

**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/MA
<b>4</b>	<b>Programme Title</b>	Art Museum and Gallery Education
<b>5</b>	<b>UCAS/Programme Code</b>	3413; 4078
<b>6</b>	<b>Programme Accreditation</b>	Accredited by the Creative & Cultural Industries Sector Skills Council and will be applied for in due course.
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Masters
<b>9</b>	<b>Date written/revised</b>	December 2007

**10 Programme Aims**

- 1 To provide students with a range of learning opportunities (analytical, research and subject-specific) which will enable them to target research and employment opportunities within the field of Art Museum and Gallery Education
- 2 To provide a curriculum that is responsive to the professional requirements and skills needs of art museums and galleries nationally and internationally, and that meets the requirements of the Creative and Cultural Industries Skills Council
- 3 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 4
- 5 To develop students' critical and analytical powers in relation to the practice of education in art museums and galleries
- 6 To provide students with the skills to adapt and respond positively to recent and future changes in education practices in art museums and galleries
- 7 To enable students to engage critically with current theories and concepts underlying diverse Visual Arts Education practices
- 8 To develop students' critical, analytical, problem-based and interpersonal skills in relation to the practice of education in art museums and galleries
- 9 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
- 10 To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning
- 11 To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds including those with disabilities
- 12 To enable students to undertake discreet pieces of independent research at postgraduate level through various activities and assignments
- 13 To enable students to undertake a sustained piece of independent and original research at postgraduate level through the production of a dissertation
- 14 To ensure that the programmes fully meets the requirements of an M level qualification as defined by the Framework for Higher Education Qualifications
- 15 To ensure that the programmes conform to University policies and to QAA codes of practice
- 16 To provide students with programmes that are informed by current research being conducted in the field of education in art museums and galleries
- 17 To ensure that the programmes conforms to the University's policy and to the QAA code of practice on 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 The theoretical basis of art educational practices as provided by art museums, galleries, other related institutions and independent providers;
- A2 The historical and professional context within which art museum/gallery/independent and artist-educators currently operate;
- A3 The various beliefs, principles and value systems ascribed to educational activities currently and historically conducted in galleries and art museums;
- A4 The permeability of boundaries between educational and curatorial operators and the issues raised by this;
- A5 The predominant debates currently occurring across and between visual arts education practices and exhibition programming practices;
- A6 The impact of national, regional and local policy on different kinds of educational programming in the sector;
- 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;
- A8 Evaluation practices and their key role in providing sustainable educational projects, conducting off-site programming, making funding applications etc;
- 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; and,
- A10 The detailed knowledge that comes from carrying out a sustained piece of independent research on a focused topic.

### **Teaching and Learning Methods**

**Acquisition of A1 – A7** 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.

Acquisition of **A3, A5** and **A6** are supported also by study visits that ensure students relate theoretical knowledge to specific practical examples.

Acquisition of **A1-A9** is further supported by students' 8 week placement at a gallery or art museum and provides the opportunity to develop their knowledge and understanding of the art educational practices in the sector

Acquisition of **A1-A9** 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.

Acquisition of **A9** 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.

### **Assessment Strategy**

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 Gallery and Art Museum Education programmes.

### **Intellectual Skills**

On completing the programme students should be able to:

B1 Mastery over 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 Independent learning ability, maturity in decision-making and the skills to be able to operate in complex and unpredictable situations;

B3 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 High level of ability in terms of creative problem-solving, both in single and in group situations

B5 Mastery over a range of data collection methods, with strongly developed skills in the analysis, integration and evaluation of data from diverse sources; and,

B6 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, 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 formally assessed throughout the programme in the written assignments which 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 Ability to 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 Acquired practical and professional skills needed to commission an artist to create an original piece of work/research
- C4 Acquired professional skills necessary to plan education activities in tandem with both long and short-term exhibition programming restrictions
- C5 Ability to create opportunities for educational activities to be advertised and communicated to local, regional and global audiences
- C6 Ability to address and engage with specific educational issues raised by current theoretical debates played out at the forefront of academic and professional thinking
- C7 Ability to use cutting edge research to plan and create special educational opportunities for people from different ethnic, community and other specific user groups
- C8 Mastery of a variety of data-collection methods including single and multi-user feedback collection
- C9 Mastery of evaluation skills necessary to effectively demonstrate to funders and to the public, the value of those educational activities undertaken
- C10 Developed an in-depth understanding of their dissertation topic
- C11 Ability to 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 gallery and art museum 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 galleries and art museums, they are likely to face. Their critical awareness of specific professional challenges is further developed by providing opportunities for them to debate specific issues in group seminars, individual tutorials, edu-blogs and on online lists. 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 galleries, art museums, 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 gallery and museum education on a day-to-day basis and within a professional environment.

