

PROGRAMME SPECIFICATION	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate (Direct), Postgraduate Certificate (Practice), Postgraduate Diploma (Direct) Master of Arts
4	Programme Title	Heritage Management and Tourism
5	UCAS/Programme Code	3052 Postgraduate Certificate (Direct), 3054 Postgraduate Certificate (Practice), 3443 Postgraduate Diploma (Direct) 4136 Master of Arts
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	Feb 2012
10	Programme Aims	<ol style="list-style-type: none"> 1 To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the heritage/museums/galleries sectors, with a specific emphasis on heritage management and tourism; 2 To provide a curriculum that is responsive to the professional requirements and skills needed for heritage management and tourism internationally and nationally; 3 To enable students to develop their capacity to learn in preparation for, or as part, of continuing professional development (CPD), lifelong learning and vocational qualifications; 4 To provide access to Higher Education and appropriate learning and training opportunities, in relation to Aims 1-3 above, through offering modules that can be completed individually and used as 'building blocks' through the <i>Credit Accumulation and Transfer Scheme</i> (CATS) regulations towards obtaining qualifications, as in Aim 5; 5 To provide access to Higher Education and appropriate professional qualifications to students from diverse geographical, social and cultural backgrounds including those with disabilities; 6 To provide students with the opportunity to gain the knowledge and skills required to work in an organisation, agency, institution, or a freelance consultancy environment thereby increasing their employability within the inter-related heritage, museum, art gallery and/or heritage tourism sectors on graduation; 7 To enable students to undertake discreet pieces of independent research and production of professional documentation at postgraduate level through various activities and assignments;

- 8 To ensure that the modules meet the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications;
- 9 To ensure that the modules conform to University policies and to QAA codes of practice (including work projects and placements); and,
- 10 To enable students (who go on to register to undertake the MA dissertation) to complete a sustained piece of independent and original research at postgraduate level through the production of a research dissertation, which, where appropriate, can be focused on a topic that will promote a global experience.

11 Learning Outcomes

The modules and programmes provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas of heritage management and tourism, with a focus on heritage organisations/agencies, museums and art galleries.

Knowledge and Understanding

On completing the programme of modules the average student should:

- A1 Be aware of and understand the various forms that heritage management and tourism can take;
- A2 Have an understanding of the historical development of heritage management and tourism in different geographical contexts;
- A3 Have an understanding of current issues and ideas facing the heritage, museum and art gallery sector in relation to heritage tourism;
- A4 Know and understand the theories, approaches and tools that relate to the management of organisations, agencies, institutions and freelance work in heritage tourism;
- A5 Know and understand the theories, approaches, vehicles and media related to communication, interpretation and education with regards to tourism in the heritage, museum and art gallery sector;
- A6 Know and understand International conventions, national legislation, along with associated regulations, policy, and advocacy;
- A7 Demonstrate an understanding of the key philosophical principles, theories and conceptual approaches of heritage management for tourism, and, heritage tourism management;
- A8 Recognise key practices and processes relating to heritage management for tourism, and, heritage tourism management;
- A9 Possess the detailed knowledge and understanding required to produce a range of different professional and research documents and outcomes;
- A10 Possess the detailed knowledge and understanding, required by those students who go on to register for the *Work-related Project* module (ICS8041), within the Postgraduate Certificate (Practice), Postgraduate Diploma or MA, to undertake a planned and practical work-related project; and,
- A11 Possess the detailed knowledge and skills, required by those students who go on to complete the *MA Dissertation* module (ICS8042), to carry out a sustained piece of independent research on a focused topic.

Teaching and Learning Methods

A1-9 of the knowledge and understanding learning outcomes will be achieved through the online guided independent study opportunities via the 'taught' modules, each with eight units divided into five sessions. These sessions will include students: working through e-learning material and activities; undertaking local fieldwork and/or 'virtual' study-visits (directed by online e-learning instructions); relating what they learn through the online e-learning sessions, along with relevant examples and case studies, to the contexts within their own countries and making international comparisons; engaging with other students from different countries and the academic staff members through student-led online discussion groups thereby enhancing their global experience; through smaller online assessment activities; and, a larger piece of written academic or professional work. The online e-learning materials have been developed by academic staff members and people with professional and practitioner experience in the sector and from different parts of the world to introduce students to the knowledge needed in the overall sector, both internationally and in their own countries. The associated online activities, case studies, fieldwork and virtual study visits have been prepared to help students to engage with the information and knowledge presented in a critically reflective manner in order to help the students develop deeper understanding at a postgraduate level. The module case studies and study visits (real and 'virtual') will ensure students relate theoretical knowledge to specific examples, with the latter relating to knowledge and understanding of the specific situations in their home countries, whilst allowing them to make international comparisons.

