

Postgraduate Certificate in Museums and Galleries Entrepreneurship Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:**

Postgraduate Certificate in Museums and Galleries Entrepreneurship

Name of Interim Exit Award(s): Not applicable**Duration of Programme:** two 10-week modules (Autumn and Spring term)**UCAS Code(s):** Not applicable**HECoS Code(s):** (100811) Creative Management**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Not applicable**Date Programme Specification last updated/approved:** December 2020**Home Department:** Institute for Creative and Cultural Entrepreneurship**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

The Postgraduate Certificate Museums and Galleries Entrepreneurship consists of two separate 10 week modules.

Museums and Galleries of art make an important contribution to income generation in the UK. To achieve this successful outcome it is necessary for them to understand the role that culture plays in our society. The manner in which they display works of art, provide information and education, are committed to making their collections more accessible and generally strive to be welcoming, entertaining, friendly and rich in diverse opportunities shows how well they have understood the part they play in establishing culture at the heart of all that we do. This ten week module will focus on the growing importance of cultural organisations, how taste is shaped not only by museums and galleries but also by designers of fashion and lifestyle products and how commercial organisations are keen to engage in

large-scale cultural projects as a way of attracting a new, younger audience and establishing themselves as key players in a modern society.

Some might say that Museums and Galleries of art have been forced to develop an entrepreneurial strategy so that they can remain free, look after their buildings, realise ambitious new projects, compete with other forms of entertainment, including educational and leisure venues and establish themselves as important players on the international art scene. It may be unsurprising that working in an entrepreneurial way has come naturally to those in the creative industries and museums and galleries have enthusiastically embraced the challenges before them to increase audiences, embrace issues of diversity and offer a visitor experience that is both educational and enjoyable. This ten-week module takes place on Friday early evenings and focuses on Tate Britain, Tate Modern, the National Gallery and the National Portrait Gallery. Individual sessions examine how museums use their collections for education, interpretation and event programming and have successfully developed a dedicated communications strategy to market, promote, fund-raise and attract sponsorship.

It is intended that each module will be taught twice a year and that students can take modules in any order. Those taking the Certificate can enroll for both modules at the same time. There will be two points of graduation within any year and so students who pass both modules will be presented to the next exam board. Those taking only one module will also have their marks confirmed after the next exam board and will be issued with a transcript.

Programme entry requirements

Applicants should have a basic set of skills and attributes required to fulfill the demands of the framework:

- mature academic knowledge and skills, normally at or above honours degree level, normally in related disciplines;
- professional experience in the creative industries, normally two years or more.

Applicants should confirm their ability to study at postgraduate level (Level 7) by presenting evidence of:

- appropriate achievement at first degree level, normally a 2.1 (Upper Second Class Honours) or equivalent; or
- equivalent intellectual maturity through experience demonstrated in portfolios or records of achievement and/or by tasks set at interview, confirmed by employer reference/s; or

- any combination of academic, vocational and experiential qualifications, to be considered using Recognition of Prior Learning (RPL) principles.

Applicants must have a recognised qualification in English language. Applicants whose first language is not English should present evidence of English language proficiency via the Cambridge/British Council English Language Testing Service (IELTS) with an average score of 7.0 and for each component 6 or above, or an equivalent level of attainment in an alternative test to IELTS.

Applicants should have sufficient motivation to benefit from the programme, based on a mature understanding of what it involves.

NOTE: Applicants will be directed to sign up for the Certificate, but would also be accepted for the individual modules.

Aims of the programme

The programme aims to develop both understanding and the skills of students and professional museum personnel in evolving the role of a Museum and Gallery Intrapreneur and Entrepreneur.

The main focus of the programme will be to equip students with the necessary tools to examine the ways in which those who work in museums and galleries have developed sophisticated new strategies and applied innovative entrepreneurial thinking to find ways that enable visitors from a wide range of different backgrounds, levels of education and cultural experience to take advantage of exciting programmes, attend related events, engage with the facilities, restaurants and shops, purchase books, souvenirs and educational materials and take full advantage of online resources designed to facilitate individual learning, enhance their experience and give them new ideas of approaching the art works they have seen.

Graduates of the certificate will be expected to have gained a detailed insight into the ways in which major museums and galleries are managed, their aims and objectives and strategic policy. Some students will already work in museums and galleries and for them the programme might be seen as valuable CPD experience, others may be employed in different areas of the cultural industries, and for these students, the programme may offer a way in to a new career.

What you will be expected to achieve

Entrepreneurial thinking in museums and galleries is unique and cannot be viewed in the same way as a start up business or new commercial venture, rather as a progressive way of developing commercial strands within the public sector. To embed the specificity of the study area, students who enrol on the certificate will have the opportunity of visiting, with their tutor, a number of London museums and galleries with the aim of researching specific aspects of the programme. During these visits, students will meet and engage with a large number of potential employers in different departments. They will be expected to identify key elements of entrepreneurial activity within the museum, be aware of the department within which these activities sit, the people involved, the qualifications necessary to work in this area, the target audiences for whom activities or resources have been developed and the type of income raised. Students will then be required to feed back to the group using their observations and in more detailed presentations.

