

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Masters of Arts
4	<b>Programme Title</b>	Arts, Business & Creativity
5	<b>Programme Code</b>	4093F
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	Business & Management
8	<b>FHEQ Level</b>	7
9	<b>Last updated</b>	Revised March 2014, Revised June 2014

### 10 Programme Aims

- 1 To provide students with the opportunity to acquire the skills and knowledge required for a sophisticated understanding of the practices and processes of entrepreneurship in the Creative Industries in the context of a social and cultural analysis of business and entrepreneurship at a national level and to broaden and consolidate students' understanding of the complex, pervasive and increasingly international Creative Industries.
- 2 To enhance the entrepreneurial skills and employability of students by providing them with the opportunity to acquire a) the methodological, theoretical and conceptual tools required to engage in a comprehensive analysis of the Creative Industries and their individual, varied and very different business policies and practices; b) skills associated with the start up, maintenance, development and growth of businesses in the Creative Industries.
- 3 To enhance the academic skills of practitioners in the Creative Industries at postgraduate level by providing them with the opportunity to engage in serious academic study through this Masters programme, to a) consolidate their understanding of the social, cultural, economic and political contexts in which their products and services are provided, to b) consolidate their understanding of theoretical aspects of Creative Industries
- 4 To maximise the recruitment potential of the Faculty and the School and take advantage of its existing teaching and research strengths and resources. It is therefore intended that the Programme will make use of modules already validated on the ICE, EBIS, and IBM Masters programmes from within the Business School. Similarly, the Programme will use a variety of existing modules from ECLS and Arts and Cultures.
- 5 To maximise the potential for interdisciplinary collaboration within the Faculty, by creating productive teaching and research links between Schools and provide students from all backgrounds with a Masters' programme that enhances their entrepreneurial skills and future employability within the Creative Industries
- 6 To enhance the University's national and international reputation for its postgraduate training and research in an interdisciplinary context in the Creative Industries provide the HASS Faculty and its Schools with a context for dynamic entrepreneurial links with both regional and national Creative Industries.
- 7 To contribute to the economic development of the North East of England through the development of business skills for those already practising in the Creative Industries in the region and to produce postgraduates who are well equipped for employment in Creative Industries
- 8 To increase the number of regionally based spin-out companies and start up companies in the Creative Industries

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| 9  | To prepare students for further study at PhD level by providing them with methodological rigour and the resources needed for independent study. |
| 10 | To provide a programme with learning outcomes that corresponds to those defined by the FHEQ as being at Masters Level.                          |

## **11 Learning Outcomes**

The programme provides students with opportunities to demonstrate disciplinary competency by developing the key principles and theories in their subject area and combines theory with the application of skills required to generate solutions within their discipline.

The programme outcomes are in line with the QAA's benchmark statements for Business & Management which state that Master's degrees in the business and management field are awarded to students who have demonstrated:

- a systematic understanding of relevant knowledge about organisations, their external context and how they are managed
- application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation
- a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field
- an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues
- creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management
- ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations
- conceptual understanding that enables the student to:
- evaluate the rigour and validity of published research and assess its relevance to new situations
- extrapolate from existing research and scholarship to identify new or revised approaches to practice
- ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process
- ability to communicate effectively both orally and in writing, using a range of media
- operate effectively in a variety of team roles and take leadership roles, where appropriate.

And that once they are in professional practice, Master's graduates should be able to:

- consistently apply their knowledge and subject-specific and wider intellectual skills
- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audiences
- be proactive in recognising the need for change and have the ability to manage change
- be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations
- make decisions in complex and unpredictable situations
- evaluate and integrate theory and practice in a wide range of situations
- be self-directed and able to act autonomously in planning and implementing projects at professional levels
- take responsibility for continuing to develop their own knowledge and skills

