PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Postgraduate Diploma & MA
4	**Programme Title**	Heritage Management
5	**UCAS/Programme Code**	3412P/F & 4077P/F
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Level 7
9	**Date written/revised**	May 2010

10   Programme Aims

1   To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the heritage/museums/galleries sectors, with a specific emphasis on heritage management

2   To provide a curriculum that is responsive to the professional requirements and skills needs of heritage management nationally and internationally

3   To enable students to develop their capacity to learn in preparation for, or as part, of continuing professional development (CPD) and lifelong learning

4   To provide access to Higher Education and appropriate professional qualifications to students from diverse backgrounds including those with disabilities

5   To provide students with the opportunity to gain the skills and knowledge; required to work in heritage management on graduation

6   To enable students to undertake discreet pieces of independent research at postgraduate level through various activities and assignments

7   To enable students to undertake a sustained piece of independent and original research at postgraduate level through the production of a dissertation

8   To ensure that the programme meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications

9   To ensure that the programme conforms to University policies and to QAA codes of practice (including placements)

11   Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme, students should:

A1   Be aware of and understand the various forms that heritage can take

A2   Have an understanding of the different values ascribed to heritage

A3   Have an understanding of the historical development of heritage management in

	different geographical contexts
A4	Know and understand the economics of heritage management, including regeneration and tourism
A5	Demonstrate an understanding of the key philosophical principles, and theoretical and conceptual approaches of heritage management
A6	Know and understand International conventions, national legislation, along with associated regulations, policy, and advocacy
A7	Recognize key practices and processes relating to heritage management, including environmental impact assessments and sustainable development
A8	Posses the detailed knowledge that comes from carrying out a sustained piece of independent research on a focused topic

Teaching and Learning Methods

A1-7 will be acquired through lectures, seminars, study visits, group learning, and independent tutorials in the taught modules, as well as through the independent preparation students will engage in for the lectures, seminars, practicals and for the submission of assessed work. The lectures will be done by university staff and visiting specialist practitioners in the heritage management field. The study visits will ensure students relate theoretical knowledge to specific practical examples. Students will be prepared for the dissertation. The students will also undertake an eight-week placement at a heritage institution with the opportunity to develop their knowledge and understanding of heritage management.

A8 will be provided for through the in-depth knowledge of specialised topics provided by the taught modules, and through the guidance and support provided by dissertation supervision sessions. The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of heritage management and its relationship to theoretical aspects of the profession and relevant disciplines.

Assessment Strategy

The Heritage Management 1 and 2 assignments will be designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations and to reflect the kind of work that they will have to do in the workplace (e.g. writing reports, policy documents, management briefings, implementation plans etc) **(A1-7)**. Further, these will encourage students to develop both detailed knowledge of specialised areas, and an integrated view of problems and issues in the discipline.

The placement assessment, which consists of (i) an analysis of the student's role in the placement organisation in relation to their key skills and (ii) an analysis of the performance of their host organisation, provide the students with the opportunity to explain their understanding of a particular organization and to reflect on the increase of their own knowledge and understanding of the sector. The dissertation **(A8)** provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.

Intellectual Skills

On completing the programme, students should be able to:

B1	possess a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, cutting-edge heritage management research and practice
B2	Synthesis and critical reflection of different theories, concepts, arguments and sources of evidence
B3	Possess a high-level decision-making in complex and unpredictable situations
B4	Conduct independent learning and the ability to problem solve and to make sound judgements at an advanced level
B5	Demonstrate originality and maturity in the application of knowledge and concepts

B6	Master data collection and analysis

Teaching and Learning Methods

B1– 6 are modelled and illustrated in lectures and seminar discussion, and through lecturer feedback on submitted work. They are developed further through seminar work, written work, practical exercises and self-directed learning where students extend their cognitive skills in relation to real and topical heritage management issues in the heritage sector.

Specific problems set in assignments and exercises, as well as the dissertation, also develop these skills as do the group work sessions, which require students to search for book, journal, 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. Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn **B1 and 2** and **B4–6** are further developed through submitted work and the dissertation.

Assessment Strategy

The written and oral assignments enable students to develop their data gathering, evaluation, analytical, decision-making, problem solving and evidence interpretation skills set within the wider academic framework of the programme **(B1– 6)**. All assignments require students to explain the reasoning behind their work and to link it to the theory relating to any given practice (e.g. construction of a heritage management plan).

