Programme Specification
Postgraduate Programmes

Goldsmiths
UNIVERSITY OF LONDON

Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MA Arts Administration and Cultural Policy
Name of Interim Award(s)	N/A
Duration of Study/Period of Registration	one year full-time, two years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100811) Creative Management
QAA Benchmark Group	N/A
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	August 2017
Primary Department/Institute	Institute for Creative & Cultural Entrepreneurship

Departments which will also be involved in teaching part of the programme
Theatre & Performance, Music,

Programme overview

The educational aims of this programme are informed by Goldsmiths' and our partner institutions' declared focus on 'the study of creative, cultural and social processes'. Our collective approach is to develop arts administration as a creative discipline within arts organisations and to take a 'creative' approach to new models of theory and practice.

This degree will be taught in partnership for certain pathways with the Music Department and The Department of Theatre and Performance and with key individuals and representative industry organisations in the cultural sector. [see partners in learning] This programme is designed to allow students to gain the knowledge and skills to operate effectively within the cultural sector in a diversity of roles. These will range from those in administration and management within arts organisations to those within the local, national and international cultural infrastructures. Students will be introduced to the specialist skills of the sector but will also be able to engage with wider cultural debates. They will be able to build on a historical and theoretical understanding of cultural and creative systems (from a number of countries) and organisations to inform innovative practice in areas such as strategic planning, programming, audience development , fundraising, intercultural work, cultural leadership, arts education, copyright, cultural tourism, cultural relations and diplomacy and cultural identity.
All management and policy approaches on the programme start with creative arts and potential audiences.

Programme entry requirements

This Masters Programme is aimed at graduates and those already working within creative and cultural industries. Students should either have an undergraduate degree in the social sciences or humanities: including the creative areas of drama, dance, music, visual arts, film, video or media, or in an area of design as well as economics and cultural studies. It is likely that candidates will have an interest in developing an entrepreneurial approach to their own practice or that of colleagues (as part of a team), or an interest in developing the creative and cultural industries infrastructure of a town/city/region. A 2:1 class honours degree or its equivalent in a relevant discipline (outlined above) is normally required. Non-

Goldsmiths
UNIVERSITY OF LONDON

native speakers of English will have to achieve a score of IELTS (6.5) and will be encouraged while studying to use the resources of the English Language Centre.

Interviews will be undertaken in person or by phone/Skype. Applications will be initially processed by the programme director to check for suitability to the programme and then passed to admissions tutors for the options in appropriate departments for interview. For those candidates where their application indicates a clear interdisciplinary between departments joint or sequential interviews may be required.

CPD: Modules within this Masters Programme can also be taken as Professional Development as 'stand-alone' modules. This can lead on a credit basis to the full Masters degree – progression to the dissertation can be achieved by passing the four main modules.

Aims of the programme

To enable students to build on their existing experience or interest to develop knowledge and skills within arts administration and cultural policy.

To enable students to develop a critical understanding of the cross sector and interdisciplinary nature of both cultural organisations and the infrastructure, both state and commercial that supports them.

To provide the context for students to develop their own thinking related to the sector in an environment where they will receive expert academic and practitioner supervision.

To enable students to both engage with the key issues of the discipline and provide them with a body of work that can be used to develop a career within the sector.

To enable students through a work placement to gain experience of a work environment but also to be able to critically analyse the 'culture of the organisation' and its management practice.

To enable students through group based work, with colleagues from a diversity of cultures/countries to develop an understanding and practice of communication [particularly cross-cultural] and leadership skills.

What you will be expected to achieve

By fully participating in the programme students will have developed knowledge and understanding and will be able to :

Knowledge and Understanding		Taught by the following modules
A1	Have an informed critical understanding on the forms and formation of Cultural Policy in a number of countries - through both primary engagement with, as well as through writings about, cultural policy.	Cultural Policy and Practice Dissertation
A2	Inform and shape their various practices (as administrators, managers, practitioners, policy makers etc.) in response to contemporary and emerging developments in the cultural and creative industry sectors.	Cultural Policy and Practice Dissertation
A3	Understand the complex relationship between theory and practice within the development of cultural policy and its impact on cultural organisations in different cultural contexts.	Cultural Policy and Practice Dissertation
A4	Understand and evaluate contemporary	Management and Professional

	administrative and management practice within arts organisations and their own potential professional practice in relation to them.	Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
A5	Understand the key interdisciplinary and cross sector elements that contribute to creating a physical and economic environment/infrastructure conducive to supporting and developing arts activity and more broadly the creative industries.	Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
A6	Understand the relationship between the Cultural Sector and that of the Creative Industries	Cultural Policy and Practice Dissertation

