

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Diploma/MA
4	Programme Title	Arts as Enterprise: Freelancing in the Cultural and Heritage Sector
5	Programme Code	3418 / 4094
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	M
9	Date written/revised	April 2008

10 Programme Aims

- 1 To develop an understanding of theories, practices and concepts that relate to art and enterprise by examining entrepreneurial and freelance practice in the cultural sector.
- 2 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of cultural enterprise.
- 3 To provide a curriculum that is responsive to the professional requirements and skills needs of the cultural sector nationally and internationally.
- 4 To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning.
- 5 To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds.
- 6 To provide a programme which meets the requirements of the FHEQ for an M level programme.
- 7 To provide a programme that conforms to University policy and procedures.

11 Learning Outcomes

MA students will develop and demonstrate a high level of knowledge and understanding; practical, analytical and research skills; and other qualities and attributes in the following areas outlined below. They will also be able to demonstrate that they can rigorously and effectively apply this knowledge, understanding and skills to their practice as freelancers in the cultural sector. Postgraduate Diploma students will demonstrate the above but will not have written a dissertation and the associated research project skills.

Knowledge and Understanding

On completing the programme students should:

- A1 Display a high level of knowledge and understanding of cutting edge theories and concepts relevant to independent professional practice in the cultural sector being able to analyse and evaluate that knowledge and understanding and to relate practice and theory.
- A2 Display a high level of understanding of various bodies of knowledge of enterprise and entrepreneurship, not necessarily specific to the cultural sector (e.g. financing), and how they are applied.
- A3 Relate their own practice as independents to the broader context of their specific discipline (e.g. visual art) demonstrating a rigorous ability to analyse and develop that critical working dynamic.
- A4 Display and apply knowledge and understanding of how their practice fits into broader contexts and opportunities e.g. government policy, impact of new technology, globalisation, demonstrating a rigorous ability to critically analyse those contexts and apply that to practice.

Teaching and Learning Methods

The primary method of imparting knowledge and understanding (A1-A4) is lectures, supplemented by group seminars, individual tutorials for the return of coursework, and self-directed learning.

All modules include one or more study visits that encourage students to relate theoretical knowledge to specific practical examples.

Throughout the programmes students are encouraged to read widely and extensive bibliographies are supplied.

The placement provides students with the opportunity to develop their knowledge and understanding of working freelance within the cultural sector.

The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of independent practice within the cultural sector and its relationship to theoretical aspects of the profession and relevant disciplines.

Assessment Strategy

Knowledge and understanding are assessed through a wide range of professionally related assignments designed to reflect work that students will have to do in the workplace (eg. writing reports, policy documents, management briefings, educational materials etc). Assignments are designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations.

The placement/project 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.

The dissertation 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 Apply a high level of critical reasoning to projects/concepts.
- B2 Engage in effective problem solving
- B3 Research, analyse and use information
- B4 Research, evaluate, analyse, and interpret concepts

Teaching and Learning Methods

Students are encouraged to develop and practice their intellectual skills through a wide range of types of written work (reports, policy and strategy documents etc).

All modules include group work sessions where students develop their intellectual skills in relation to real and topical issues in the cultural sector. These sessions require students to search for (usually) book- or web-based information and for them to discuss such new information in the light of lectures and for them to come to a critical standpoint on any given topic.

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

Assessment Strategy

All written assignments require students to research, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme. (Thus students are required to fully reference their work academically while understanding that, for example, a

'real' report may well not include such references.) Some assignments are split into a piece of professionally related work (e.g. writing a business plan) and a commentary on the work that requires students to explain the reasoning behind their work and to link it to the theory relating to any given practice (e.g. the structure and value of networks of weak ties).

Practical Skills

On completing the programme students should be able to:

C1 Undertake a personal skills audit and write a personal development plan.

C2 Present ideas and projects clearly and succinctly – eg in the form of a basic business plan or project proposal.

C3 Be competent and confident in researching, planning, resourcing and managing an ongoing independent practice and specific projects.

C4 Be competent and confident in negotiating with and working with other professionals.

Teaching and Learning Methods

Through lectures, seminars and field trips students will be introduced to a range of practice in the field. Through independent learning they will research and map different models of practice and examine these through group learning. They will map their own position and future development as independent professionals through a skills audit and a draft business plan developing these through independent learning, group learning and individual tutorials.

Assessment Strategy

Practical skills are assessed formatively throughout the programme and summatively through a report in the form of a business plan and skills audit.

Transferable/Key Skills

On completing the programme students should be able to:

D1 have a good level of and be confident in written communication

D2. have a good level of and be confident in interpersonal/oral communication

D3. work confidently as part of a team

D4. have good competence in and be confident in Planning and organisation

D5. have a good level of and be confident in Computer literacy

Teaching and Learning Methods

During induction week and/or Research and Professional Development Week (which provides support on research planning and methodologies for the dissertation and on career development) and in specific modules students are introduced in lectures and seminars to:

[a] A variety of ways of writing required for their professional careers (eg. news releases, management briefings, policy documents, general reports, educational materials). These are then subsequently practised throughout the rest of the module/programme.

