RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

SCHOOL OF COMMUNICATIONS, ARTS & SOCIAL SCIENCES

MASTER OF ARTS IN VISUAL ARTS MANAGEMENT AND CURATING

Programme Specification

July 2013

Introduction

This document describes Richmond University's 'Master of Arts in Visual Arts Management and Curating' using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008). Also key to the background for this description are the following documents:

> QAA (2011). *UK Quality Code for Higher Education. Part A: Setting and maintaining threshold academic standards A3: The Programme Level* and *Part B: Assuring and Enhancing Academic Quality B1: Programme Design and Approval.* (www.qaa.ac.uk)

> QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.*

> SEEC (2010). *Credit Level Descriptors for Higher Education.* Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

> Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (http://www.msche.org/publications.asp)

The programme's mission and goals interface with the curriculum design, content and organisation which in turn engage with the requirements of the Middle States Commission for Higher Education, the Quality Assurance Agency for Higher Education (QAA), History of Art, Architecture and Design (HAAD) Subject Benchmark Statement http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History-of-art-architecture-and-design.aspx
also specific recommendations for developing programme specifications at Masters level http://www.qaa.ac.uk/academicinfrastructure/programSpec/interimReport/default.asp & http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp, and proposals of the GLAADH (Globalizing Art and Design History) project http://www.glaadh.ac.uk/.

The degree is delivered at a US Liberal Arts style university with a degree structure in line with comparable MA degrees MA degrees in 'Curating', 'Arts Management' and Art, Architecture and Design History' in the UK. Successful students complete 8 courses ammounting to 36 US/180 CATS credits, comprised of coursework (24 US/120 UK CATS credits), an internship (4 US/20 UK CATS credits) and professional research project (8 US/40 UK CATS credits) submitted at the start of the following autumn semester. Normally, each taught course carries 4 US/20 UK CATS credits. On this basis students are required to earn a minimum total of 36 US/180 UK CATS credits in order to complete their degree.

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1. Overview/Factual Information

Programme/award title(s)	Master of Arts in Visual Arts Management and Curating
Teaching Institution	Richmond, the American International University in London
Awarding Institution	The Open University
Date of latest OU validation	September 2013
Next revalidation	2015-2016
Credit points for the award	36 US Credits 180 UK Credits (*FHEQ* Level 7)
Programme start date	September 2013
Underpinning QAA subject benchmark(s)	QAA Masters Degree Characteristics (March 2010): http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf History of Art, Architecture and Design (HAAD) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History-of-art-architecture-and-design.aspx
Other external and internal reference points used to inform programme outcomes	See sections 2.4 – 2.5 below.
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	FT one year/ PT two years
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	July 2013 (see chart below)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents, syllabi, and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

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Programme Specification Publication Dates

Document publication date	March 2013
Document revision date	July 2013

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2. Programme aims and objectives

2.1. Educational aims and mission of the programme

Richmond University's MA in Visual Arts Management and Curating trains students in the professional knowledge, skills and experience required for career placement in visual arts institutions and the creative cultural industries. The program offers sustained engagement, from an intercultural perspective, with professional practice in both non-profit and public institutions, and the commercial sector of private galleries and auction houses, with a strong emphasis on curating. Courses in arts management and marketing, arts policy, research methods, arts education and social inclusion, the international art market, and curating, alongside an internship, position students for work in a broad range of visual arts institutions, and enable migration across professional careers.

Programme Goals
- To provide students with a thorough grounding in the professional knowledge, skills and experience required for career placement in visual arts institutions and the creative cultural industries
- To train students to apply their accumulated experience, knowledge and skills to their personal lives, developing appreciation of cultural commonality, diversity and difference
- To maintain academic standards equal to or better than comparable MA degrees offered by UK universities.

2.2. Subject benchmarks

History of Art, Architecture and Design
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-History-of-art-architecture-and-design.aspx

2.3. Internal contexts

The Master of Arts Degree in Visual Arts Management and Curating features:

(a) Detailed published educational objectives that are consistent with the mission of the institution

All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the Social Sciences faculty as a group.

(b) Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated.

Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be

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addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:

- consider student input via course evaluations;
- consider any formalized faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;
  - any major changes ("those which change the basic nature of the programme or student experience") to existing programmes are first approved by LTPC;

in the case of validated programmes, they are also submitted to the Open University (Centre for Inclusion and Collaborative Partnerships) for external approval.

(c) A curriculum development process that assures the achievement of the programme's objectives.

Ongoing evaluation is carried out for both the US (*Middle States*) and UK (*The Open University – CICP*) institutional reviews, and independently by departmental members (when updating courses) and by students (during regular faculty-student meetings). The LTPC closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at LTPC. A comprehensive additional formal and substantive review takes place every five years, which is also supplied to The OU as part of its revalidation process of Richmond's degree programmes.

2.4. External contexts

The MA in Visual Arts Management and Curating degree is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (The Open University – CICP) reviews. Richmond is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 (http://www.richmond.ac.uk/content/admissions/about-richmond/american-british-accreditation.aspx).

Much of the external context defining the degree is articulated within the programme's Mission and Goals as set out above. Additionally, the US Middle States Commission accrediting body, together with the University's core mission of interculturalism, provides the overarching structure through which the degree derives its characteristic focus on intercultural issues. The UK accreditation and validation, through the Open University, contribute to us keeping closely in tune with best practice in the UK. Close observation of benchmarking guidelines, as laid down by the QAA for the History of Art, Architecture and Design (HAAD), as well as specific recommendations for developing programme specifications at Masters level, and guidelines proposed by the Globalizing Art, Architecture and Design History (GLAADH) project, forms an important component of how academic staff respond to the external context.

These contexts, moreover, mark out the market to which the MA in Visual Arts Management and Curating is targeted.

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3. Programme outcomes

Programme-level learning outcomes are identified below, based on QAA benchmarking, specific recommendations for developing programme specifications at Masters level, *SEEC* categories for level 7 linked with the specific levels of the *FHEQ*, http://www.seec.org.uk/sites/seec.org.uk/files/SEEC%20Level%20Descriptors%202010_0.pdf. and guidelines proposed by the Globalizing Art, Architecture and Design History (GLAADH) project. Refer to *Appendix II: Curriculum Map* for details of how outcomes are deployed across the programme of study

3.1. Subject specific knowledge and understanding

On successful completion of the MA in Visual Arts Management and Curating, students will be able to:

- A1 demonstrate a comprehensive and systematic knowledge of arts management and marketing in a variety of international contexts
- A2 articulate a systematic knowledge from an intercultural perspective of arts policy
- A3 critically analyse the display of art in museums and galleries
- A4 demonstrate critical intellectual and practical awareness of contemporary curating principles and practice, including the history of curating, from an intercultural perspective
- A5 provide a systematic and critically engaged approach to arts education, and the implications of this for social inclusion
- A6 demonstrate a comprehensive and systematic knowledge of the international art market

3.2. Subject specific skills and attributes

On successful completion of the MA in Visual Arts Management and Curating, students will be able to:

- B1 demonstrate critically engaged visual literacy including formal analysis
- B2 show systematic, critical engagement with texts and objects
- B3 conduct successful and original research, including the application of appropriate methodologies for locating, assessing and interpreting primary sources
- B4 show excellent writing skills including logical and structured narratives and arguments supported by relevant primary and secondary evidence
- B5 demonstrate professional presentation skills including verbal visual analysis, communicated clearly to specialist and non-specialist audiences
- B6 deploy the skills and experience required to work in the arts and creative cultural industries
- B7 critically evaluate different funding and cultural policies, as well as operational methodologies

3.3. Transferable intellectual and personal attributes

On successful completion of the MA in Visual Arts Management and Curating, students will be able to:

- C1 apply systematic cognitive skills of analysis, synthesis, summarization, sophisticated critical judgment and complex problem-solving

