



Queen Margaret University
EDINEURGH

Programme Specification

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement (**BS**)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Queen Margaret University
3	Professional body accreditation	N/A
4	Final Award	MA Arts, Festival and Cultural Management
	Subsidiary exit awards	PGCert Arts Management PgDip Arts, Festival and Cultural Management
5	Programme Title	MA Arts, Festival and Cultural Management
	UCAS code (or other coding system if relevant)	NA
7	SCQF Level	11
8	Mode of delivery and duration	1 year F/T up to 7 years P/T
9	Date of validation/review	16 th May 2018

10. Educational Aims of the programme

The PGCert in Arts Management will enable students to:

- Demonstrate a critical understanding of relevant theory and its relationship to the management of arts and cultural organisations
- Develop personal and professional competencies through responses to complex issues related to the management of arts and cultural organisations
- Gather, analyse, evaluate, and synthesise written, oral and statistical data relevant to the management of arts and cultural organisations
- Take responsibility for their own work and critically reflect on the experience

In addition to the above, the PGDip in Arts, Festival and Cultural Management will enable students to:

- Display a critical awareness of current policy issues relevant to the management of arts, cultural organisations and festivals
- Apply a range of research skills and competencies relevant to the management of arts, cultural organisations and festivals
- Exhibit the capacity for strategic thought that is necessary to support the long-term sustainability of arts, cultural organisations and festivals

In addition to the above the MA Arts, Festival and Cultural Management will enable the student to:

- Critically and empirically explore an area of personal and/or professional interest over an extended period of time
- Contribute to theoretical and/or professional innovation within the fields of arts and festival management and/or cultural policy
- Demonstrate initiative, responsibility, and problem solving within a framework of substantial autonomy

11. Benchmark statements/professional and statutory body requirements covered by the programme

Unfortunately, there are no specific QAA benchmark statements for arts and cultural management as a subject area. However, Masters level benchmark statements do exist for business and management programmes (QAA, 2015). While these have been a useful reference point, it was felt that the specific business nature of the statements failed to take into account the specialist nature of the programme. Therefore, the proposed learning outcomes have been devised to adapt these in order to specifically acknowledge a focus on the specificities of managing arts organisations and festivals.

12. Programme Learning Outcomes

The MA programme provides the opportunity for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. These learning outcomes articulate with the characteristic outcomes described in the Level 11 descriptors of the SCQ Framework that requires students to seek to develop a deeper understanding of both the relevant body of knowledge and their personal and professional skills in order to contribute to the development of a subject area or field.

Knowledge and understanding of ...

- The different forms and structures that arts, cultural organisations and festivals can take
- The social, cultural and economic contribution that can be made by arts, cultural organisations and festivals at a local, national, and international level
- The social, cultural and economic issues affecting the management of arts, cultural organisations and festivals at a local, national, and international level
- The theoretical issues and concepts relating to the management of arts, cultural organisations and festivals
- The key components of, and the processes by which, arts, cultural organisations and festivals are managed and created
- The approaches for utilising management tools and techniques effectively within arts, cultural organisations and festivals
- The vocabularies, techniques, structures and working methods related to the management of arts, cultural organisations and festivals
- The qualitative research methods relevant to the management of arts, cultural organisations and festivals

Intellectual (thinking) skills in order for students to...

- Reflect critically on the relationship between theory and practice in the management of arts, cultural organisations and festivals
- Reflect critically on the social, cultural and economic effects of arts, cultural organisations and festivals
- Reflect critically on the relationship between the state and arts, cultural organisations and festivals
- Critically evaluate evidence from primary and secondary sources
- Exercise individual judgement and develop strategic thinking within both an academic and vocational environment
- Apply knowledge, practices, concepts and skills from other disciplines to the management of arts, cultural organisations and festivals
- Gather and analyse primary data through the application of relevant research and evaluation methods

Professional and practical skills to enable students to

- Work in a variety of management positions within arts organisations and festivals
- Create and develop new arts, cultural organisations and festivals
- Undertake governance roles for arts, cultural organisations and festivals
- Examine and evaluate the present and future role of the manager within arts, cultural organisations and festivals

- Interpret relevant legislative and policy frameworks and reflect on their relevance to the strategic management of arts, cultural organisations and festivals
- Engage in debate and construct evidence-based arguments on issues relating to the management of arts, cultural organisations and festivals
- Critically evaluate the operational and strategic management of arts, cultural organisations and festivals
- Identify and develop the leadership skills and qualities required to manage arts, cultural organisations and festivals
- Work collaboratively with other arts, cultural and festival managers as well as the wide variety of stakeholders who are affected by the work of art, cultural organisations and festivals

Transferable skills that enable students to ...