<b>Knowledge and Understanding</b>
<p>On completing the programme students should:</p> <ul style="list-style-type: none"> <li>A1 Be able to demonstrate relevant knowledge and understanding of organisations within the creative industries, and how they are managed, and relate this to the broader field of business and management;</li> <li>A2 Be able to demonstrate a deep theoretical and applied knowledge and understanding of creative industries and be able to place those industries within a wider, evolving, organisational and contextual framework;</li> <li>A3 Be able to apply models and frameworks from business and management literatures to support profitable, sustainable and growing development amongst various sectors within the Creative Industries</li> <li>A4 Be able to demonstrate a critical awareness of current strategic imperatives for the Creative Industries, and particular sectors within the Creative Industries, including policy matters, which is informed by leading edge research and practice in this field;</li> <li>A5 Be able to demonstrate an awareness of the ethical responsibilities that commercial and subsidised businesses in the Creative Industries have towards their stakeholders and make recommendations for appropriate courses of action.</li> </ul>
<b>Teaching and Learning Methods</b>
<p>The teaching strategy is designed to develop independent learners and to challenge all students. Students will be provided with teaching and learning strategies that promote a sophisticated understanding of cross-cultural and trans-national issues and contexts in the Creative Industries through comparative analysis and global contextualisation of the subject matter. A combination of lectures, guest speakers, interactive seminars, workshops and small group tutorials is offered to enable students to acquire the required knowledge and understanding of the Creative Industries.. Students will be encouraged to utilise any current and prior experiences of working in the creative sector. Students will develop skills in defining and formulating research issues; skills in methodology, data collection, analysis, bibliographic work, and competence in the critical use of sources through seminars, independent reading and hands-on experience through project work and research for the dissertation. Students will acquire knowledge of ethical issues and professional codes of practice through group work, presentations, case studies and independent reading. Group work and project work with external organisations will enable peer interaction and lead students to reflect on their own practice and that of others, and to modify business practice within the Creative Industries as a result.</p>
<b>Assessment Strategy</b>
<p>A full range of formative and summative assessment methods will be used throughout the programme. These will include group and individual oral presentations, case-study projects, written essay assignments, tests and examinations, professional development plans, methodological critiques of selected research studies, practice-based reports. These will reflect the aims and objectives of the programme and the postgraduate level of the degree.</p>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <ul style="list-style-type: none"> <li>B1 Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately;</li> </ul>

- B2 Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions;
- B3 Conduct research into business and management issues including those specific to the creative industries through research design, data collection, analysis, synthesis and reporting;
- B4 Use information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge;
- B5 Demonstrate numeracy and quantitative skills including the development and use of relevant business models.

#### **Teaching and Learning Methods**

Across the programme students will be encouraged to adopt a critical approach to the issues they face. The programme includes a large practical element to enable students to acquire the skills necessary to resolve complex problems. Project based work with external organisations will, in particular, encourage students to generate and evaluate a range of options to solve complex problems. Specific research methods teaching and learning and dissertation supervision will provide students with the ability to acquire research skills.

#### **Assessment Strategy**

Intellectual skills will be assessed by the dissertation, in written essays (exam and course-based), oral presentations and professional and practical projects.

#### **Practical Skills**

Students on this programme will develop and demonstrate:

- C1 The ability to define and formulate effective business plans suitable for a variety of Creative Industries;
- C2 The ability to define and formulate effective marketing and promotional plans suitable for a variety of Creative Industries;
- C3 The capacity to develop and apply advanced professional and business skills in the context of commercial creative work;
- C4 Practical skills needed for producing a wide range of business planning documentation;
- C5 Bibliographic skills needed to identify and retrieve relevant material, including books, journal articles, conference proceedings, statistical data, government and other public reports including resources available online and on the web;
- C6 A sophisticated use of methods of evaluating a range of sources, texts and practices using theoretical frameworks that pertain to business and the creative industries;
- C7 A capacity to reflect critically on the key theoretical, subject-specific and practical concerns of the creative industries.

<b>Teaching and Learning Methods</b>
The teaching strategy is to provide subject specific and professional skills through a range of specialist, highly practical modules. Students will also be given support and guidance by their module leaders on both Compulsory and Elective Modules. Each student will be allocated a personal dissertation supervisor who will discuss all aspects of research in the production of the dissertation, on an individual and group basis. Students will work in groups and will present their work in oral and written form. They will learn through participation in seminars and lectures, and through the preparation of oral presentations, dissertation and project work with external partners.
<b>Assessment Strategy</b>
These will be assessed through oral presentations, professional and practical reports, written assignments and the dissertation
<b>Transferable/Key Skills</b>
<p>Students on this programme will develop and demonstrate:</p> <ul style="list-style-type: none"> <li>D1 Effective two-way communication: listening and effective oral and written communication of complex ideas and arguments to specialist and non-specialist audiences, using a variety of media, including business reports;</li> <li>D2 The capacity to manage research effectively, including planning, implementing and producing reports, assignments, and related projects on time;</li> <li>D3 High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and situations and the ability to engage in lifelong learning through reflection on practice and experience;</li> <li>D4 Effective performance within team/group environments, in both an academic and professional context, and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others;</li> <li>D5 Ability to recognise and address ethical dilemma and corporate social responsibility issues, applying ethical and organisational values to situations and choices.</li> <li>D6 Numeracy by applying appropriate computational techniques to solve numerical problems in a business context.</li> </ul>
<b>Teaching and Learning Methods</b>
The teaching and learning strategy includes a range of written assessment including essays, reports, written tests, projects, and other practical work and seminars/workshops in which students are required to make group and individual presentations. There are a range of group tasks providing opportunities for the students to co-operate, develop ideas, improve problem-solving capacity, reflect on the practice of others and work to deadlines. Critical self-awareness and reflection on practice is encouraged in seminar work. The dissertation provides specific opportunities for skills development through the construction of a research plan, through synthesising knowledge and by participating in dissertation workshops with supervisors.
<b>Assessment Strategy</b>
The key transferable skills will be assessed as much as is possible through oral presentations, production of personal (and business) development plans, practice-based reports, tests, written assignments throughout the programme and through the dissertation process.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