[b] Good interpersonal/oral communication techniques. Students then practise and develop this skill by presenting their findings from group work orally to the whole cohort either as groups or individually in each module.

[c] Team-working. This is practiced through the rest of the programme through group work.

[d] Planning and organization. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work.

[e] Computer literacy. This is then practiced and developed throughout the programme through submission of coursework and then the dissertation.

Assessment Strategy

1 Written communication is 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.

2 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.

3	Team-working is assessed formatively through group work throughout the programme. At present there is no summative assessment of team-working.
4	Planning and organization 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).
5	Basic computer literacy 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
The programme is introduced in semester one through three generic modules: Issues and Ideas, management, Communication and Interpretation. These give students a sound, critical and broad understanding of how the cultural sector is organised and operates. These modules are studied with students from all the other MA programmes in ICCHS offering valuable opportunity for co-learning. In semester two students will take two specialist 'MA Arts as Enterprise - Freelancing in the Cultural and Heritage Sector' modules. These develop specialised understanding of and skills necessary for working as an independent freelancer in the cultural sector and enable students to produce a personal skills audit and a business plan. These five modules are block taught for one month each. Students will then proceed to an eight week placement module which will give students sound practical experience of working on a real project with professionals in the sector and to try out and further develop aspects of their business plan. Students will then write a dissertation that provides an opportunity for a sustained piece of research that relates to issues raised during the taught modules of the programme.
Key features of the programme (including what makes the programme distinctive)
The programme has strong links to organisations and individuals working professionally in the cultural sector regionally, nationally and internationally. A distinctive feature of the programme is the high level teaching input from professionals working in the sector and of fieldtrips to institutions, studios, projects etc. Teaching staff in ICCHS all have significant experience working professionally in the cultural sector. The placement/live project is a distinctive feature of the programme enabling students to gain considerable hands on experience. The range of placements/live projects is well developed through strong networks and partnerships in the sector. Students benefit from this building and extending their own professional networks while on the programme.
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/

13 Criteria for admission
<i>Entry qualifications</i>
[a] Candidates should hold a first degree in any relevant subject (e.g. Fine Art, Design, Art History)
[b] Candidates should preferably have experience of working in the sector either professionally or in a voluntary capacity. Experience of working freelance will be particularly valuable.
[c] Those able to demonstrate considerable work experience in the cultural sector are equally encouraged to apply. See Non-Standard Entry Requirements below.
<i>Admissions policy/selection tools</i>
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.

Non-standard Entry Requirements

ICCHS would welcome applications from people who may not have an undergraduate degree, but who can demonstrate considerable work experience in the cultural sector. This will be a greater level of work experience than demonstrated by those entering holding a first degree and will be evidenced through CV, references, portfolio of work etc. In some instances the applicant may be required to provide an additional piece of work to demonstrate equivalent learning. Applicants need not be working as a freelance independent – ie the programme can support people with work experience in the cultural sector wanting to move into working as a freelance independent. Applicants with non-standard entry qualifications will be subject to the approval of the Faculty's Dean of Postgraduate Studies.

Additional Requirements

None

Level of English Language capability

If English is not an applicant's 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 on the British Council IELTS test, or 5.75 on the TOEFL test.

14 Support for Student Learning

Induction

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 (see <http://www.ncl.ac.uk/international/>)

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. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

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. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/postgraduate/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.

The University's online Student Services portal is available at: <http://www.ncl.ac.uk/students/>

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/postgraduate/support/disability.htm>

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, see <http://www.ncl.ac.uk/postgraduate/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. See <http://www.into.uk.com/newcastle/home>

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.

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.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass Marks

The pass mark is an overall average of 50%, calculated across the marks given for each of the modules.

Course Requirements

Candidates need to pass at least four of the taught modules with 50% or more, the dissertation with 50% or more and get an overall average of 50%. This means that they can get lower than 50% for 40 credits worth of modules (2 taught modules in this case), as long as they get at least an average of 50% overall. Students can resubmit work for up to 40 credits. However, a re-submission cannot achieve a mark higher than 50%.

Weighting of Modules

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). The dissertation is weighted at three times any taught module.

Common Marking Scheme

A distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module (or modules). The work will be clearly presented with well-structured, sharply focused arguments and will explore the limits of knowledge in the area under investigation. It will demonstrate critical analysis, independence of mind, initiative and intellectual rigour. In terms of the MA dissertation, work may also demonstrate originality and an ability to extend the research further through doctoral study, or convey ideas that might be publishable. Examiners will use the mark range 70-79% for good performance at distinction level and 80-100% for publishable work.

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

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

NB. The Diploma level and CPD pass mark is 50%+; neither Diploma nor CPD can be awarded with merit or with distinction.

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.

Common Marking Scheme

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
70 or above	Pass with Distinction

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50 or above	Pass

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.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

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

The School Brochure

The University Regulations (see <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

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	ICS8026 ICS8027
A2	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
A3	ICS8026 ICS8027
A4	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
B1	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
B2	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
B3	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
B4	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
C1	ICS8026 ICS8027
C2	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
C3	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
C4	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
D1	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
D2	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
D3	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
D4	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099
D5	ICS8001 ICS8002 ICS8003 ICS8026 ICS8027 ICS8015 ICS8099