A10 will be achieved by Postgraduate Certificate in Practice, Postgraduate Diploma and MA students completing four online e-learning sessions with materials and activities, followed by the submission of a plan that has been discussed with the Module Leaders and employer for a work-related project and then seven weeks of work on a work-related project linked to an organisation, agency, institution, or a freelance consultancy environment within a heritage, museum, art gallery or tourism environment. Students may be able to plan a project that can be undertaken independently in another country, but this will have to be carefully thought through and negotiated with the Module Leaders.

A11 will be achieved by MA students undertaking a supervised research project leading to the production of a dissertation that reveals appropriate knowledge and understanding. Students will already have in-depth knowledge of specialised topics provided by the five 'taught' compulsory modules and the work-related project compulsory module. Students will be provided with guidance and support through a maximum of six online dissertation supervision sessions of up to an hour each, using appropriate online platforms. The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of heritage management and tourism and its relationship to theoretical aspects of the profession and relevant disciplines. Where appropriate, students may decide to undertake their dissertation research in a country other than their home countries. This will allow them to develop some global experience. This will be encouraged where feasible and possible.

Assessment Strategy

The online module assignments and the larger module assignments will be designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations and to reflect the kind of work that they will have to do in the workplace (e.g. writing academic essays, reports, policy documents, management briefings, implementation plans, etc.) (**A1-8**). Further, these will encourage students to develop both detailed knowledge of specialised areas, and an integrated view of problems and issues in the discipline.

The work-related project assessments (**A9**), consists of 3 parts. In Part 1, a Project Plan, each student will first discuss possible projects with employers and the Module Leaders. Students will then prepare and submit a Project Plan before they will be able to start their projects. In Part 2, the Reflective Logs, students will be required to select four learning experiences that were part of their seven-week project work and consider them in reflective detail, by filling in four Reflective Log Sheets (a pro-forma provided in the Work-related Project Workbook). Assessment of the Reflective Logs is based on a student's ability to demonstrate a thoughtful analysis of the situations described and show evidence of critical self-reflection.

The pro-forma asks the students to suggest subsequent actions to address issues raised in their reflections on the learning experiences. Assessment is based on the realism and achievability of the actions in the context of the project. In the final Part 3, the completion and submission of a project Report, the students will be assessed in relation to the work-related project. The student is asked to provide a critically reflective report that evaluates his/her project in relation to the original proposal and the actual realisation of the project. It will be based on the student's ability to demonstrate a thoughtful consideration and evaluation of the project with reference to the original proposal and the context in which it was undertaken. If appropriate the report will show a critical understanding of the broader context in which the project was developed and how that impinged on the realisation of the project.

The dissertation provides an extended opportunity for MA students to reveal their in-depth knowledge and understanding of one particular facet of heritage management and tourism related to an organisation, agency, institution of small-scale freelance consultancy operation in a heritage, museum, art gallery or heritage tourism environment **(A10)**.

Intellectual Skills

On completing the programme of modules the average student should:

- B1 Possess a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, cutting-edge Heritage Management and Tourism research and practice;
- B2 Synthesise and critically reflect on different theories, concepts, arguments and sources of evidence using appropriate intellectual approaches and frameworks;
- B3 Demonstrate a high-level of decision-making ability in complex and unpredictable situations;
- B4 Conduct independent learning and show the ability to use intellectual skills in problem-solving and making sound judgements at an advanced level;
- B5 Demonstrate originality and maturity in the application of knowledge and concepts; and
- B6 Possess the detailed intellectual ability and skills required by those students who go on to complete the MA *Dissertation* module (ICS8042) to carry out a sustained piece of independent research on a focused topic, particularly in relation to identifying appropriate information through: literature reviews; data collection through fieldwork; analysis; and, communication of the results.

