PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Master's of Practice
4	**Programme Title**	Master of Heritage Practice
5	**UCAS/Programme Code**	5830
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	Level 7
9	**Date written/revised**	March 2011

10   Programme Aims

1   To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of heritage studies

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

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

4   To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds including those with disabilities

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

6   To provide students with a year-long work-based major placement in an appropriate organisation within the heritage sector

7   To enable students to undertake independent research at postgraduate level through the production of a dissertation and a reflexive portfolio and critical analysis of work carried out at the work placement venue

8   That the programme meets the requirements of Level 7 qualification as defined by the Framework for Higher Education Qualifications

9   That the programme conforms to University policies and to QAA codes of practice

11   Learning Outcomes

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

Knowledge and Understanding

On completing the programme, students should:

A1   Be aware of and understand the professional and social context in which heritage exist

A2   Be aware of and understand the theoretical and practical constructs surrounding heritage

studies

A3   Have an understanding of the boundaries of the discipline of heritage studies

A4   Understand the relationship between heritage studies and other disciplines

Teaching and Learning Methods

The primary method of imparting knowledge and understanding (**A1-A4**) is lectures, supplemented by group seminars and self-directed learning. In addition, we expect students to significantly develop their knowledge and understanding through the year-long placement in ICS8018.

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

Throughout their programme, students are encouraged to read widely and extensive bibliographies are supplied.

The ICS8015 placement provides students with the opportunity to develop their knowledge and understanding of their chosen element of the heritage sector. This is substantially developed in ICS8018 where students spend a year working and developing a deeper understanding and knowledge of the sector in an appropriate organization.

The ICS8099 dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of the heritage sector and its relationship to theoretical aspects of the professions and disciplines.

The ICS8018 work-based project provides students with the opportunity to put their theoretical understanding gained during the taught part of the programme and through their individual research undertaken for their dissertations into practice in a work environment. After consultation with staff within the International Centre for Cultural and Heritage Studies (ICCHS) and their placement host, students may, for example, concentrate on art history research, collections management, curation, exhibition design, or visitor services or they may choose to develop their knowledge across a selection of such areas.

The ICS8018 commentary relates this practical exercise to the theoretical basis of the professional discipline as explored in the first year of the programme.

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 (e.g., writing reports, policy documents, management briefings etc). Assignments are designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations.

The ICS8015 placement provides students with an initial opportunity to explain their understanding of a particular organization and to reflect on their deepening of their own knowledge and understanding of the sector.

The dissertation provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.

The ICS8018 work-based project provides students with the opportunity to put their theoretical knowledge and understanding gained during the taught part of the programme and through their individual research undertaken for their dissertations into practice in a work environment. Potential projects might include: the production of a catalogue or part catalogue of a collection; research work in anticipation of a major new exhibition; production of design proposals for a new exhibition; production of educational material for a new exhibition; report on implementation of DDA for the organization etc.

The ICS8018 work-based project commentary provides students with the opportunity to demonstrate their understanding of how the work-based project relates to the theoretical aspects of the taught modules and dissertation.

Intellectual Skills
On completing the programme, students should be able to:
B1 Demonstrate critical reasoning
B2 Synthesise information from a number of primary and secondary subject sources
B3 Apply standard concepts of heritage studies
B4 Analyse, evaluate, and interpret the principal source materials of heritage studies

Teaching and Learning Methods
Students are encouraged to develop and practice their cognitive skills through a wide range of types of written work (reports, policy and strategy documents etc).
All taught modules include group work sessions where students develop their cognitive skills in relation to real and topical issues in the heritage sector. These sessions require students to search for (usually) book- or web-based information and for them to discuss such new information in the light of lectures and for them to come to a critical standpoint on any given topic.
Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn.
The skills are specifically practiced and developed in the ICS8018 work-based placement project and work placement project commentary.

Assessment Strategy
All written 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.) Some assignments are split into a piece of professionally related work (e.g., writing a museum label or curating an exhibition) and a critically reflective 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., Construction of texts relating to reading age).
In particular, the students are provided with the opportunity to develop and demonstrate their mastery of these skills in the ICS8018 work-based placement project and work placement project commentary.

Practical Skills
On completing the programme students will have:
C1 Demonstrate subject-specific skills through practical and professional experience
C2 Evaluate, analyse, and interpret different sources of evidence relating to the heritage sector
C3 Undertake both work-based and/or higher degree research through completion of a dissertation and a major work-based project
C4 Ability to practice a wide range of subject-specific/professional skills during the year-long major placement
C5 An in-depth understanding of a topic relevant to the heritage profession through the completion of a work-based placement
C6 Relate the work-based major placement project to the theoretical aspects of the programme through the completion of a work-based project commentary

Teaching and Learning Methods
All modules include lectures from a number of professional colleagues involved on a day-to-

day basis with the area about which they lecture. All contributors use a wide range of examples linking professional experience to the more theoretical knowledge and understanding delivered through **A1-A4**. Group work related to lectures provides students with the opportunity to develop and practice their subject specific and professional skills through, for example, role play and oral presentations. The ICH8015 (8-week placement) provides an intensive work-place based opportunity for all students to further develop and practice these skills.

Research training lectures, tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.