On successful completion of this programme of study students will be able to:

Knowledge and understanding

| Code | Learning outcome | Taught by the following module(s) |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| A1 | identify the key attributes of an entrepreneurial museum or gallery and provide detailed analysis of the relative contributions of departments involved in establishing, promoting and running a successful museum or gallery | Both modules |
| A2 | assess the role of culture in the entrepreneurial and art museum or gallery | Both modules |
| A3 | articulate the relationship between the museum or gallery and fundraising, marketing, media and digital web based communication | Both modules |
| A4 | analyse and provide a model of the relationships between the different museum and gallery departments and the roles they take | Both modules |

Cognitive and thinking skills

| Code | Learning outcome | Taught by the following module(s) |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| B1 | critically evaluate the main theories and concepts underpinning gallery and museum entrepreneurship | Both modules |
| B2 | identify and provide a detailed analysis of the complexity of museum structures and the manner in which cultural organisations work | Both modules |
| B3 | engage in detailed and in depth discussion of the manner in which museums and galleries attract sponsorship, develop a marketing strategy and communicate their brand | Both modules |
| B4 | apply analytical, critical and conceptual skills to communicate, discuss and defend an argument in the areas of museum education, and entrepreneurship | Both modules |

Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome | Taught by the following module(s) |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| C1 | devise and implement different learning strategies for the ongoing acquisition of skills and knowledge in the museum and gallery sector | Both modules |
| C2 | conceive, pursue and complete an independent research project in the museum and gallery | Both modules |
| C3 | Develop, contact and implement networking skills when interacting with museum and gallery professionals | Both modules |

Transferable skills

| Code | Learning outcome | Taught by the following module(s) |
|------|-----------------------------------------------------------------------------------------------------|-----------------------------------|
| D1 | write and make oral presentations to a high academic level | Both modules |
| D2 | summarise and present arguments and defend them in critical discussion | Both modules |
| D3 | conceive, develop, pursue and complete an independent research project | Both modules |
| D4 | apply self-management skills, including enhanced time- management and reflective iterative practice | Both modules |

How you will learn

You will learn through a range of modes. The taught component of the course will be a combination of lectures, seminars, outside visits, interviews, projects, interactive workshops and presentations [both staff and Student]. Individual sessions will focus on the main areas of the two modules: education, interpretation, communication, sponsorship, fundraising, marketing, branding and display and the connections between culture and class; fashion and taste and public and private. The programme will also use case studies of large scale public cultural projects like the Unilever series in Tate Modern's Turbine Hall and the Fourth Plinth project in Trafalgar Square.

Many of the sessions will take place in a museum or gallery and where possible, will involve a member of staff. The modules will also make use of the VLE for the posting of material from the lectures, additional teaching materials, and for module communication between and among the students and tutors, particularly on presentation preparation. Therefore, you will experience an amount of peer learning.

How you will be assessed

Students will be asked to produce a museum guide which shows that they have understood and engaged with the key areas the programme covers. The museum guide should include a directors foreword, an introduction to the collection, a description of how the museum is managed and structured, fundraising, enterprise and sponsorship and account of leisure facilities.

The guide is an opportunity for students to use all their creative and entrepreneurial skills in design, illustration and structure and their imagination for creating a museum of their own.

Individual presentations of their research methods, ideas for development and expansion and entrepreneurial forward plans for their chosen museum will take place in the final week.

Students on similar programmes have produced museum guides on Shakespearean Imagery, Post Mortem Photography and Museums of Illustration and Contemporary Sculpture as well as digital responses to exhibitions.

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, 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 |

| Mark | Descriptor | Specific Marking Criteria |
|--------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | 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

There are two separate modules which run over 10 weeks, which can be taken in any order. The first is in the Autumn term, the second in the Spring term.

There is a suggested session content and title for each week in the module specifications. In the last sessions of the module, students will share a short presentation and receive feedback before writing their essay/project for the module assessment.

Summative assessment in the form of an essay or project will be submitted 30 days from the end of teaching.

| Module Title | Module Code | Credits | Level | Module Status | Term |
|-------------------------------------------------|-------------|---------|-------|---------------|------|
| Museums and Galleries as Creative Entrepreneurs | IC71108A | 30 | 7 | Compulsory | 1 |
| Museums and Galleries as Cultural Entrepreneurs | IC71107A | 30 | 7 | Compulsory | 2 |

Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths 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 review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads 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 for students throughout the year.

Links with employers, placement opportunities and career prospects

The programme, situated within ICCE has direct access to a great many potential employers, some listed above and through our Partners in Learning over one hundred more. The programme covers many different areas and roles within Museums and Galleries as most employment will be specific to a department such as marketing and communication, programming or fundraising (Development) so that students can understand how each performs individually but also the interconnection between each discipline. This Certificate does not have a placement as part of the programme, however having taken it, it will put students in a better position to obtain one, in a very competitive environment.

The Certificate is a good qualification to obtain either employment in relation to career change, crossing sectors and using existing experience. For those already within the sector but with no formal qualification in this area it can be seen as ideal for CPD. For students undertaking study in the area for the first time it can provide a first level qualification to lead to further study of professional entry in 'first level' employment.

The requirements of a Goldsmiths degree

The Postgraduate Certificate has a total value of 60 credits.

All modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

The award is made without classification.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

The second module may be taken up to two years from completion of the first to qualify for the award.

General programme costs

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

Specific programme costs

Not applicable.

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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires.

Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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.

Detailed information on all these procedures are published on the [Quality Office web pages](#).