Teaching and Learning Methods

B1–6 of the intellectual skills learning outcomes will be achieved through the online guided independent study opportunities via the 'taught' modules, each with eight units divided into five sessions. These sessions will include students: working through e-learning material and activities; undertaking local fieldwork and/or 'virtual' study-visits (directed with online e-learning instructions); relating what they learn through the online e-learning sessions, along with relevant examples and case studies, to the contexts within their own countries; engaging with other students and the academic staff members through student-led online discussion groups; through smaller online assessment activities; and, a larger piece of written academic or professional work. The online e-learning materials and activities have been designed in a way to stimulate students and provide them with opportunities to develop and use intellectual skills when critically engaging with the information and knowledge presented.

Students will be encouraged to develop the intellectual frameworks needed to understand and be aware of current problems and/or new insights informed by cutting-edge Heritage Management and Tourism research and practice. The materials and activities, especially along with the fieldwork and study visits, will encourage students to synthesise and critically reflect on different theories, concepts, arguments and sources of evidence, especially in relation to their own countries. Throughout their online studies, students will be presented with opportunities to develop their own informed opinions and will be given the chance to share and test these through online student-led discussions with academic staff members and other students from different parts of the world. Although all the 'taught' modules will help students to achieve **B3-B5**, the *Work-related Project* module (ICS8041) undertaken by the Postgraduate Certificate in Practice, Postgraduate Diploma or MA students will particularly help students to demonstrate: a high-level of decision-making ability in complex and unpredictable situations; the ability to problem-solve and to make sound judgements at an advanced level; and, originality and maturity in the application of knowledge and concepts.

B6 will be achieved by MA students undertaking a supervised research project leading to the production of a *Dissertation* (ICS8042) that reveals the development of an appropriate intellectual framework. In preparing the research dissertation proposal, undertaking the research project itself and through the online supervision provided, students will further develop the intellectual framework and intellectual skills needed to design the research project and to collect and analyse the data required to construct and present a valid argument that achieves the research aims and objectives of the research project and answers the research question.

Assessment Strategy

The online and written module assignments enable students to develop their data gathering, evaluation, analytical, decision-making, problem-solving and evidence interpretation skills set within the wider academic framework of the programmes (**B1– 6**). All assignments, including the work-related project report and the dissertation, require students to explain the intellectual reasoning behind their work and to link it to the theory relating to any given practice (e.g. academic essays, professional reports, policy development and critically-reflective pieces).

Practical Skills

On completing the programme of modules the average student should:

- C1 Demonstrate an ability to deal with complex Heritage Management and Tourism issues and problems in terms of the theoretical and conceptual debates currently at the forefront of academic work in Heritage Management and Tourism and an ability to make sound judgements;
- C2 Master the methods and skills required to collect, analyse and interpret data relevant to research in Heritage Management and Tourism and be able to demonstrate self-direction and originality in tackling and solving problems;
- C3 Master practical approaches, tools and skills that can be used for professional work practice in Heritage Management and Tourism, e.g. those used in project management, or those employed in the effective production of communication and interpretation vehicles and material, through to those used in evaluation of media and visitor/user experiences, thereby increasing their employability;
- C4 Master a variety of skills according to their individual needs, e.g., use of IT skills to assist data collection, handling and analysis, etc.; and
- C5 Develop an in-depth understanding of the skills needed to successfully undertake a substantial dissertation research project and communicate the findings and analysis.

Teaching and Learning Methods

C1–4 of the practical skills outcomes will be achieved through the online guided independent study opportunities via the ‘taught’ modules, each with eight units divided into five sessions. These sessions will include students: working through e-learning material and activities; undertaking local fieldwork and/or ‘virtual’ study-visits (directed by online e-learning instructions); relating what they learn through the online e-learning sessions, along with relevant examples and case studies, to the contexts within their own countries; engaging with other students and the academic staff members through student-led online discussion groups; through smaller online assessment activities; and, a larger piece of written academic or professional work. The online e-learning materials have been developed by academic staff members and people with professional and practitioner experience in the sector to introduce students to the practical skills of use in the overall sector.

In all of the above, students will be expected to balance theory and practice and see how the one informs the other in a continuing cycle of professional development, based on critical reflection. In each of the taught modules (see Module Outline Forms) students will be expected to achieve a number of specific practical skills related to the aims of that module. These will be particularly achieved through the online activities, the four online shorter assignments and the one larger piece of assessment linked to each module. In all the learning, students will be expected to consider the relationships between theory and practice with regard to the examples, case studies presented, as well as in relation to the fieldwork and study visits (including the virtual visits) undertaken in their own countries.