Practical Skills

On completing the programme, students should be able to:

C1 Master search and library skills, critical methodologies and theories, and tools for research in heritage management

C2 Deal with complex heritage management issues and problems in terms of the theoretical and conceptual debates currently at the forefront of academic work in heritage management and the ability to make sound judgements

C3 Master the methods and skills required to collect and interpret data relevant to research in heritage management and be able to demonstrate self-direction and originality in tackling and solving problems

C4 Master a variety of skills according to their individual needs, e.g. data collection and management, use of IT to assist data handling and analysis etc

C5 Develop an in-depth understanding of their dissertation topic

Teaching and Learning Methods

The background frameworks for **C1–4** are taught in the ICS 8001 (*Issues and Ideas*), ICS 8002 (*Management*) and ICS 8003 (*Communication and Interpretation*), compulsory modules undertaken by all ICCHS Masters programme students during Semester 1. Building on the compulsory modules, *Heritage Management 1* (ICS 8024) and *Heritage Management 2* (ICS 8025) will provide students with in-depth knowledge regarding **C1–B4.**

All the modules encompass a wide range of teaching and learning methods designed around the specific nature of the programmes, individual modules, and to achieve the intended learning outcomes. These include: lectures and seminars; one-to-one tutorials to follow up any problems identified during assessment; study visits; practical sessions; and group project work.

Many of the lectures are presented by specialist practitioners in the field, which will ensure that the students are exposed to new developments and challenges facing the heritage management sector at different levels of staffing and in different operational areas of their operations. The study visits will be used to encourage students to relate theoretical knowledge gained in the lectures to specific practical examples. They also facilitate additional contact between students and professionals working in the field. The eight-week placement provides students with the opportunity to develop their knowledge and understanding of heritage management.

C5 is covered by research training lectures, tutorials, guided reading, feedback on outline proposals, and the continuous supervision provided to students to complete their dissertations; this applies to MA students only.

Assessment Strategy

All modules require independent research to be carried out by the students, which is assessed through a variety of means (essays, dissertation, oral presentations, practical exercises). In all these forms of assessment, the skills listed in **C1–5** will all be tested to some degree, culminating in the assessment of the dissertation, in which all of them will be expected to be displayed with some degree of mastery.

The progression from assignments written for specific modules to the dissertation will provide an element of formative assessment, primarily through the feedback process. In addition, 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. Finally, the work placement provides the students with a major opportunity to acquire subject-specific/professional skills and is assessed through a specially designed workbook. **C5** is specifically assessed through the presentation of the dissertation.

Transferable/Key Skills

On completing the programme, students should be able to:

D1 Converse effectively through oral communication

D2 Express oneself effectively through written communication

D3 Conduct independent learning

D4 Communicate effectively with others when working in a group

D5 Manage time and prioritise tasks by working to strict deadlines

D6 Use Information Technology e.g. Web and Internet, word processing and spreadsheets

Teaching and Learning Methods

Students practise and develop their oral communication (**D1)** by presenting their findings from group work orally to the whole cohort either as groups or individually in each module.

During induction week and/or Research and Professional Development Week and in the specific modules students are introduced in lectures and seminars to the variety of ways of writing **(D2)** required for their professional careers (e.g. news releases, management briefings, policy documents, general reports, implementation plans). These are then subsequently practised throughout the rest of the module/programme and evaluated in all submitted work.

D3–4 are fostered and developed gradually through the progression from seminar and practical exercises to more extended submitted work, and finally through the dissertation, all of which require keeping to programme deadlines and by planning and organizing their written work.

D5 is practiced through the programme through group work. **D6** is developed through all the modules and is also fostered through independent research and submission of work.

Assessment Strategy

D1-6 are assessed through all submitted work (including presentations), and particularly the dissertation, which requires the students to have developed these skills to a high level. The assignments are designed to support the students obtaining transferable skills for a wide range of types of writing required in the profession, e.g. news releases, reports and policy documents.

Interpersonal/oral communication is assessed formatively throughout the programme during individual and group feedback sessions. All students deliver a summatively assessed presentation related to the Communication and Interpretation module.

Teamworking is assessed formatively though group work throughout the programme. At present there is no summative assessment of teamworking.

Planning and organisation **(D4)** and Independent Learning **(D3)** is assessed formatively throughout the programme through the student's ability to meet deadlines and successfully complete the programme. It is assessed summatively in written assignments (e.g. reports).

Basic computer literacy **(D6)** is formatively assessed through all written assignments that are all required to be word-processed. More complex computer literacy (e.g. Excel) is assessed in specific assignments and, when relevant, in the dissertation.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

Students will take the following compulsory modules

Title	Code	Semester	Credit
Issues and Ideas	ICS8001	1	20
Management	ICS8002	1	20
Communication & Interpretation	ICS8003	1	20
Museum, Gallery & Heritage Placement	ICS8015	1&2	20
Heritage Management 1	ICS8024	2	20
Heritage Management 2	ICS8025	2	20
Dissertation (MA students only)	ICS8099	2&3	60

Postgraduate Diploma students must complete six 20-credit modules for 120 total credits, while MA students must complete an additional 60-credit module for 180 total credits.

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 Semester 1, students take three, 20 credit, compulsory module; these compulsory modules draw on theoretical and practical examples from across the whole of the heritage/museums/ galleries sectors and ensure that all students are provided with a broad understanding of the sector. Examples are drawn from local, national, and international case studies and discussion is frequently enhanced by the previous experience of students.

Placement – see description below.

The Dissertation Students complete their dissertation after the taught and work placement modules have been completed. Dissertations are presented in the form of a 12,000-15,000 - word piece of work, including footnotes and appendices but excluding bibliography. Dissertations frequently require close liaison with a heritage organisation, site, art museum, gallery, 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.

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

Key features of the programme (including what makes the programme distinctive)

Study Visits These provide students with an insight into the workings of many different types of heritage sites, galleries, and museums 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/museums/galleries sectors. The visits are viewed as one of the most important parts of the programme. Students are encouraged to make use of the visit checklist (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 other heritage, museum, and gallery sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

The Work Placement In order to make sure students make the most of their work placement all placements are arranged through the ICCHS Placement Manager. 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. Work placements usually commence in late April and last for eight weeks. Some students link their work placement with a dissertation topic. Most students chose to follow their work placements in their home country, but some have a particular preference to work elsewhere and ICCHS staff use their considerable overseas contacts to facilitate such work placements.

The work 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 work 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 work 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.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13   Criteria for admission

Entry Qualifications

Applicants are normally graduates with an upper-second-class honours degree (or international equivalent) from a recognised university or college. Those able to demonstrate considerable work experience in the heritage/museums/galleries sectors are equally encouraged to apply.

Admissions Policy/Selection Tools

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.

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.

Non-standard Entry Requirements

Following university policy on this, ICCHS would welcome applications from people who may not have an undergraduate degree, but who can demonstrate considerable work experience in heritage/museums/galleries sites. Where this occurs, concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies.

Additional Requirements

Most students attending have acquired some preliminary experience of work in heritage/ museums/galleries organization, usually as volunteers, and this is recommended, though not a prerequisite for acceptance onto our courses.

Level of English Language Capability

Applicants whose first language is not English require IELTS 6.5 with 6.0 in writing, TOEFL 90 (Internet-based) or 577 (paper-based), or equivalent.

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Welcome Week

During the first week of the first semester, students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study Skills Support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic Support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral Support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition, the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g., stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for Students with Disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning Resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15	Methods for evaluating and improving the quality and standards of teaching and learning

Module Reviews

All modules are subject to review by questionnaires, which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme Reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner Reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student Evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for Gaining Student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team, which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five-year period.

16   Regulation of assessment

Pass Mark

The pass mark is 50%

Course Requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		Summary description applicable to postgraduate Certificate and Diploma programmes	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

i. See and approve assessment papers
ii. Moderate examination and coursework marking
iii. Attend the Board of Examiners
iv. Report to the University on the standards of the programme

In addition, information related to the programme is provided in: The University Prospectus: http://www.ncl.ac.uk/postgraduate/   The School Brochure (contact enquiries@ncl.ac.uk)   Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/   The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ICS8001	Compulsory		1-6	1-5	1-6
ICS8002	Compulsory		1-6	1-5	1-6
ICS8003	Compulsory		1-6	1-5	1-6
ICS8024	Compulsory	1-6	1-6	1-5	1-6
ICS8025	Compulsory	1-6	1-6	1-5	1-6
ICS8015	Compulsory		1-6	1-5	1-6
ICS8099	Compulsory for MA		1-6	1-5	1-6