The MA Business of Creativity combines theoretical, research-based and vocational elements to provide students with advanced proficiency in academic research and scholarship combined with professional skills. The programme comprises 120 credits of taught modules and a 60 credit dissertation.

All students will be required to take the following compulsory modules (NB Part-time students must agree a programme for their first year of registration with the Degree Programme Director).

#### **Compulsory Modules: (totalling 180 credits)**

Code & Title	No.of credits	Semester
ICS8028 Arts as Enterprise - Freelancing in Arts and Culture 1	20	1
ICS8029 Arts as Enterprise -Freelancing in Arts and Culture 2	20	2
NBS8033 Business Enterprise for PG Students	20	1&2
NBS8035 Understanding and Managing Creativity	20	1
NBS8062 Research Methods (ICE/ABC/EBis)	20	1&2
NBS8241Arts, Business, Creativity Extended Project Dissertation	60	3
NBS8601Understanding and Managing Creative Enterprises	20	1&2

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

This programme aims to equip graduates from creative disciplines with the skills not only to start a business, but to build it into a commercially successful enterprise. This programme will provide explicit entrepreneurship education that is tailored to the creative industries. The programme has been developed in conjunction with practitioners in the creative industries. This close collaboration will continue and should provide opportunities for students to engage in practical projects with creative businesses and allow the creative industries to inform ongoing curriculum development.

### Programme regulations (link to on-line version)

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

## 13 Criteria for admission

#### *Entry qualifications*

(a) Candidates should normally hold an upper second class or above degree in any subject which provides the basis for their involvement in the Creative Industries. These will include 'creative' degree programmes such as media, management, fine art, music, creative writing, but will also extend to broader subjects dependent upon the nature of the individual's interest.

(b) Candidates should have practical experience of the Creative Industries (either in full or part-time employment or, for example, having acted as a volunteer within a cultural or creative agency) and a genuine interest in the role of the Creative Industries within contemporary society.

#### *Admissions policy/selection tools*

Application form in most cases

#### *Non-standard Entry Requirements*

Special cases will be considered individually by the Degree Programme Director, for example an applicant with a relevant professional qualification and experience in the creative industries may be considered even though they are not a graduate of this or another approved University or degree-awarding body. All candidates with non-standard entry qualifications will

be referred for approval to the Dean of Postgraduate Studies.

*Additional Requirements*

None

*Level of English Language capability*

Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-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/>

*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.

*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 Development Centre (further information is available from the Robinson Library).

*Academic and Pastoral support*

Each undergraduate and taught postgraduate student will be assigned a personal tutor.\* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

\*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

#### *Learning resources*

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

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

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

#### *Module reviews*

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

#### *Programme reviews*

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

#### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience 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*

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

#### *Accreditation reports*

None

#### *Additional mechanisms*

None.

## 16 Regulation of assessment

### *Pass mark*

The pass mark is 50% (Postgraduate Programmes)

### *Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

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 the University 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 relating to the programme is provided in:

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

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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

The Degree Programme Handbook

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

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
ICS8028	Compulsory	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 7	3, 4
ICS8029	Compulsory	1, 2, 3, 4, 5	1, 2, 5	1, 2, 3, 4, 7	3, 4
NBS8033	Compulsory	1, 2, 5	2, 4, 5	1, 2, 3	1, 2, 3, 4, 6
NBS8035	Compulsory	1, 2, 3, 4, 5	1, 2, 4	5, 6, 7	1, 2, 3, 4, 5
NBS8062	Compulsory	5	3, 4	5, 6, 7	2, 5, 6
NBS8241	Compulsory	1, 2, 3, 4	1, 2, 3, 4	5, 6, 7	1, 2, 3
NBS8601	Compulsory	1, 2, 3, 4, 5	1, 2, 3, 4	3, 6, 7	1, 2, 4, 5