There will be very clear opportunities for Postgraduate Certificate in Practice, Postgraduate Diploma and MA students to achieve **C1-4** when they undertake the *Work-related Project* module (ICS8041). These students will need to understand and be able to employ the practical approaches, tools and skills within the particular contexts of their projects. This more practical module will help students to draw the theories and practices from the other modules together in a vocational way to help enhance their employability.

C5 of the practical skills learning outcomes will be achieved as MA students are prepared to begin the research project and writing up through the 2 online introductory Units of the *Dissertation* module (ICS8042), with 5 learning sessions in each (10 sessions in total). These ten online e-learning sessions will focus on students developing the skills needed in relation to: 1) finding an appropriate research topic and preparing a research proposal; 2) undertaking a literature review; 3) setting a research question and research aims and objectives; 4) selecting appropriate research methods; 5) understanding qualitative research; 6) understanding quantitative research methods; 7) structuring a research dissertation; 8) research project planning; and, 9) academic and dissertation writing. In the 10th session, the student will be required to prepare and submit the research proposal. In addition, each student will have up to six online meetings with his/her allocated supervisor using appropriate and negotiated platforms. There will also be opportunities for students to engage in student-led, but academic staff supervised, online discussions so that students can share with others about the progress that they are making and to allow for some collaborative learning and peer feedback.

Assessment Strategy

All modules require independent research and practical work to be carried out by the students, which is assessed through a variety of means (short online practical exercises, academic essays, report writing, policy development and self-reflective activities). In all these forms of activities and assessment, the skills listed in **C1–5** will all be tested to some degree in both formative and summative ways, culminating for MA students in the assessment of the dissertation, in which all of the practical research skills will be expected to be displayed with some degree of mastery.

In addition, students are encouraged to reflect on their own (voluntary or otherwise) experience in the sector and on case studies provided when responding to online activities, online assignments and the larger piece of written work. In addition, Postgraduate Certificate in Practice, Postgraduate Diploma and MA students will have a major opportunity to acquire subject-specific and professional skills through the work-related project and its assignments. Finally, **C5** is specifically assessed through the preparation of a dissertation research project and the presentation of the dissertation piece.

The progression from assignments completed or written for the specific 'taught' modules and the work-related project to the dissertation will provide an element of formative assessment on the development of the practical skills, primarily through the staff, and to some extent the peer, feedback processes.

Transferable/Key Skills

On completing the programme of modules the average student should:

- D1 Express themselves effectively through appropriate communication streams and in a variety of written styles – for example academic essays, report writing and online discussions;
- D2 Conduct independent learning and research;
- D3 Communicate effectively with others when working in online groups;
- D4 Manage time and prioritise tasks by working to strict deadlines; and
- D5 Use IT; e.g. web and internet, word-processing, and spreadsheets.

Teaching and Learning Methods

D1-D5 of the learning outcomes will be achieved through the online guided independent study opportunities via the 'taught' modules, each with eight units divided into five sessions. These sessions will include students: working through e-learning material and activities; undertaking local fieldwork and/or 'virtual' study-visits (directed with online e-learning instructions); relating what they learn through the online e-learning sessions, along with relevant examples and case studies, to the contexts within their own countries; through smaller online assessment activities; and, a larger piece of written academic or professional work. In particular, in the online activities, online assignments and written assessments, students will practise and develop their abilities to express themselves effectively through appropriate communication streams and in a variety of written styles for example: academic essays, professional reports, news releases, management briefings, policy documents and implementation plans (**D1**). In relation to (**D3**), students will achieve this through engaging with other students and academic staff members through student-led online discussion groups. (**D3**) will also be achieved by the Postgraduate Certificate in Practice, Postgraduate Diploma and MA students, through the work-related project and the assignments of the *Work-related Project* module (ICS8041).

During the two-week introductory units, that all students are required to undertake prior to registering for a module, students will be introduced to all the transferable and key skills needed to achieve (**D1-D5**). These will be developed further during the modules and subsequently practised through the assignments and assessments. The overall structure of the modules, along with the delivery via e-learning, will require students to achieve (**D4**), as they will need to manage their time carefully and work to deadlines.

Assessment Strategy

D1-5 are assessed through all submitted work, and particularly the dissertation, which requires the students to have developed research 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, policy documents, project proposals, critically reflective pieces and implementation plans.