Cognitive and Thinking Skills		Taught by the following modules
B1	Develop a reflective approach to the development of their administrative and management practice.	Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
B2	Analyse political, economic, social, technological, and legal contexts in relation to developing a cultural policy.	Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
B3	Analyse the inter-relationship and inter-dependence of cultural organisations in the state and/or commercial sectors.	Cultural Policy and Practice Dissertation

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Demonstrate an ability to analyse cultural policy at a micro and macro level.	Cultural Policy and Practice Dissertation
C2	Apply a management structure, principals and planning skills to cultural projects and organisations.	Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
C3	Demonstrate an understanding of different producing models of cultural organisations.	Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
C4	Work effectively as a member of a team and/or as a leader in developing an administrative/management approach to a creative project or organisation.	Management and Professional Practice 1: Work Placement report

Transferable Skills		Taught by the following modules
D1	Employ effective communication skills.	Cultural Policy and Practice Dissertation Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts

Goldsmiths
UNIVERSITY OF LONDON

		Organisations
D2	Create a strategic plan for a cultural organisation.	Management and Professional Practice 2: Business Planning for Arts Organisations
D3	Develop and employ learning strategies for the ongoing acquisition of skills and knowledge.	Cultural Policy and Practice Dissertation Management and Professional Practice 1: Work Placement report Management and Professional Practice 2: Business Planning for Arts Organisations
D4	Summarise arguments of varying degrees of complexity and to present summaries in written form, indicating key issues and priorities for more detailed consideration.	Cultural Policy and Practice Dissertation
D5	Present systematically organised arguments orally to groups, and to defend them in critical discussion.	Cultural Policy and Practice Dissertation Management and Professional Practice 2: Business Planning for Arts Organisations

How you will learn

Methods
Goldsmiths recognises the importance of supporting student learning with high-quality teaching though a variety of mechanisms, lectures, seminars, workshops, group research projects with significant levels of individual tutorial support, particularly for dissertations. A significant amount of the learning will be delivered though group projects and activities this is designed to develop students' individual communication skills and an experience similar to that of the workplace environment as most organisations in the sector work in task based teams.

VLE (Virtual Learning Environment)
This MA has an extensive VLE resource for reference documents and group forum work. Peer learning is encouraged through interaction between VLE resources and group work.

Practitioners
Expertise is provided by departmental staff in all participating departments who are not only dedicated, experienced teachers but are also distinguished practitioners and researchers in their own right, working in national and international contexts. This programme also draws on a large pool of visiting practitioners, academics and those working in the cultural sector to provide a breadth of expertise and contact with current practice, both UK and internationally. [See Partners in Learning Appendix]

Studying Arts Administration and Cultural Policy in London
The UK has a large cultural sector in both the state and commercial sectors. Many of these organisations, theatres, orchestras, arts centres and festivals are based in London, although the programme will also draw on relationships with creative organisations across the UK [in particular in Manchester]. These organisations provide a unique research and placement resource. In addition there are also further subject specific resources within industry support organisations such as AMA Arts Marketing Association, The Agency and Engage as well as European resources through ENCATC [European Network of Cultural Administration Training Centres], AAAE [American Association of Arts Educators] in the USA and ANCER in Singapore
International Perspective

Many students on the Programme come from overseas making a valuable contribution to the learning

Goldsmiths
UNIVERSITY OF LONDON

environment by providing an international perspective on cultural policy and cultural and, creative issues from their respective countries. In addition staff members have considerable expertise and experience of working and researching internationally in areas that are directly relevant to the programme.

How you will be assessed

The mix of assessment approaches across the programme is specifically designed to encourage students to engage with developing their own pathway within a supportive framework. This will provide them with the flexibility to undertake assessment within the programme that relates to their own learning style but also potentially providing them with outputs that can be used to develop their careers. We recognise that students must be provided with feedback on their progress and achievements in order that they develop their capacity to judge their own performance against the required standards. We therefore incorporate feedback at all stages in the programme and provide it in a number of ways e.g. individualised formal written feedback, oral feedback, collective feedback, peer feedback etc.