- Retrieve and analyse information and ideas from a range of print and electronic resources
- Present information and communicate ideas in appropriate forms for diverse audiences
- Undertake problem-solving activities
- Negotiate ambiguity in order to deliver professional projects
- Negotiate conflicting priorities in order to deliver professional projects
- Play a proactive role in the professional development of self and peers
- Work and learn independently, exercising initiative and taking personal responsibility
- Work and learn effectively in groups
- Manage time and resources effectively
- Use qualitative research methods in academic and professional settings

13. Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and the learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility and, at times, allow students to follow their own specific interests. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to work in the sector. One of the challenges facing the programme team is the broad range of experience that can be contained within the class; from a recent graduate with no work experience in the sector, to someone who has been a manager at a senior level for over a decade, as well as international students who come from different cultural contexts. A student-centred strategy goes some way toward addressing these challenges, as well as providing more opportunities for peer to peer learning, support and cultural exchange.

To implement this strategy, a varied menu of learning and teaching methods have been used that allow all students to engage with, practice, and demonstrate mastery of new skills and achievements in as wide a variety of contexts as possible. Methods used include lectures, tutorials, discussions, field trips, reflective opportunities, case studies, problem-based learning and master-classes. This variety of approach, coupled with an emphasis on self-directed learning, supports the effectiveness of the learning process and fosters reflective student practice, allowing students to tailor their learning to their specific needs and aspirations. The diversity of these approaches ensures that the programme contains numerous opportunities for students to use their new knowledge and apply it critically to real-life examples.

14. Assessment strategies

The assessment strategy for the programme has been informed by QMU's Graduate Attributes and aligns with the guidance provided by the Student Experience Committee in regards to 20 credit postgraduate modules. Each module has either one of two assessments that, in total, should be understood as being equivalent in student effort to the production of a 4000-5000 word critical essay. The programme team are mindful of students' desire to have vocationally oriented assessments as part of the programme and as such the majority of modules have two components, one that closely replicates an activity that Arts Managers are likely to undertake and one that requires students to critically engage with the theory to which that practice relates. The summative assessments are listed for each module below:

Code	Title	Assessment One	Assessment Two
TM185	Contemporary Debates in Cultural Policy	1000 word article (30%)	3000-word policy analysis (70%)
TM186	Designing Qualitative Research	4000-word literature review and research proposal (100%)	N/A
TM187	Leadership, Governance and Strategy (Not-for-profit)	2000 word analysis of a strategic plan (50%)	2000 word critical essay (50%)
TM188	Fundraising, Development and Finance	3hr exam (50%)	Preparation of funding application or sponsorship pack (50%)
TM191	Planning and Marketing Cultural Projects	2000 word critical essay (50%)	Group project and marketing plan (50%)
TM189	Arts Management in Practice	Portfolio of 10 reflections totalling 5000 words (100%)	N/A
TM190	Evaluating Arts and Cultural Projects	Evaluation Proposal (20%)	4000 word evaluation report (80%)
TM160	Final Project	13000-word dissertation OR Business Planning Document and 5000-word critical essay OR Project portfolio and 5000-word critical essay (100%)	N/A

In addition to the summative assessments detailed above, students are also required to undertake a range of informal formative assessments. The assessments can vary from year to year but are all intended to provide students with the opportunity to 'test out' ideas and to gain practice in key skills such as critical thinking, presenting, and developing an argument. Feedback is primarily provided in class and can come from both tutors and peers

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

There are a number of different routes through the programme and a student can select any of those listed below:

Standard Full-time Route:

Code	Title	Co-ordinator	Core?	Delivered	Delivery Pattern
TM185	Contemporary Debates in Cultural Policy	Rachel Blanche	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM186	Designing Qualitative Research	Anthony Schrag	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM187	Leadership, Governance & Strategy (Not-for-profit)	David Stevenson	Core	Semester 1 (Sept-Dec)	1 full day of teaching every 3 weeks (4 days in total)
TM188	Fundraising, Development & Finance	Rachel Blanche	Core	Semester 2 (Jan-April)	1 full day of teaching every 3 weeks (4 days in total)
TM191	Planning & Marketing Cultural Projects	Anthony Schrag	Elective	Semester 2 (Jan-April)	1 weekly session each week for 12 weeks
TM189	Arts Management in Practice	Anthony Schrag	Elective	Year Long (Sept-April)	2 full days of teaching followed by various field trips
TM190	Evaluating Arts and Cultural Projects	David Stevenson	Elective	Year Long (Sept-April)	1 full day of teaching followed by work-based learning
TM160	Final Project Project	David Stevenson	Core	Semester 2 (Jan-April) or Semester 3 (April-Aug)	2 ½ days of teaching followed by 5 hours of face to face supervision

Standard Part-Time Route

Code	Title	Co-ordinator	Core?	Delivered	Delivery Pattern
Year One					
TM187	Leadership, Governance & Strategy (Not-for-profit)	David Stevenson	Core	Semester 1 (Sept-Dec)	1 full day of teaching every 3 weeks (4 days in total)
TM188	Fundraising, Development & Finance	Rachel Blanche	Core	Semester 2 (Jan-April)	1 full day of teaching every 3 weeks (4 days in total)
TM191	Planning & Marketing Cultural Projects OR Module from the ASSaM PG Module Suite	Anthony Schrag	Elective	Semester 2 (Jan-April)	1 weekly session each week for 12 weeks
Year Two					
TM185	Contemporary Debates in Cultural Policy	Rachel Blanche	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM186	Designing Qualitative Research	Anthony Schrag	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM189	Arts Management in Practice OR Evaluating Arts and Cultural Projects	Anthony Schrag David Stevenson	Elective	Year Long (Sept-April)	2 days of teaching followed by various field trips OR 1 full day of teaching followed by work-based learning
TM160	Final Project Project	David Stevenson	Core	Semester 2 (Jan-April) or Semester 3 (April-Aug)	2 ½ days of teaching followed by 5 hours of face to face supervision