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- C2 conduct successful autonomous research. This includes: critical, effective and testable information retrieval and organization, and the ability to design and carry out a self-directed, original professional research project with limited tutorial guidance
- C3 communicate clearly, effectively and professionally information, arguments and ideas in written, spoken or other form using appropriate visual aids and IT resources, as well as an ability to listen effectively, and thus to participate constructively in discussion with team members
- C4 demonstrate nuanced open-mindedness, particularly with regard to intercultural issues
- C5 manage time effectively and professionally, and work with diligence and personal responsibility
- C6 work effectively as an independent and interdependent researcher and research collaborator
- C7 recognise the need for, and an ability to engage in, life-long learning, by continuing to advance their knowledge and understanding, keeping abreast of current trends in visual arts management and curating, and developing new skills to a high level

3.4. Practical and/or professional skills and attributes

On successful completion of the MA in Visual Arts Management and Curating, students will be able to:
- D1 Think and read critically to postgraduate level standard
- D2 Apply current technologies to enhance research and be fully computer literate
- D3 Recognise the limitations, contradictions and gaps in a complex argument
- D4 Approach a complex problem/topic from a variety of sophisticated methodological, interdisciplinary, and comparative approaches
- D5 Recognise sound historical conclusions and primary/secondary sources
- D6 Retrieve, process and manipulate information from a variety of valid sources
- D7 Perform effectively under pressure and meet strict deadlines
- D8 Work effectively in autonomous and team-based environments
- D9 Manage budgets and employ expertise in strategic planning
- D10 Develop and evaluate a creative or cultural programme

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4. Teaching, learning and assessment strategies

4.1. Teaching and learning strategy

The teaching and learning strategy adopted within the MA in Visual Arts Management and Curating degree is based on the understanding that all students will be treated as active learners and junior research colleagues. The strategy has been adopted to ensure that student enthusiasm for the programme and the subject remains high at all times, by engaging them fully in the learning process. While the precise approach will vary from course to course, the learning outcomes relevant to each class will ensure that students are encouraged to fully immerse themselves in the subject and take full responsibility for their progress through the programme. Indeed, this concept of progression through the three distinct aspects of the degree (class-based learning, internship, thesis) is integral to the intellectual journey that the students will make during their time on the programme. The generic components of the teaching and learning strategy typically involve a variety of approaches and includes delivering many of the following:

- Regular use of formal seminars in all courses
- Regular use of formal lecture sessions in all courses
- Regular use of individual and/or team-based projects in all courses
- Regular use of self-directed and directed reading in all courses
- Regular use of audio-visual sources in all courses
- Regular use of museum, gallery and library resources in all courses
- Working together as an MA team in all courses

The combination of teaching and learning approaches mentioned above develops students' knowledge, thinking skills and practical skills.

Student knowledge is acquired through:
- Structured seminars, lectures, guest lectures, gallery/museum visits and supporting materials
- Directed reading and use of internet materials
- Independent research

Student thinking skills are developed through:
- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Student practical skills are gained through:
- Application of theory and method to practice in in-gallery and museum teaching and learning settings
- Specific courses training students in professional practice in the arts, creative and cultural industries
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects
- Application of theory to practice encountered during an internship
- Vocational experience in a sustained internship

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4.2. Assessment strategy

Assessment is by essays, dissertations, and other forms of written work; oral presentations and group work; as well as projects and this assessment strategy usually meets the University Assessment Norms at level 7. Courses which do not meet these norms are deemed *atypical*. Atypical courses are assessed according to special rules approved by the Learning and Teaching Committee, and provided in the CSD for that particular course.

RICHMOND UNIVERSITY ASSESSMENT NORMS TABLE

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
Level 7	R7000/UK MA	2-3	5000-7000 words

* Reasonable adjustments should be made for assessment activities such as midterm exams, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.

Excluding all atypical courses, the following should apply to all courses:

- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm exams are not obligatory.
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

For courses that have atypical assessment norms and do not follow one of the above tables, assessment will first be approved by the Learning and Teaching Committee.

As seen above, the University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the University's mission statement and MA academic staff deliver on this promise in a number of different ways at the postgraduate level. A key aspect of their work involves devising methodologies, consistent with best-practice approaches within the field, with which to adequately assess students' performance. These approaches include the setting of learning outcomes encompassing each course as well as regular discussion and interaction

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amongst academic staff in order to set common goals for the entire degree and each of its courses.