Interpersonal communication is assessed formatively throughout the programme during the online student-led discussions and through the work-related project module. There is also the opportunity through the Reflective Logs for students to consider how they relate to and work with others. Team-working could be self-assessed formatively here through the project, but there is no summative assessment of teamworking.

A significant level of computer and online literacy (**D5**) is formatively self-assessed as students work through all the e-learning based materials, activities and assessments. Students will be introduced to a range of different digital media programmes and will need to learn how to make appropriate use of suitable social networking platforms under the direction of the Programme and Module Leaders.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

Students will be able to take the following CATS modules towards a suite of postgraduate programmes.

	Stand Alone CATS	PG Cert Heritage Management & Tourism	PG Cert Heritage Management & Tourism (Practice)	PG Dip in Heritage Management & Tourism	MA in Heritage Management & Tourism	Proposed/Suggested Wks (*1)	Recommended Stage (*2)
Module Title							
Introduction:	✓	✓	✓	✓	✓	1-2	Year 1
Issues & Ideas ICS8038 (20 Credits)	✓-	✓*	n/a	✓	✓	3-12 Plus 2 Weeks for Assessment	1
Management ICS8039 (20 Credits)	✓-	✓*	n/a	✓	✓	16-23 Plus 2 Weeks for Assessment	1
Communication & Interpretation ICS8040 (20 Credits)	✓-	✓*	n/a	✓	✓	28-35 Plus 2 Weeks for Assessment	1
Heritage Management for Tourism ICS8043 (20 Credits)	✓-	✓	✓	✓	✓	40-47 Plus 2 Weeks for Assessment	1
Heritage Tourism Management ICS8044 (20 Credits)	✓-	✓	✓	✓	✓	1-8 Plus 2 Weeks for Assessment	Year 2
Work Project ICS8041 (20 Credits)	✓-	n/a	✓	✓	✓	12-19 Plus 2 Weeks for Assessment	2
Dissertation ICS8042 (60 Credits)	n/a	n/a	n/a	n/a	✓	22-52	2
<p>✓- = Modules that can be taken as Stand Alone CATS credits towards one of the programmes ✓* = Students would pick one of these modules as part of the Postgraduate Certificate in Heritage Management and Tourism programme ✓ = Compulsory modules towards a recognised programme *1 = Proposed/Suggested weeks for taking the modules towards the Postgraduate Diploma or MA degree *2 = Recommended Stage in terms of Years 1 and 2</p>							

Postgraduate Certificate students must complete three 20-credit modules for 60 total credits. Students wishing to complete the Postgraduate Certificate in Heritage Management and Tourism, should select and successfully complete one of the above 20-credit options modules (ICS8038, ICS8039, ICS8040) marked with a red tick and asterisk (✓*), followed by the two compulsory modules of ICS8043 and ICS8044. Students wishing to complete the Postgraduate Certificate in Heritage Management and Tourism (Practice) must successfully complete the modules ICS8043, ICS8044 and ICS8041. Postgraduate Diploma students need to complete the six for 120 total credits, while Master of Arts students must complete the six 20-credit compulsory modules and the additional 60-credit dissertation module for 180 total credits.

'Taught' online modules – All students receive an online module handbook before the start of each module, which contain full details of the Guided Independent Study methods and assessed work, including assignment information. These handbooks also contain a list of aims and learning outcomes for the module. They end with a list of reading resources available either as text books, e-journal articles or online reading material purchased for the module. These reading lists will be followed by a list of suggested further reading that the student will have to resource for themselves. Extra support material and activities are provided through the computer-based 'managed learning environment' Blackboard.

Work-related Project – Postgraduate Diploma and MA students complete a bespoke eight-week work-based project module (ICS8041), giving them an opportunity to put into practice much of the theory that they have learnt and skills developed during the other modules. Students already working in an organisation, agency or institution in the heritage tourism sector may complete a work-based project in their place of work. Students who are not employed in the heritage tourism sector will be assisted in finding a host venue, or host mentor, for a work-based project or placement. The work-related project will provide students with the experience of working within a heritage, museum, art gallery, tourism or appropriate freelance environment and a greater understanding of how various organisations, agencies, institutions, sites, heritage practitioners or heritage and tourism freelance consultants work. Students may be able to undertake this project in a country away from their home countries. However, this will depend on the project plans that they devise with and decide upon with the Module Leaders.