Research training lectures, tutorials, guided reading, feedback on outline proposals, continuous supervision, and email support are also 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, 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 there is no summative assessment of teamworking.

**C6 – C11** are assessed formally in all forms of assessment, culminated 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 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 the students with a major opportunity to acquire subject

specific/ professional skills and is assessed through a specifically designed workbook
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Effective written, oral and visual communication;</p> <p>D2 Teamwork and management of responsibility or line duties;</p> <p>D3 Specialist and interdisciplinary planning and organisation;</p> <p>D4 Use of common and specialised Information and Communications Technology;</p> <p>D5 Time and resources management</p> <p>D6 Independent thinking in familiar and unfamiliar situations with open-mindedness and in the spirit of enquiry</p>
<b>Teaching and Learning Methods</b>
<p><b>D1, D2, and D5</b> 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 &amp; Professional Development Week, such skills-learning is further developed in special sessions in Education 1 and 2 – the latter of which concentrate on:</p> <p>The variety of writing skills required throughout the professional career of gallery/museum/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.</p> <p>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.</p> <p>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.</p> <p><b>D1, D2, D3, D5 and D6</b> 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.</p> <p><b>D4</b> is practiced and developed throughout the programme, through submission of coursework and then through delivery of the dissertation. However, students are also required to practice IT skills by taking part in edu-blogs, e-list contributions, learning to use a virtual whiteboard, acquiring basic skills in messaging, using a variety of audio-visual equipment and presentational software and hardware.</p>
<b>Assessment Strategy</b>
<p><b>D1, D2, D5, D6</b> are assessed throughout the teaching and learning programme, but in particular through students' written and oral 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. <b>D1</b> and <b>D2</b> are also assessed through feedback from oral presentations, and also formatively through seminar and group work contributions.</p> <p><b>D3</b> and <b>D4</b> are assessed in the group project assignments in Education 1 and 2 – in particular which require students to demonstrate their planning, organizational skills, to display their IT skills by taking part in edu-blogs, e-list contributions, virtual whiteboard teaching, messaging sessions, and use of a variety of audio-visual equipment, presentational software and</p>

specialist hardware. Basic computer literacy is formatively assessed through all written assignments which must be submitted in electronic and hard-copy formats.

**D6** 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**

All ICCHS MA programmes consist of ten taught units, a two-unit work placement, and six research units, the latter forming the dissertation. Each single unit is worth 10 credits - with the full degree programme comprising 180 credits. Successful completion of the first twelve non-research units provides the necessary credits for a Diploma. The majority of the taught modules are 20 credits (two 10-credit units).

With the exception of most of the specialist option modules in Museum Studies, the taught modules are delivered intensively over two teaching weeks, making access to the programme easier for part-time students or museum/art museum and gallery/heritage professionals wishing to attend for a single module. As a result, full-time students will meet part-timers throughout the year and museum/art museum and gallery /heritage professionals who may be attending for single modules. For full-time students, the gaps between teaching weeks are filled by self-directed learning and 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. The specialist option modules in Museum Studies tend to be taught less intensively over a four week period, reflecting the high input from museum professionals who have other commitments over the period of teaching.

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, regardless of their specialist MA programme take three, 20 credit, compulsory modules:

- [a] issues and ideas
- [b] management
- [c] communication and interpretation

These 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 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.

**The Dissertation** Students complete their dissertation after the taught and work 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, 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. 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.

#### **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 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.

**The Work Placement** 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.

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/2007-2008/programme/4078fp.php>

### **13 Criteria for admission**

#### *Entry qualifications*

[a] Candidates should hold a first degree in any relevant subject (typically Art History or Fine Art)

[b] Candidates should preferably have some experience of working in the heritage/museum/gallery sector. This includes any voluntary work undertaken.

#### *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 applications are seen by the Admissions Tutor and where deemed appropriate another member of staff. 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 were interviewed. This has become 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 will continue to monitor the progress of those students not called for interview and modify the process if necessary

#### *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 art museums or galleries. Where this occurs concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies.