In terms of following up with the assessment of student learning and consistent with US Liberal Arts traditions, MA classes rely on the system of continuous assessment on a course by course basis and throughout any given semester. This approach often involves the use of short essays, research papers, learning journals, annotated bibliographies, gallery reviews, book reviews, student presentations, research proposals and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. There is an emphasis on writing essays, particularly research papers, at postgraduate level, and reflective work including learning journals.

The variety of instruments used permits academic staff to assess each student's developing and evolving knowledge and skills base as outlined in the previous section. For example, the research paper tests for, amongst other things, a student's ability to engage with primary and/or secondary sources of information and his or her ability to evaluate and analyze this. Site visits encourage students to engage with objects, applying theory and method taught in classes. In addition to this, the University sets specific guidelines on the weighting of coursework in order to effect balance in the process of assessment. As the coursework load for each course set out in the course descriptor shows, a variety of assessment strategies with weighting spread facilitates this across the courses, with the typical course settling for around 50% for the final research paper.

A component part of the programme's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors (made available in the Student Handbook). This information allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The programme also has a formalised system of exit questionnaires and feedback meetings punctuated at key moments throughout the year (mid-semester break, end of semester and end of year) for its students as a framework through which the views and opinions of those who have experienced the programme, as students, can be captured and responded to. Evidence of this approach in action is demonstrated in minutes of meetings with students and academic staff, response to comments from the External Examiner, as well as the annual programme evaluation to the Open University.

The academic staff are confident that the assessment processes are sound. Much of this confidence emanates from the comments MA academic staff have received from External Examiners. But an equally important measure is the success that so many students on the Master of Arts programmes enjoy beyond their post-Richmond experiences (see http://www.richmond.ac.uk/content/academic-schools/school-of-communications-arts-social-sciences-postgraduate-programmes/ma-art-history-visual-culture/ma-alumni-careers.aspx). Those students judged as the strongest generally move on to take on challenging opportunities on postgraduate programmes and as professionals in the arts and creative cultural industries. This is testimony to their level of preparedness for the real world of careers in the visual arts, and are an indication of the academic staff's and University's ability to fulfil its mission.

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4.3. Assessment Tariff

Academic Standing
A graduate student is in good academic standing if maintaining a cumulative Grade Point Average (GPA) of 3.0 (B).

Graduate students with a cumulative (GPA) of less than 3.0 (B) risk dismissal from the university (see below under "Grade Point Average" and "Academic Probation").

Grades
A   4.0   Excellent
A- 3.7   Very good
B+ 3.3   Good
B   3.0   Satisfactory
B- 2.7   Poor
F   0.0   Fail

Grade Point Average
A grade point average (GPA) is calculated each semester and summer session and is recorded on the student's transcript. A cumulative GPA, including all graduate courses taken at Richmond, is also calculated. The numerical equivalent for the grade see above) of each course is multiplied by the number of credits for that course to give the number of quality points for the course.

The GPA is then the sum of quality points for all courses divided by the total number of credits of all courses attempted.

- Students achieving a minimum cumulative GPA of 3.7 and above will be awarded the degree with Distinction.
- Students achieving a minimum cumulative GPA of 3.30 to 3.699 will be awarded the degree with Merit.
- Students achieving a minimum cumulative GPA of 3.0 to 3.299 will be awarded a Pass.
- Students achieving a cumulative GPA of less than 3.0 will fail the degree.

Students who choose not to submit the thesis/dissertation, or who do not obtain a minimum grade of B (3.0) on the thesis/dissertation, may transfer programs and apply to receive a (US) Postgraduate Certificate, and a (UK) Postgraduate Diploma, as an exit award in recognition of their achievement in this area. A minimum cumulative GPA of 3.0 on all coursework is required for the award of the Postgraduate Certificate and the Postgraduate Diploma.

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5. Programme structure

5.1. Master of Arts in Visual Arts Management and Curating

The programme is a discrete and self-contained programme of 36 US/180 UK CATS credits. As such, the structure does not follow the progressive PGCert ► PGDip ► MA structure of some other programmes although a PGDip is awarded as an exit award in recognition of students who complete the required 24 US / 120 UK CATS credits of fall and spring course work. It is not possible for students to register for the PGDip.