The Dissertation – MA students complete their dissertation (ICS8042) module after the five 'taught' and work-related project 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, museum, or art museum/gallery, and should be original and address a genuine need or problem. Students are encouraged to think about potential topics as early as possible and discuss topics in detail with the module leaders. Students will be encouraged, where appropriate and possible, to consider undertaking research in other countries. A student may decide to focus on a research topic in another country, or may use the context of another country as a comparison for the situation in his/her own country. Where students decide to enhance their global experience through undertaking full, or partial research, they will have to consider how they will fund this experience. Once a topic has been agreed students produce a compulsory, non-credit bearing, formative assessment research proposal of no more than 500 words. This short paper details a student's research question, research aims and objectives and the methods that he/she will employ to achieve them. The Master of Arts 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)

Access to a flexible suite of learning and training opportunities – To ensure that the vocational and CPD modules and programmes are easily accessible to appropriately qualified applicants, they have been developed using online e-learning materials and activities so that students can plan their studies into other work and life commitments and ‘pace’ themselves and their learning accordingly. Using the Credit Accumulation and Transfer Scheme (CATS) regulations, students will be able to register for individual modules and once each has been successfully completed ‘bank’ them as credits and use them as ‘building blocks’ towards a qualification.

Learning and training opportunities that are aimed to enhance employability – To ensure that the vocational and CPD modules and programmes will enhance student employability, they have been developed in a way that brings together the key knowledge, intellectual skills and frameworks that are needed for people working in the tourism, heritage, museum and gallery sector.

Structure of materials to present information, activities, fieldtrips (real and virtual), case studies and assignments – To ensure that students will be able to make the most of the learning opportunities for their particular contexts, the material, activities, fieldtrips and assignments have been designed and framed in such a way that they will encourage students to engage with the situations in their home countries and make comparisons with those in other countries. This will ensure that the learning is both relevant to each student at home, while allowing for a global perspective.

The Work-related Project – To ensure that students have the opportunities to develop a project that will help them to place all the knowledge and skills, acquired through prior experience and through the learning opportunities in the modules, in a way that the knowledge and skills can be tested and used in real-life situations. This project in particular will allow for personal development that will enhance employability. Depending on the individual plan that a student proposes, this project may also allow a student to obtain some global experience. **Opportunity for obtaining a global experience** – To ensure students have access to a global experience, the module activities will encourage students to make comparisons between their home and other countries. Those students, who go on to undertake the MA Dissertation module, will have the opportunity to consider how to use this aspect of the programme to enhance their global experience.

Programme regulations (link to on-line versions)

<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/museums/galleries sector, or in tourism associated work, are equally encouraged to apply.

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 the heritage/museum/art gallery and tourism sector. Where this occurs, concessions for the recognition of prior experience are sought through the Faculty Dean of Post-Graduate Studies.

Admissions Policy/Selection Tools

Applications are actively encouraged from people overseas and from those employed in the heritage/museum/art gallery sector, or in tourism, who require CPD provision. 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 in-country or online interview. All applicants are encouraged to obtain as much experience in the sector as possible prior to registering for the first module. On occasion applicants are encouraged to defer for a year to gain such experience. Online Open Days and e-learning 'taster' sessions will be introduced to enable applicants to see ICCHS staff members, and for ICCHS staff to meet prospective students.

Additional Requirements

Most students applying have acquired some preliminary experience of work in the heritage/museum/art gallery sector organization, usually as volunteers, and this is recommended, though not a prerequisite for acceptance onto any of these modules or programmes.

Level of English Language Capability

Applicants whose first language is not English require IELTS 6.5 with 6.0 in each of the component areas, 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/>

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 Student-Staff 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 Student-Staff Committee.

Student evaluations

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

Additional mechanisms

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. 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 Faculty Teaching, Learning and Student Experience 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 <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 modules and programmes 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
ICS8038	Compulsory	1-3,7,9	1-5	1-4	1-5
ICS8039	Compulsory	1,2,4,7,8,9	1-5	1-4	1-5
ICS8040	Compulsory	1,2,3,5,7,9	1-5	1-4	1-5
ICS8043	Compulsory	1-9	1-5	1-4	1-5
ICS8044	Compulsory	1-9	1-5	1-4	1-5
ICS8041	Compulsory	10	1-5	1-4	1-5
ICS8042	Compulsory for MA	11	1-6	1-5	1-5