Students' written work will be assessed in a manner appropriate to the requirements of any particular assignment. See also Additional Criteria below.
In relation to assessed written modulework students are assessed with regard to:
- An ability to write lucidly and with focused relevance
- An ability to identify and examine key issues in relation to the work in hand
- An ability to draw upon and evaluate primary and secondary sources as appropriate
- An ability to sustain a critical response through the development of coherent analysis
- Evidence of insight, intelligence and stylistic aptitude in presenting written criticism
- An ability to present the required work in a clear and appropriate form.

In relation to assessed practice based or Portfolio modulework students are assessed with regard to:
ï An ability to reflect the practice accurately in a written or portfolio format, or both
ï An ability to identify and examine key issues in relation to the work in hand
ï an ability to draw upon and evaluate primary and secondary sources as appropriate
ï An ability to sustain a critical response through the development of coherent analysis
ï Evidence of insight, intelligence and stylistic aptitude in presenting written criticism and an aptitude to use the portfolio format creatively
ï An ability to present, where relevant, a business plan that is accurate and sustainable for the applied context

The Institute uses a variety of forms of assessment for different functions. Clearly, many assessments contribute to the classification of your degree, but other assessments are designed for diagnostic and developmental purposes. All assessment assignments must be completed by the stated submission deadline, whether they contribute directly towards the classification of your degree or form part of the regular monitoring of your progress and development.

Diagnostic assessment
ICCE students will undertake, in term 1, diagnostic writing or projects that will receive formative assessment and feedback but not count towards the degree – they will NOT be given a mark. This is to particularly assist student who have returned to Higher Education or come from a different cultural background.

Forms of Assessment
ICCE prides itself on giving rigorous training in the various, and equally important, elements which comprise the subject area of the disciplines covered. It is therefore appropriate that your progress is monitored through assessments which encourage the full range of critical approaches, theoretical models and modes of expressions.

Writing skills and presentation

Standards of expression and presentation are taken into account in the assessment of all written submissions. Work will be penalised if not properly presented. Work will normally be penalised if it is 10% more than or 10% less than the required word count.

Postgraduate (taught) degrees
Final marks are agreed at the Department of ICCE Sub-Board (MA students) in October/November, attended by both internal and Visiting Examiners. They are then ratified by the Chair of the College Board of Examiners.
The Sub-Board considers your final mark in relation to your entire portfolio of marks and any mitigating circumstances that might apply. It makes classification recommendations to the Chair of the College Board of Examiners, who will determine finally the classification of the degree which the College will award.
ICCE also has a Part in Advance Exam Board in June. This is to progress part-time students into their second year. The Board will also consider marks from term one modules and is therefore able to offer September re-sits for failed modules.

Moderation of degrees
All assessments and examinations are second-marked by internal examiners. They are then subject to monitoring by our Visiting Examiners who are appointed by the College. The principal role of Visiting Examiners is to safeguard the standards of assessment both internally within the Department and externally in comparison with other, similar, University departments/degrees. Visiting Examiners will sample work from the entire range of essays, reports, examinations, project work, and production outcomes. They will then discuss marks with internal examiners and tutors.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Marks in this category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.
70-79%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of excellent achievement in all or a consistent combination of the above areas
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a very good level. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Marks in this range will reflect solid competence and achievement,

Goldsmiths
UNIVERSITY OF LONDON

		although the work might be partial rather than consistent in clarity, precision and effectiveness. (It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis.) The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above. The work relies heavily on a very limited research and is descriptive rather than analytical in nature.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. The work will be significantly flawed, not respect appropriate reading or knowledge of the subject area and will have attempted to address one of the learning outcomes, but not all of them.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

Duration of programme of study: Full-time: One calendar year
Part-time: Two calendar years

CPD: With progression to the full degree, the dissertation/portfolio taken within four calendar years
The Masters programme will contain four taught modules and a further dissertation component. Students will have a range of choices throughout the degree enabling them to design a pathway that is most relevant to both their academic, and career ambitions. Whilst all students will take modules 1, 3 and 4 students can choose between options offered for their chosen pathway for module 2. Attendance is mandatory for all taught sections of the programme.

Degree Structure
- Cultural Policy and Practice (DR71045A) 30 Credits Term 1 [also a shared module]
- Management and Professional Practice 1 : Work placement (DR71078A) 30 Credits Term 2 & 3
- Management and Professional Practice 2 : Business Planning for Arts Organisations (DR71079A) 30 Credits Term 1,2 & 3
- Shared Modules (See appropriate codes below) 30 Credits Term 2 Chosen from [see below]
- Dissertation (DR71068A)
- 60 Credits Term 1, 2 & 3

Academic Year of Study 1 or 2

Module Title	Module Code	Credits	Level	Module Status	Term
Cultural Policy and Practice	IC71110A	30	7	Core	1
EITHER Management and Professional	IC71112A	30	7	Optional	2 and 3

Practice 1: Internship OR Management and Professional Practice 1A : Culture of Management Report	IC71112B	30	7	Optional	1,2 & 3
Management and Professional Practice 2: Business Planning for Arts Organisations	IC71113A	30	7	Core	1 & 2
Dissertation	IC71111A	60	7	Core	1,2 & 3
PLUS, one 30 CAT module selected from a range of interdisciplinary modules		30	7	Optional	2

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to

Goldsmiths
UNIVERSITY OF LONDON

review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

It is intended that students completing this programme will seek employment primarily in two areas. Developing a career within cultural organisations in both the state and independent sectors from large building based venues to small scale specialist or touring organisations. Or contribute to the cultural support infrastructure from government at local, national or international level, or to independent cultural organisations operating in the same field including NGOs. Others may wish to work independently in a new or existing interdisciplinary organisation utilising their own 'expertise', 'consultancy' or 'knowledge'. It is understood that many careers will cross sectors and art-forms and students will be equipped to take advantage of this.

Partners in Learning
An indicative list - The Majority are used by MA Arts Administration and Cultural Policy, some by MA Creative and Cultural Entrepreneurship. There are also many others we call upon for specialist input. Personnel from all of the below have either taught or provided a placement in their organisation (in many cases both) on the programme, some for the last 8 years. Alumni also now work for a number of them.

Actorshop, Age Exchange Theatre, Albany Theatre, Deptford, Almeida Theatre, Artichoke, Arts & Business, Arts Council England, Askonas Holt, Audiences London, Battersea Arts Centre, Birmingham Royal Ballet, Cambridge Arts Theatre, Camden Arts Centre, Cheek by Jowl, Clod Ensemble, CPT Camden Peoples Theatre, Creative Partnerships, SE London, David Glass Ensemble, Dean Clough Halifax, Decibel Legasy [Arts Council], Dilettante Music Limited, Dramatic Solutions, English National Opera, EUNIC , Future/City, Graeae, Heart and Soul, Hidden Arts, Historic Royal Palaces, Horniman Museum, ICA, Independent Theatre Council, International Intelligence for Culture, Ippr, IXIA Public Art, Kommedia Brighton, Lambeth Council, LIFT (London International Festival of Theatre), London Sinfonietta, London Symphony Orchestra, London Theatre Record, Makebelieve Arts, Morris, Hargreaves McIntyre, Moti Roti Theatre, Mousetrap Foundation [Theatre Projects], National Campaign for the Arts, Orchestra of St Johns, Orchestra of the Age of Enlightenment, Oval House Theatre, PAN Centre for Intercultural Arts, Paines Plough Theatre, Periplum, Philharmonia Orchestra, Proud, Camden, Rich Mix, Royal Albert Hall, Royal Court Theatre, Royal Opera House, Royal Palaces, Sadler's Wells, Saatch & Saatchi, Satchi Gallery, Scottish Chamber Orchestra, Second Movement Opera, Serious - International Music Producers, Seven Digital, Shared Experience Theatre, Society of London Theatre, Soho Theatre, Solid Space Spitalfields Music & Literature Festivals, Talawa Theatre, Tamasha Theatre, Tara Arts, Tate, The Austrian Embassy, The Barbican, The British Council, The Cornershop PR, The Design Museum, The Edinburgh Festival, The Imperial War Museum North, The Hub UK, The Lowry, The Lyric Theatre Hammersmith, The Mexican Embassy UK, The National Theatre, The National Campaign for the Arts, Olympics/Paralympics 2012, The Opera Group, The Place, The Princes Trust, Theatre Centre, The Roundhouse, Theatre Royal Stratford East, The Young Vic, Universal Music, Visiting Arts, Whitechapel Art Gallery, Yellow Earth Theatre, 198Gallery

The requirements of a Goldsmiths degree

Master's Degrees

Goldsmiths
UNIVERSITY OF LONDON

All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

The programme complies with Academic regulations. However, it should be noted that in what regards the part-time pathway of the programme, the following rules apply:

- The dissertation can only be submitted in Year 2.
- Part-time students must normally pass all assessments taken in Year One before proceeding to Year Two. The minimum number of modules to be able to progress to the second year is 60 Credits.

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: https://www.gold.ac.uk/programme-costs

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Goldsmiths
UNIVERSITY OF LONDON

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).