The programme is delivered over one academic year full-time or two-years part-time from the start of September to the end of August. Full-time students take six mandatory courses of 4 US/20 UK CATS credits each, spread equally over the autumn and spring semesters. In the summer semester students take the internship course of 4 US/20 UK CATS credits and write the research project which is submitted at the end of the summer and is weighted at 8 US/40 UK CATS credits. Part-time students take one or two courses in the autumn and spring semesters, completing the required course work over two years and complete the internship in the summer of year one and the research project in the summer of year two. Students unable to take the internship complete an extended professional research project of 15,000-20,000 words for 12 US/60 UK CATS credits instead of the normal project of 10-12,000 words.

US credit is equivalent to one contact teaching hour per week and each course typically involves three to four contact hours per week over a 15 week semester, except the professional research project which requires self-directed learning with academic supervision, and the internship which requires part-time work placement for 2-3 months (minimum of 9 weeks). There is a ratio of 1 US to 5 UK CATS credits at *FHEQ* Level 7 (see under US and UK CATS credits at:
 http://www.richmond.ac.uk/content/academic-affairs/graduate-academic-policies-and-procedures.aspx, and Appendix I below).

DEGREE REQUIREMENTS -- FALL 2013

Successful students complete 36 Richmond / 180 CATS credits at *FHEQ* Level 7.

FHEQ Level 7 (Total)		US Credits	UK Credits
		36	180
VAM 7100	Research Methods	4	20
VAM 7102	Arts Policy	4	20
VAM 7103	Arts Management and Marketing	4	20
VAM 7104	Curating	4	20
VAM 7105	Art Education and the Gallery	4	20
VAM 7106	The International Art Market	4	20
Plus EITHER		12	60
VAM 7902	Internship	4	20
VAM 7500	Professional Research Project	8	40
OR		12	60
VAM 7550	Extended Professional Research Project (Students not completing the internship complete an extended research project of 12/60 credits)	12	60

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5.2. Postgraduate Diploma in Visual Arts Management and Curating

The OU Validated Postgraduate Diploma (PGDip) in Visual Arts Management and Curating is awarded to students registered on the MA who have successfully completed in good academic standing (with a 3.0 GPA/B average) for all courses but: 1) fail to submit the thesis (without extenuating circumstances eligible for resubmission), or 2) fail to pass the thesis. The PGDip is therefore conferrable as an exit award in recognition of successful completion of postgraduate coursework, but it is not possible for students to register on the OU Validated PGDip. Students receiving the OU PGDip also receive the Postgraduate Certificate (PGC) awarded by the Middle States Commission on Higher Education.

CERTIFICATE/DIPLOMA REQUIREMENTS -- FALL 2013
Successful students complete 24 Richmond / 120 UK CATS credits at *FHEQ* Level 7

FHEQ Level 7 (Total)		US Credits	UK Credits
		24	120
VAM 7100	Research Methods	4	20
VAM 7102	Arts Policy	4	20
VAM 7103	Arts Management and Marketing	4	20
VAM 7104	Curating	4	20
VAM 7105	Art Education and the Gallery	4	20
VAM 7106	The International Art Market	4	20

Successful students awarded the PGDip are able to demonstrate all learning outcomes for the MA except B6. See Section 3 "Programme Outcomes" above, and in the Curriculum Map (Appendix II below)..

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6. Regulatory framework

The **MA in Visual Arts Management and Curating** is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications, UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1. Admissions

To be considered for admission, prospective students should:

- By the start of the programme, be at least 17 years of age and have been awarded a first degree in a discipline recognised by the University as being relevant to the programme and which is either:

    o from an accredited US institution with a minimum GPA of 2.5; or
    o from a UK HEI with first or second class honours; or
    o from an institution which is recognised by the University as awarding qualification of equivalent to such US or UK degrees;

- Have completed a timely direct application to the University, including a Curriculum Vitae, personal/professional statement and academic reference, supplying verification of existing academic and English language attainments as required by the University.
- Exceptionally, the University may consider substantial professional experience, of direct relevance to the programme, in lieu of a first degree. In such cases the prospective student may be required to submit a satisfactory extended essay and /or complete certain University undergraduate courses before being admitted to the programme. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Students who are neither nationals of a majority English speaking country, nor have completed a full programme equivalent to a UK first degree taught within such a country, should normally have achieved at least CEFR level B2 in a secure English Language test ("SELT") acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Further details of all of the above, including the specific minimum SELT grades currently required within level B2, may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published.
http://www.richmond.ac.uk/content/admissions/postgraduate-admissions.aspx

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6.2. Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the university. Much of what shapes the university's perspective on this has been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*. The University is also in compliance with Standard 14 on 'Assessment of Student Learning', as laid out by the Middles States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals. Assessment is not an event but a process and should be an integral part of the life of the institution."

