IPA	IP	PA	PA	PA	PA	P(A)	IP	IP	IP(A)	P
Communication & Interpretation ICS803	IPA	IPA	PA	PA	PA	PA	PA	PA	PA	PA	PA
Tourism ICS807	IPA	IP	PA	PA	PA	PA	PA	P	P(A)	P(A)	P(A)
Media ICS808	IPA	IP	PA	PA	PA	PA	IPA	IP(A)	P(A)	P(A)	P(A)
Education ICS809	IPA	IP	PA	PA	PA	PA	P(A)	PA	P	P(A)	P(A)
Placement ICS815	PA	P	PA	PA	PA	PA	P(A)	P	P	P(A)	P(A)
Dissertation ICS899	PA	IPA	PA	PA	PA	PA	P(A)	-	-	P(A)	P(A)
Work Placement Project ICS818	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA	PA

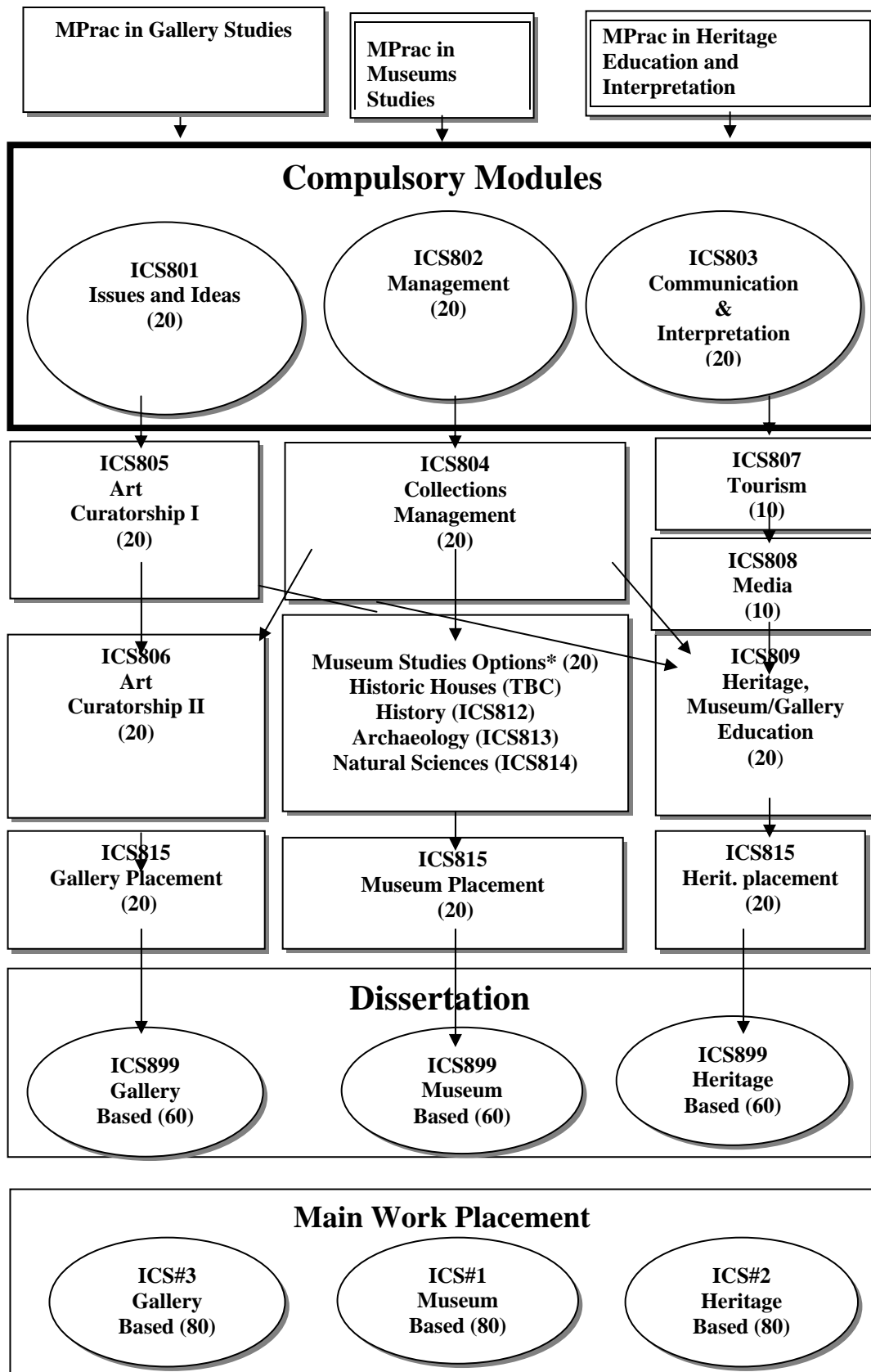
APPENDIX 2

Intended learning outcomes plotted against modules

	A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
Issues & Ideas ICS 801	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Management ICS 802	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Communication & Interpretation ICS 803	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Tourism ICS807	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Media ICS 808	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Education ICS 809	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Placement ICS815	#	#	#	#	#					#	#	#	#	#	#	#	#	#
Dissertation ICS899	#	#	#	#	#	#				#	#	#	#	#	#		#	#
Work Placement Project ICS818	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#

APPENDIX 3

PROPOSED MPrac's in ICCHS



APPENDIX 4
International Centre for Cultural & Heritage Studies
Student Support and Guidance
Academic and Pastoral Support