The initial exposure to the sector in ICS8015 is then emphasized and built upon in ICS8018 (the yearlong work-placement). In ICS8018, students are exposed to a variety of work environments within the sector - for example, curation; collections management; finance; education; exhibition design and development; visitor services etc. Each placement is individually negotiated with the student and placement host to ensure maximum benefit to both student and host organization. Experience gained during ICS8018 is practiced and developed in the completion of ICS8015 work placement project and work placement project commentary.

Assessment Strategy

All assignments include an element of assessment related to the understanding of subject-specific/professional skills. Students are encouraged to reflect on their own (voluntary or otherwise) experience in the sector and on case studies provided by lecturers when answering assignments.

The ICS8015 placement provides an initial opportunity for students to acquire subject-specific/professional skills and is assessed through a specially designed workbook.

C3 is specifically assessed through the completion of the dissertation.

The initial exposure to the sector in ICS8015 is emphasized and built upon in the year-long placement.

A range of subject-specific/professional skills are assessed through the completion of the ICS8018 work-based placement project and work-based placement project commentary.

All students will also receive a detailed report from their placement mentors outlining the subject-specific/ professional skills practiced during the placement.

Transferable/Key Skills

On completing the programme, students should be able to:

D1   Converse effectively through oral communication

D2   Express oneself effectively through written communication

D3   Conduct independent learning

D4   Communicate effective with others when working in a group

D5   Manage time and prioritise tasks by working to strict deadlines

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

Teaching and Learning Methods

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

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

submitted work.

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

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

Assessment Strategy

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

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

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

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

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

12 Programme Curriculum, Structure and Features

Basic structure of the programme

All students take the following compulsory modules

Title	Code	Year	Semester	Credit
Issues and Ideas	ICS8001	1	1	20
Management	ICS8002	1	1	20
Communication & Interpretation	ICS8003	1	1	20
Museum, Gallery & Heritage Placement	ICS8015	1	1&2	20
Dissertation	ICS8099	1	2&3	60
Heritage Work-Based Placement	ICS8018	2	1&2	80

In addition, all students shall take either Option A or Option B:

Title	Code	Year	Semester	Credit
Option A				
Heritage Management 1	ICS8024	1	2	20
Heritage Management 2	ICS8025	1	2	20

Option B				
Heritage Education and Interpretation 1	ICS8035	1	2	20
Heritage Education and Interpretation 2	ICS8036	1	2	20

The Master's of Practice consist of six 20-credit modules, one 60-credit module, and 80-credits of work-based placement for a programme total of 260 credits.

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

In Semester 1, students take three, 20 credit, compulsory module; these compulsory modules draw on theoretical and practical examples from across the whole of the heritage/museum/art museum and gallery 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

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

Study Visits These provide students with an insight into the workings of many different types of heritage sites, galleries, and museums and different management structures. They provide students with the opportunity to be right up-to-date with developments that are taking place in the heritage/museum/art museum and gallery/ 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 their programme. Students are also encouraged to visit as many other heritage, museums, and galleries, sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

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

13   Criteria for admission

Entry Qualifications

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

Admissions Policy/Selection Tools

We actively encourage applications from overseas and from those employed in the sector who require CPD support. All overseas students have to satisfy the University's language requirements.

All borderline or unusual applicants are contacted by letter, email, or phone and further information solicited. Where appropriate and possible borderline applicants are invited for interview. All applicants are offered the chance to meet with staff. All applicants are encouraged to obtain as much experience in the sector as possible prior to their arrival. On occasion applicants are encouraged to defer for a year to gain such experience. Open Days have been introduced to provide applicants with the chance to see ICCHS facilities and staff, and for ICCHS staff to meet prospective students.

Non-standard Entry Requirements

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

Additional Requirements

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

Level of English Language Capability

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

14   Support for Student Learning

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

Welcome Week

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

Study Skills Support

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

both group and individual projects.

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

Academic Support

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

Pastoral Support

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

Support for Students with Disabilities

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

Learning Resources

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

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

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

Module Reviews

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

Programme Reviews

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

External Examiner Reports

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

Student Evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of

Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for Gaining Student feedback

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

Faculty and University Review Mechanisms

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

16	Regulation of assessment

Pass Mark

The pass mark is 50%

Course Requirements

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

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

Summary description applicable to postgraduate Masters programmes

<50   Fail

50-59   Pass

60-69   Pass with Merit

70 or above   Pass with Distinction

Role of the External Examiner

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

  i.   See and approve assessment papers

  ii. Moderate examination and coursework marking

  iii. Attend the Board of Examiners

  iv. Report to the University on the standards of the programme

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

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure (contact enquiries@ncl.ac.uk)

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

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

Mapping of Intended Learning Outcomes onto Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
ICS8001	Compulsory	1-4	1-4	1	1-6
ICS8002	Compulsory	1-4	1-4	1	1-6
ICS8003	Compulsory	1-4	1-4	1	1-6
ICS8018	Compulsory	1-4	1-4	1-5	1-6
ICS8024	Optional	1-4	1-4	1	1-6
ICS8025	Optional	1-4	1-4	1	1-6
ICS8035	Optional	1-4	1-4	1	1-6
ICS8036	Optional	1-4	1-4	1	1-6
ICS8099	Compulsory	1-4	1-4	1-2	1-6