(http://www.msche.org/publications.asp).

6.3. Progression

Progression is built into the Programme Outcomes (Section 3 above), as they are derived from the *SEEC* categories associated with specific levels of the *FHEQ*. Learning outcomes in each individual course are therefore level-specific, ensuring an appropraite structure of progression through the degree, with students at graduation meeting the requirements of the QAA subject benchmarks.

6.4. Repeat of a Course

Any repeats of courses in the taught elements of Masters programs are subject to availability (course scheduling and course cycling).

Any graduate student who receives a grade of F (0.0) on a course may repeat it in any subsequent semester (subject to availability and within the "time for completion" restrictions outlined below).

Any graduate student who receives a grade lower than B (3.0) on a course may petition the Postgraduate Associate Dean of the relevant School for permission to retake the course. The Associate Dean may consult with the Academic Progress Committee in coming to a decision. All petitions are considered on a case-by-case basis, and in the larger context of the student's overall academic record.

6.5. Incomplete Courses and Re-sits

Where graduate students believe that they have a legitimate reason for missing a final examination or failing to complete coursework, they may appeal to the relevant School's Postgraduate Associate Dean for a re-sit examination or an extension to coursework deadlines.

The Associate Dean may consult with the Academic Progress Committee in coming to a decision. If the appeal is approved an interim grade of I (incomplete) is assigned. Incomplete grades have no quality points and are not factored into a graduate student's semester or overall GPA.

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Re-sit examinations are completed in the official re-sit period, which is the fourth weekend of the semester following the original exam date. Re-sits are not normally permitted at any other time.

Graduate students given an extension to their coursework submission deadlines are normally required to submit the coursework in the same timeframes as students permitted a resit opportunity (ie week 4 of the following Fall or Spring semester).

The final grade for the course is revised by the instructor on completion of the course requirements. Failure to meet the deadlines will result in the 'I' grade reverting to the original grade submitted by the instructor, or to an F grade if no work was submitted.

6.6. Leave of Absence

Graduate students wishing to withdraw from the University may apply to the Postgraduate Associate Dean of the School for a leave of absence for one semester (which may be extended up to a maximum of two semesters). The Associate Dean will consult with the Academic Registrar in all leave of absence requests. Normally, students applying for a leave of absence must be in good academic, social, and financial standing. Approved leaves of absence provide students with the right to return to the University under the same graduation requirements that were in place when they began their leave, and to register for a future semester or summer session without applying for readmission. Graduate students must be particularly aware of the practical restrictions placed upon their return to studies posed by cycling and scheduling of courses in a Masters program.

Leave of absence must be applied for and approved in advance of the semester in which it is to be taken. Students registered for and attending classes will not be permitted to apply for a leave of absence retrospectively. They must withdraw from any courses in which they are enrolled in the usual manner.

Any graduate student granted a leave of absence for medical reasons may be required to provide confirmation from their health-care provider that they are medically fit to resume their studies. Students failing to return from a leave of absence within one calendar year must apply for readmission. If readmitted, they will be governed by the graduation requirements in effect at the time of their readmission.

Note: *The University is obliged to report to the UK Border Agency any student who is in the UK on a Tier 4 visa but who is not attending classes. This also applies to students who are taking a Leave of Absence. The University's granting of a LoA should not be interpreted as granting permission for a student on a Tier 4 visa to remain in the country.*

6.7. Time for Completion

Graduate students are normally expected to complete all requirements in one academic year (Fall, Spring and Summer semesters). Students must complete all requirements for the award of the degree within three years of the date of their first registration.