Jan Start Part Time Route

Code	Title	Co-ordinator	Core?	Delivered	Delivery Pattern
Year One					
TM188	Fundraising, Development & Finance	Rachel Blanche	Core	Semester 2 (Jan-April)	1 full day of teaching every 3 weeks (4 days in total)
TM191	Planning & Marketing Cultural Projects OR Module from the ASSaM PG Module Suite	Anthony Schrag	Elective	Semester 2 (Jan-April)	1 weekly session each week for 12 weeks
TM187	Leadership, Governance & Strategy (Not-for-profit)	David Stevenson	Core	Semester 1 (Sept-Dec)	1 full day of teaching every 3 weeks (4 days in total)
TM189	Arts Management in Practice OR Evaluating Arts and Cultural Projects	Anthony Schrag David Stevenson	Elective	Year Long (Sept-April)	2 days of teaching followed by various field trips OR 1 full day of teaching followed by work-based learning
Year Two					
TM185	Contemporary Debates in Cultural Policy	Rachel Blanche	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM186	Designing Qualitative Research	Anthony Schrag	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM160	Final Project Project	David Stevenson	Core	Semester 2 (Jan-April) or Semester 3 (April-Aug)	2 ½ days of teaching followed by 5 hours of face to face supervision

MacEwan University Articulation Route

(40 credits of advanced standing would be granted on the basis of applicants having completed the MacEwan Diploma in Arts Management and hold a relevant UG degree)

Code	Title	Co-ordinator	Core?	Delivered	Delivery Pattern
TM185	Contemporary Debates in Cultural Policy	Rachel Blanche	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM186	Designing Qualitative Research	Anthony Schrag	Core	Semester 1 (Sept-Dec)	1 weekly session each week for 12 weeks
TM187	Leadership, Governance & Strategy (Not-for-profit)	David Stevenson	Core	Semester 1 (Sept-Dec)	1 full day of teaching every 3 weeks (4 days in total)
TM188	Fundraising, Development & Finance	Rachel Blanche	Core	Semester 2 (Jan-April)	1 full day of teaching every 3 weeks (4 days in total)
TM160	Final Project Project	David Stevenson	Core	Semester 2 (Jan-April) or Semester 3 (April-Aug)	2 ½ days of teaching followed by 5 hours of face to face supervision

PGCert in Arts Management

Code	Title	Co-ordinator	Core?	Delivered	Delivery Pattern
TM187	Leadership, Governance & Strategy (Not-for-profit)	David Stevenson	Core	Semester 1 (Sept-Dec)	1 full day of teaching every 3 weeks (4 days in total)
TM188	Fundraising, Development & Finance	Rachel Blanche	Core	Semester 2 (Jan-April)	1 full day of teaching every 3 weeks (4 days in total)
TM189	Arts Management in Practice	Anthony Schrag	Elective	Year Long (Sept-April)	2 days of teaching followed by various field trips
TM190	OR Evaluating Arts and Cultural Projects	David Stevenson		Year Long (Sept-April)	OR 1 full day of teaching followed by work-based learning
	OR Module from the ASSaM PG Module Suite	Module Dependant		Module Dependant	OR Module Dependant

16. Criteria for admission

To enter the MA Arts, Festival and Cultural Management, applicants should normally hold a UK honours degree or equivalent. As this programme is designed as a conversion degree we particularly welcome applicants from non-business related subjects.

Applicants must be able to communicate in English to a standard that is equivalent to level 6.5 of the International English Language Testing System (IELTS), with no element below 6.0.

Where an applicant has an overall IELTS score of 6, they will be required to take part in the pre-session English course offered by the Effective Learning Service. Where an applicant has an overall IELTS score of 6.5 they will be strongly advised to take part in the pre-session English course offered by the Effective Learning Service.

In line with the University policy of seeking to offer opportunities to candidates regardless of their personal background and level of educational attainment, and our desire to welcome more practising arts managers onto the course, the programme team will promote entry to the programme for all students irrespective of their academic history. Practically this means that the programme team will consider:

- An undergraduate general (unclassified) degree in any subject along with substantive work experience at supervisory level
- No formal degree level qualification but substantive professional experience that maps to Level 10 in the Scottish Credit and Qualifications Framework, along with evidence of commitment to study and continuing professional development.

17. Support for students and their learning

Students will have access to all of the standard support mechanisms at QMU. These include:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

In addition a longitudinal induction will ensure that study skills are developed at an appropriate time in the programme, relevant to the work students are undertaking.

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <http://www.qmu.ac.uk/quality/>