#### *Additional Requirements*

There are no additional requirements however applicants who have no relevant work experience will be encouraged to obtain some before registering on the programme.

#### *Level of English Language capability*

If English is not an applicants first language then the applicant needs to provide evidence of his/her proficiency in written and spoken English. The normal minimum requirement for admission to one of the programmes is an overall band score of 6.5 (with a minimum of 6 in each sub-section) on the British Council IELTS test, or 5.75 on the TOEFL test.

## **14 Support for Student Learning**

### *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. Students will be introduced to key regional colleagues who will provide significant inputs into the programmes (e.g. staff from Tyne and Wear Museums). New and continuing students will also 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 (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

### *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*

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.

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*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Part-time and overseas students are allocated to specialized tutors. Details of the personal tutor system can be found at

<http://www.ncl.ac.uk/teachingexcellence/support/pgtutor.htm>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/postgraduate/support/>

#### *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. For further details see <http://www.ncl.ac.uk/disability-support/>

#### *Learning resources*

**The region** Newcastle has ready access to first-class gallery and art museum resources, both in the city itself and within the wider region. These include the Baltic Centre for Contemporary Art, the Hatton Gallery, Laing Art Gallery, Shipley Art Gallery, the Biscuit Factory, Cornucopia Gallery, Northern Gallery for Contemporary Art, Sunderland Museum and Winter Gardens, The Sunderland University Gallery, Reg Vardy Art Gallery, The Glass Centre, Durham Cathedral and Castle (both inscribed by UNESCO and on its World Heritage List), Durham Art Gallery, Darlington Arts Centre and the Bowes Museum. It is also home to the several artist-run organizations such as Vane, Isis, Waygood and Side Photographic Gallery. Newcastle and environs has a thriving, lively and eclectic arts scene with diverse educational and festival activities organized regularly and annually. Many of these sites are open as visitor attractions and all are used as examples in the programme

New developments such as the expansion of Newcastle's Globe and Waygood Galleries, and the construction of Middlesborough Institute for Modern Art also offer possibilities for the development of learning resources. Further a field, yet within easy traveling time, is Edinburgh, another World Heritage site with a wide range of art museums and galleries. In short, the region is an ideal laboratory for the programmes and extensive use throughout the year is made of these art museums, galleries and artist-led initiatives.

**Libraries** The Robinson Library holds art museum and gallery studies and education literature within the University and students have access to the library held by Museums, Libraries, and Archives – North East (MLA NE). In many cases books will be duplicated to give a greater degree of access.

**INTO** All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/langcen/index.htm>

**The Writing Development Centre** This is a new student support service based in the Learning Zone, King's Road Centre. The Centre offers advice, guidance and tuition for students who wish to improve their writing skills for study or employment purposes. If you have problems planning and structuring assignments, using reading sources in your writing without plagiarism, writing CVs and cover letters or simply using grammar and punctuation accurately, please visit the Centre to book an appointment. A drop-in service is also available. A timetable will be displayed outside the Centre in the Learning Zone.

## **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 School Teaching and Learning Committee and at the Board of Studies. 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.

#### *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 National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

#### *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, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

#### *Accreditation reports*

Accreditation by the Creative & Cultural Industries Sector Skills Council will be applied for in due course

#### *Additional mechanisms*

## **16 Regulation of assessment**

### *Course requirements*

To qualify for the Masters degree and Postgraduate Diploma students must complete all course requirements and must overall obtain 50% or more for all assessed work. All taught modules must be completed successfully for the Postgraduate Diploma. All taught modules, plus the research dissertation module should be completed successfully for the MA.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). 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.

### *Weighting of stages*

Final marks are calculated by taking an average of all module marks which are weighted according to the credit value of each of the modules. This means that two thirds of the overall mark will come from the taught modules (including ICS 8015 – Work Placement) and a third comes from the dissertation mark (ICS 8099).

### *Common Level Descriptors*

**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 a good 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.

NB. The Diploma level pass mark is 50%+; the Diploma cannot be awarded with merit or with distinction.

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

**Masters programmes**

**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, after recommendation from the Board of Studies.

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

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	Comp		1-6		1-6
ICS8002	Comp		1-6		1-6
ICS8003	Comp		1-6		1-6
ICS8022	Comp	1-9	1-6	1-9	1-6
ICS8023	Comp	1-9	1-6	1-9	1-6
ICS8015	Comp	1-9	1-6	1-9	1-6
ICS8099	Opt	10	1-6	10-11	1-6