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6.8. Placement

The Internship Office of the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional but highly encouraged because the **MA in Visual Arts Management and Curating** programme has been designed to ensure that students graduate with both a qualification as well as experience of the workplace.

The internship has been established to act as a conduit between the classroom and a career, enabling students to meet and work with potential future employers. The internship programme demands that students interact with professionals in their field, allowing them to learn by seeing as well as by doing. Key to the success of this initiative is the relationship that has been developed with organisations and governmental agencies. Internship positions have previously been secured at the United States' Institute for Peace and Congressional Offices, Washington DC; the House of Commons, Israeli Embassy and United Nations, London; US Department of Commerce, Sydney; and through CRCC Asia, Beijing. For full details of the internship programme, please see: http://www.richmond.ac.uk/content/academic-programs/internships.aspx.

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Cole for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: http://www.richmond.ac.uk/content/student-affairs/career-services.aspx.

In addition to these services, the alumni office offers networking opportunties where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: http://www.richmond.ac.uk/content/alumni.aspx

Graduating students from the programme progress to further studies, or to work within a variety of sectors including the media, public affairs, finance, private, governmental, non-profit and international non-governmental organisations.

6.9. Student support and guidance

Every student is advised academically by the Associate Dean for Graduate Programmes who takes a close interest in the students' academic progress. Students who need a particular form of academic help can approach the convenor who can then provide the necessary liaison with the Registrar, Student Affairs and other offices forming the key parts of the academic and pastoral support infrastructure.

In accordance with the 2010 *Equality Act,* and with Chapter B4 of the *Quality Code for Higher Education* (Section 2: Disabled Students) Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see:
http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx

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The university operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department. For a full description of Student Affairs' activities, please see: http://www.richmond.ac.uk/content/student-affairs.aspx

The University recognizes that different demands are place on full-time and part-time students and its guidance, support, and advice systems are in place for all students.

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Appendix I: Credit Equivalences

In this document and other University literature, US credit is articulated in terms of US and UK CATS (Credit Accumulation and Transfer System) credit frameworks.

At the Masters degree level (see below for discussion of Levels on the *FHEQ*), UK MA students obtain a minimum total of 180 CATS credits, which equates to 90 ECTS credits or 36 US credits.

American Masters degrees typically award 30-36 credits. Richmond's degree awards 36. The ratio for credit translation at the Masters level (Level 7) is therefore as follows:

	US credit	ECTS credit	UK CATS credit
UK Level 7	1	2.5	5
Required minimum number of credits for MA	36	90	180 (120 of which must be at Level 7)
Richmond MA in Visual Arts Management and Curating	36	90	180 (at Level 7)

Levels

The *FHEQ* (Framework for Higher Education Qualifications) in the UK defines Higher Education levels in the following way::

> **Levels 4-6** (previously HE1-3) – years 1 to 3 of a UK undergraduate degree
> **Level 7** (previously M) – UK Masters degrees and postgraduate diplomas and certificates
> **Level 8** (previously D) – UK Doctoral degrees

Each level is illustrated by, and each award determined by, reference to a qualification descriptor. The level 7 descriptors can be found on pages 20-23 of the *FHEQ* (QAA, August 2008).

References
QAA. *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland.* August 2008.

QAA. *The Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education.* August 2008.

QAA. *Academic Credit in Higher Education in England – an introduction.* 2009
European Communities. *ECTS Users' Guide.* February 2009

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Appendix II: Curriculum map

The table below table indicates which courses assume responsibility for delivering and assessing (✔) particular programme learning outcomes. Students who gain the award will have demonstrated achievement of these learning outcomes, as set out under sections A, B, C and D.

Course	Programme Outcome																													
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
VAM 7100 Research Methods							✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
VAM 7102 Arts Policy		✓						✓						✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
VAM 7103 Arts Management and Marketing	✓		✓					✓						✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
VAM 7104 Curating			✓	✓			✓	✓		✓				✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓
VAM 7105 Art Education and the Gallery			✓		✓		✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓		✓
VAM 7106 The International Art Market					✓					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓			
VAM 7500 Professional Research Project							✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
VAM 7550 Extended Professional Research Project							✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
VAM 7902 Internship												✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓		