

## PROGRAMME SPECIFICATION



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Postgraduate Diploma (PgDip)/MA
<b>4</b>	<b>Programme Title</b>	Art Museum and Gallery Education
<b>5</b>	<b>UCAS/Programme Code</b>	3413P/F & 4078P/F
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Date written/revised</b>	May 2011
<b>10</b>	<b>Programme Aims</b>	<ol style="list-style-type: none"> <li>To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the art museums and galleries/museums/heritage sectors, with a specific emphasis on art museum and gallery education</li> <li>To provide a curriculum that is responsive to the professional requirements and skills needs of art museums and galleries nationally and internationally</li> <li>To provide students with the opportunity to gain the skills and knowledge required to equip them for a career in art museum and gallery education</li> <li>To develop students' critical and analytical powers in relation to the practice of education in art museums and galleries</li> <li>To provide students with the skills to adapt and respond positively to recent and future changes in education practices in art museums and galleries</li> <li>To enable students to engage critically with current theories and concepts underlying diverse Visual Arts Education practices</li> <li>To develop students' critical, analytical, problem-based and interpersonal skills in relation to the practice of education in art museums and galleries</li> <li>To provide students with access to a wide range of visiting lecturers in order that they gain an understanding of the variety of professional practices and range of opportunities available to them upon entry into the field</li> <li>To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning</li> <li>To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds including those with disabilities</li> <li>To enable students to undertake discrete pieces of independent research at postgraduate level through various activities and assignments</li> <li>To enable students to undertake a sustained piece of independent and original research at postgraduate level through the production of a dissertation</li> <li>To ensure that the programmes fully meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications</li> <li>To ensure that the programmes conform to University policies and to QAA codes of</li> </ol>

practice
14 To provide students with programmes that are informed by current research being conducted in the field of education in art museums and galleries
<b>11 Learning Outcomes</b> The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.
<b>Knowledge and Understanding</b>
<p>On completing the programme, students should be able to:</p> <p>A1 The theoretical basis of art educational practices as provided by art museums, galleries, other related institutions and independent providers</p> <p>A2 The historical and professional context within which art museum/gallery/independent and artist-educators currently operate</p> <p>A3 The various beliefs, principles and value systems ascribed to educational activities currently and historically conducted in art museums and galleries</p> <p>A4 The permeability of boundaries between educational and curatorial operators and the issues raised by this</p> <p>A5 The predominant debates currently occurring across and between visual arts education practices and exhibition programming practices;</p> <p>A6 The impact of national, regional and local policy on different kinds of educational programming in the sector</p> <p>A7 The centrality of notions of access, outreach, in-reach, formal v informal education, broadening participation in practices and processes related to art-educational programming</p> <p>A8 Evaluation practices and their key role in providing sustainable educational projects, conducting off-site programming, making funding applications etc;</p> <p>A9 Specialised knowledge of selected areas of educational programming that will inform students as to the differences between art museum/gallery practice and freelance or 'independent' educational project work</p> <p>A10 The detailed knowledge that comes from carrying out a sustained piece of independent research on a focused topic.</p>
<b>Teaching and Learning Methods</b>
<p><b>Acquisition of A1 – A7</b> is through a combination of lectures, small group seminars, individual tutorials, regular assessed and non-assessed coursework, study visits, self-directed learning and project work. Lectures and project work include input from internal and external members of staff, and are supported by visiting specialist practitioners in the field of gallery and related educational practices.</p> <p>Acquisition of <b>A3, A5</b> and <b>A6</b> are supported also by study visits that ensure students relate theoretical knowledge to specific practical examples.</p> <p>Acquisition of <b>A1-A9</b> is further supported by students' 8 week placement at a art museum or gallery and provides the opportunity to develop their knowledge and understanding of the art educational practices in the sector</p> <p>Acquisition of <b>A1-A9</b> is supplemented and consolidated by independent reading to encourage students to relate theoretical knowledge to situated examples. To this end, extensive general and specialist bibliographies are supplied.</p> <p>Acquisition of <b>A9</b> will be supported through in-depth knowledge of specialised topics provided by taught modules, and through additional dissertation supervision sessions. The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of education within the art museum/gallery sector and its relationship to theoretical aspects of the profession and relevant disciplines.</p>
<b>Assessment Strategy</b>

Testing of the knowledge base and of students' understanding of issues and ideas raised by the programme is conducted through a combination of assessed coursework (in the form of essays, reports, group assignments, and dissertation), assessed placement work, as well as by way of their contributions to tutorials, seminars and study visits.

Assessed assignments testing students' knowledge and understanding of **A1 – A9** are designed to reflect the real working responsibilities that students will hold in the workplace (for example, writing reports, preparing policy documents, creating exhibition catalogues, writing press releases etc.). The assignments are designed to test students' abilities to relate theoretical and practical constructs to real life situations and to develop further detailed knowledge of specialist areas. They address particular case studies and ask students to find ways of solving problems arising in real and hypothetical situations. Such specialist project work as that given in Art Education 2 is assessed tests students' abilities to engage with practical gallery education workshops and programming opportunities.

Assessed assignments are also supported by evaluation of student performance and contributions in tutorials, seminars, and/or study-visits – the latter of which are also used to encourage students to practice the skills they will need to demonstrate in their assessed work.

The placement assessment consists of (i) an analysis of students' roles in the placement organisation in relation to their key skills and (ii) an analysis of the performance of their host organisation. This assessment provides 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. Students must create a specially designed workbook to log their work experiences and to reflect critically upon them.

**A1-A9** is assessed by dissertation, which tests students' specific knowledge and understanding of a particular chosen facet of the Art Museum and Gallery Education programme.

### **Intellectual Skills**

On completing the programme, students should be able to:

- B1 Master subject area knowledge and the ability to reflect and engage critically when evaluating a wide range of theories, arguments, concepts and primary/ secondary source materials
- B2 Demonstrate independent learning ability, maturity in decision-making and the skills to be able to operate in complex and unpredictable situations
- B3 Have high level of ability in the design of educational activities that are geared to meet the needs of specific user groups and to take account of cutting edge art gallery education research and practice
- B4 Enjoy a high level of ability in terms of creative problem-solving, both in single and in group situations
- B5 Master a range of data collection methods, with strongly developed skills in the analysis, integration and evaluation of data from diverse sources
- B6 Show a high level of ability to synthesise and apply theoretical skills to complex practical situations

### **Teaching and Learning Methods**

**B1 – B6** are demonstrated in lectures, seminar discussion and through individual feedback on student work.

Further development of cognitive skills is fostered through the wide varieties of written assignments (essays, reports, policy, and strategy documents).

Group work sessions enable students to develop cognitive skills in relation to the real-life and topical issues that arise perennially in the art education sector.

These sessions require students to support debate by conducting bibliographical, visual web-based and other exhibition-based research. Similarly, theoretical and historical frameworks are further developed in light of new information gleaned from lectures and visits, enabling students to adopt a critical standpoint on any related topics.

Visits, work placements and group projects, also provide opportunities for students to synthesise theoretical concepts derived from lectures and to map them onto practical and real-life situations. For example, conducting interviews and visitor studies whilst on placements, or as part of the research undertaken for the dissertation (MA Programme Only), means that students can gain experience in data collection, survey/questionnaire design and analysis of quantitative and qualitative research data.

Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn.

### Assessment Strategy

**B1, B3, B5, and B6** are assessed formally throughout the programme in the written assignments that require students to collect data, critically evaluate it, analyse, and interpret it.

**B1** and **B4** are assessed in oral presentations and placement activities, which require decision-making and problem solving skills in complex situations. All assignments –both generally throughout the programme and specifically in terms of Education 1 and 2, require students to explain the reasoning behind their work and to link it to the theory relating to any given practice.

Study visits, work placements and group projects, also require students to develop cognitive skills as outlined in criteria **B1 – B6**. In this way, their abilities to synthesise theoretical concepts as derived from lectures and to map them onto practical and real-life situations are also assessed. Likewise, their ability to formulate and design special activities for educational activities are assessed by virtue of the interviews and visitor studies which students produce to contribute to group projects, dissertation work, and/ or in connection with their work placement responsibilities.

### Practical Skills

On completing the programme, students should be able to:

- C1 Design and undertake skilled, competent, safe, evaluative educational activities in art museum, galleries and related areas
- C2 Communicate effectively with artists, diverse user groups, and gallery professional establishing professional and ethical relationships
- C3 Demonstrate practical and professional skills needed to commission an artist to create an original piece of work/research
- C4 Master professional skills necessary to plan education activities in tandem with both long and short-term exhibition programming restrictions
- C5 Create opportunities for educational activities to be advertised and communicated to local, regional and global audiences
- C6 Address and engage with specific educational issues raised by current theoretical debates played out at the forefront of academic and professional thinking
- C7 Use cutting edge research to plan and create special educational opportunities for people from different ethnic, community and other specific user groups
- C8 Master a variety of data-collection methods including single and multi-user feedback collection
- C9 Master evaluation skills necessary to effectively demonstrate to funders and to the public, the value of those educational activities undertaken
- C10 Show an in-depth understanding of their dissertation topic
- C11 Undertake further professional and higher degree research, especially through the completion of a dissertation

### Teaching and Learning Methods

The background frameworks for **C1 – C11** are provided by the compulsory modules ICS 8001 (*Issues and Ideas*), ICS 8002 (*Management*) ICS 8003 (*Communication and Interpretation*), as undertaken by all ICCHS M Level students during Semester 1. Basic intellectual,

professional and research skills initiated in the compulsory modules are further developed in specialised modules *Education 1* (ICS8022) and *Education 2* (ICS 8033). By enabling students to specialise, and in so doing, to focus on a specific career path, they obtain a more nuanced understanding of the various intellectual, ethical, and organisational contexts within which professional art educational practices are situated in the sector. Acquisition of such specialist skills and experience as detailed in **C1 – C11** are facilitated by provision of detailed lectures dealing with issues specific to art museum and gallery education. Such lectures are supplemented by a range of visiting lectures as conducted by education professionals and art practitioners already established in their chosen career. This enables students' to develop their awareness of current problems and/or new developments and insights that continually emerge in the art museums and gallery sectors. All contributors use a wide range of examples linking professional experience to the more theoretical knowledge and understanding delivered through **A1-A9**.

In a similar vein, specialist study visits, focussed, group project work and the production of detailed reflective reports inspire students to think about the specific pressures, challenges, and opportunities that as educators in art museums and galleries, they are likely to face. Student's critical awareness of specific professional challenges is further developed by providing opportunities for them to debate specific issues in group seminar and individual tutorials. Group project work related to lectures provides students with the opportunity to practice the professional skills central to a career in art education. Role play for example, oral presentations, and development of 'real' educational projects within art museums, galleries, schools, communities etc. all help foster and develop the skills needed to sustain long and short-term educational programmes and activities.

Contact between students, art educators and artists' is also cultivated through provision of tailor-made work placements which afford students the practical opportunities to develop their knowledge and understanding of art museum and gallery education on a day-to-day basis and within a professional environment.

Research training lectures, tutorials, guided reading, outline proposals feedback, continuous supervision, and email support also are employed to support students in completion of their dissertations.

### **Assessment Strategy**

**C1, C4, C7, C9, and C11** are tested across all written assignments conducted throughout the programme. Such assignments 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.)

**C1 – C11** are further tested using special assignments introduced in *Education 1* and *2*. These assignments relate to professional practices (e.g. writing interpretative gallery labels, teachers' packs, family activity resource materials). Students are also required to provide written commentaries in which they explain the reasoning behind their work - linking it to the theory relating to any given practice (e.g., construction of texts relating to reading age or curriculum subjects).

Written communication skills as specified in **C1, C2, C4 and C7** are assessed in almost all assignments (see below\*). Assignments cover a wide range of types of writing required in the profession – for example, news releases, reports, and policy documents.

Interpersonal/oral communication as specified in **C1, C2, C3, and C6** are assessed formatively throughout the programme as well as during individual and group feedback sessions. In addition to this however, all students must deliver a summatively assessed presentation\* related to the Communication and Interpretation module.

Team-working as specified in **C1 - C6** is assessed formatively though group project work throughout the programme. At present, no summative assessment exists of teamworking.

**C6 – C10** are assessed formally in all forms of assessment.

**C11** is required for the MA only (Not the Diploma) and culminates in the assessment of the dissertation in which all practical skills will be expected to be displayed with some degree of mastery. The progression from assignments written for specific modules to the dissertation

provides an element of formative assessment, primarily through the feedback processes. In addition to this, 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 both MA and Diploma students with a major opportunity to acquire subject specific/ professional skills and is assessed through a specifically designed workbook

### **Transferable/Key Skills**

On completing the programme, students should be able to:

- D1 Effective written, oral and visual communication;
- D2 Teamwork and management of responsibility or line duties;
- D3 Specialist and interdisciplinary planning and organisation;
- D4 Use Information Technology e.g. Web and Internet, word processing and spreadsheets;
- D5 Time and resources management;
- D6 Independent thinking in familiar and unfamiliar situations with open-mindedness and in the spirit of enquiry;

### **Teaching and Learning Methods**

**D1, D2, and D5** are developed throughout the teaching and learning programme, but in particular in relation to seminar contributions, oral presentations, and feedback sessions. As well as being introduced to key skills during Induction Week and during Research & Professional Development Week, such skills-learning is further developed in special sessions in Education 1 and 2 – the latter of which concentrate on:

The variety of writing skills required throughout the professional career of art museum/gallery/freelance art educators. These special skills deal with writing education policy/strategy documents, general reports, project proposals, briefs for commissioning artistic work/research, press releases, exhibition catalogue essays, and exhibition information for visitor distribution.

Excellent interpersonal/oral communication techniques. Effective communication of ideas is an important criterion in assessing all areas of a student's work. Regular feedback, coursework and dissertation work, project work and placement activities all reflect this. Students also practise and develop oral skills by presenting their findings in/from group work, and also by learning to negotiate with internal and external colleagues whom they are obliged to work with during placements and group projects.

Team-working. As well as being practiced throughout the rest of the programme, team-working is additionally encouraged in Education 1 and 2 through group projects in which students deal directly with members of the public, colleagues from exhibitions and education departments at the Baltic and school teachers and academic speakers.

**D1, D2, D3, D5 D4, D5 and D6** are developed in the placement organisation and through practicing planning and organizational skills in the students' group project. In addition to this, students also exercise and develop these crucial skills by learning to keep programming deadlines and by planning and organizing their written work.

**D4 AND D6** are practiced and developed throughout the programme, through submission of coursework and then through delivery of the dissertation in the MA Programme (Note the dissertation is only required for the MA programme and not the Diploma).

### **Assessment Strategy**

**D1, D2, D5, D6** are assessed throughout the teaching and learning programme, but in particular through students' written and group assignments and by way of their work placements. Data gathering, evaluation, analytical decision-making, problem solving and evidence-based interpretation skills are set up and tested within the wider academic framework of the programme. **D1** and **D2** are also assessed through feedback from oral

presentations, and also formatively through seminar and group work contributions.

**D3, D4 and D5** are assessed in the group project assignments in Education 1 and 2 – in particular which require students to demonstrate their planning, organizational and delivery skills. Basic computer literacy is formatively assessed through all written assignments which must be submitted in electronic and hard-copy formats.

**D5** is assessed formatively throughout the programme by virtue of students' ability to meet deadlines and successfully complete their work. It is also assessed summatively in written assignments

All assignments are designed to support students' obtaining transferable skills for a wide range of types of writing required in the provision of education in art museums and galleries, as detailed above.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

Students will take the following compulsory modules

<b>Title</b>	<b>Code</b>	<b>Semester</b>	<b>Credit</b>
Issues and Ideas	ICS8001	1	20
Management	ICS8002	1	20
Communication & Interpretation	ICS8003	1	20
Museum, Gallery & Heritage Placement	ICS8015	1&2	20
Art Museum and Gallery Education 1	ICS8022	2	20
Art Museum and Gallery Education 2	ICS8023	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 museum/art museum and gallery/heritage sector 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
<b>Key features of the programme (including what makes the programme distinctive)</b>
<p><b>Study Visits</b> These provide students with an insight into the workings of many different types of 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 museum/art museum and gallery/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 other museums, galleries, and heritage sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.</p> <p><b>The Work Placement</b> In order to make sure students make the most of their work 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. 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 then use their considerable overseas contacts to facilitate such work placements.</p> <p>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.</p>
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>
<b>13 Criteria for admission</b>
<p><b>Entry Qualifications</b></p> <p>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 gallery, heritage, or museum sectors are equally encouraged to apply.</p> <p><b>Admissions Policy/Selection Tools</b></p> <p>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.</p> <p>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.</p> <p><b>Non-standard Entry Requirements</b></p> <p>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 art museums and galleries/museums/heritage sites. Where this occurs, concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies.</p>



**Additional Requirements**

Most students attending have acquired some preliminary experience of work in museums, galleries, or a heritage 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-session 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**

<50	Fail
50-59	Pass
60-69	Pass with Merit

#### **Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail
50 or above	Pass

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](mailto: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 Modules

		Intended Learning Outcomes			
Module	Type	A	B	C	D
ICS8001	Compulsory		1-6		1-6
ICS8002	Compulsory		1-6		1-6
ICS8003	Compulsory		1-6		1-6
ICS8022	Compulsory	1-9	1-6	1-9	1-6
ICS8023	Compulsory	1-9	1-6	1-9	1-6
ICS8015	Compulsory	1-9	1-6	1-9	1-6
ICS8099	Compulsory for MA	10	1-6	10-11	1-6