



**RICHMOND**  
THE AMERICAN INTERNATIONAL  
**UNIVERSITY**  
IN LONDON

## **Master of Arts Visual Arts Management and Curating**

### **Programme Specification**

**2019-2020**

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## Introduction

This document describes the **Master of Arts in Visual Arts Management and Curating** degree awarded by Richmond University, the American International University in London, using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008).

The degree is delivered at a US Liberal Arts 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 amounting to 36 US / 180 UK credits, comprised of coursework (24 US/120 UK credits), an internship (4 US/20 UK credits) and a research project (8 US/40 UKcredits) component. Normally, each course carries 4 US/20 UK credits. On this basis students are required to earn 36 US / 180 UK credits including successful completion of the internship and professional research project, in order to complete their degree.

**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 and syllabi.**

**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.**

## 1. OVERVIEW

<b>Programme/award title(s)</b>	Master of Arts in Visual Arts Management and Curating
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	Richmond, the American International University in London
<b>Date of latest validation</b>	1 September 2013 (for 5 years)
<b>Next revalidation</b>	2016-17
<b>Credit points for the award</b>	36 US credits 180 UK credits (FHEQ Level 7)
<b>Programme start date</b>	1 Sept 2014
<b>Underpinning QAA subject benchmark(s)</b>	QAA Masters Degree Characteristics (March 2010): <a href="http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf">http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf</a>  For contextualization, Honours degree level subject benchmark statement for History of Art, Architecture and Design (HAAD): <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects</a>
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT (one year), PT (two years)
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher last renewed 2017 QAA – Higher Education Review (AP) 2017
<b>Date of production/revision this specification</b>	July 2019 (see chart at the end of this document for list of revisions)

## 2. ABOUT THE PROGRAMME

Richmond University's MA in Visual Arts Management and Curating provides students with 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.

## 3. PROGRAMME STRUCTURE

### Master of Arts in Visual Arts Management and Curating Degree

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

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 taught courses of 4 US/20 UK credits each, spread equally over the autumn and spring semesters. Then in the summer semester, students take the internship course of 4 US/20 UK credits and write the research project which is submitted at the end of the summer and is weighted at 8 US/40 UK 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 or two and the research project in the summer of year two. January entry starters will take taught elements in the spring and autumn semesters, and the internship and research project in their second spring semester. Full-time or part-time students unable to take the internship complete an extended professional research project of 15,000 words for 12 US/60 UK credits instead of the normal project of 10,000 words.

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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. There is a ratio of 1 US to 5 UK credits at *FHEQ* Level 7 (see <https://www.richmond.ac.uk/policies/> for more information).

Details of the University’s degree programmes, including approved Programme Specifications and Course Specification Descriptions (CSDs) are held in an official archive by academic year, available at <https://www.richmond.ac.uk/programme-and-course-specifications/>

All students on Masters programmes are expected to be in London from early May to Mid-June for thesis/dissertation supervision and seminars, unless their internship takes them outside London. The student must be registered with the University at this time if the work is to be accepted for marking.

**Successful students complete 36 US /180 credits at *FHEQ* Level 7**

		US Credits	UK Credits
<b><i>FHEQ</i> Level 7 (Total)</b>		<b>36</b>	<b>180</b>
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
<b>Plus EITHER both of the following</b>		<b>12</b>	<b>60</b>
VAM 7902	Internship	4	20
VAM 7500	Professional Research Project	8	40
<b>OR</b>		<b>12</b>	<b>60</b>
VAM 7550	Extended Professional Research Project (Students not completing the internship complete an extended research project of 12/60 credits)	12	60

**Postgraduate Certificate (PGC) in Visual Arts Management and Curating**

The US Postgraduate Certificate (PGC) in Visual Arts Management and Curating is awarded to students registered on the MA who have successfully completed in good academic standing

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(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 PGC 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 PGC. Students receive the Postgraduate Certificate (PGC) validated by the Middle States Commission on Higher Education.

## CERTIFICATE REQUIREMENTS

Successful students complete 24 Richmond / 120 UK credits at *FHEQ* Level 7

		US Credits	UK Credits
<b><i>FHEQ</i> Level 7 (Total)</b>		<b>24</b>	<b>120</b>
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 PGC are able to demonstrate all learning outcomes for the MA except the professional research project component – see ‘C’ in Section 5 “Programme Outcomes” below, and in the Curriculum Map (Appendix I below).

## 4. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below, based on *SEEC* categories linked to level 7 of the *FHEQ*, <http://www.seec.org.uk/seec-credit-level-descriptors-2010-revised-2004/>.

Refer to Appendix II – Curriculum Map for details of how outcomes are deployed across the programme of study.

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

#### **4.1. Subject specific knowledge and understanding (A)**

- 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

#### **4.2. Subject specific skills and attributes (B)**

- 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

#### **4.3. Transferable intellectual and personal attributes (C)**

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



#### 4.4. Practical and/or professional skills and attributes (D)

- 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

### 5. TEACHING, LEARNING, AND ASSESSMENT

#### Teaching and Learning Strategy

The teaching and learning strategy for the MA in Art History and Visual Culture degree is based on the understanding that all students are active learners and researchers and are embarking on advanced professional practice with a view to their future career development. This is designed to maximise student engagement in the programme and ensure full participation throughout. The precise approach will vary from course to course, but the learning outcomes relating to each class are designed to ensure that students immerse themselves fully in the subject and take full responsibility for their progress through the programme. The concept of progression through the distinct aspects of the degree (class-based learning focusing on theory and practice, guided independent study and practical work, internship and professional research project including a critical reflection) is integral to the intellectual journey that the students will make during their time on the programme.

A variety of approaches will be used in teaching, including:

- Formal seminars and debates
- Formal lectures, supplemented with audio-visual materials
- Informal lectures and discussions with guest speakers or on visits
- Individual and group projects, culminating in oral presentations and written work
- Group and individual tutorials
- Self-directed and directed reading

Student knowledge will be acquired through:

- Structured seminars and debates (including the sharing of other students' learning and experience), lectures, guest lectures, visits to agencies – including supporting materials
- Directed reading and use of electronic sources
- Independent research and work experience

Student thinking skills are developed through:

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- Undertaking practical exercises and making presentations
- Learning alongside others, including group work, seminars, debates and discussions
- Conducting research
- Preparing assessed work

Student practical skills are developed through:

- Applying theory to practice in practical exercises and assessed work
- Specific training related to PR and journalism and related fields, including the use of different media
- Team and individual project work and reflection thereon
- Vocational experience gained through internships

The University welcomes applications from students with disabilities. These disabilities might include a physical or sensory impairment, a medical or psychiatric condition or a specific learning difficulty such as dyslexia, and may require additional support or adaptations to our facilities. The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community.

### Assessment Strategy

Assessment is by examination, 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 and final 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 Policy 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 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 and response to comments from the External Examiner.

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. 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.

## 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 Above Satisfactory
B	3.0 Satisfactory (also cumulative GPA required for the award of the degree)
B-	2.7 Redeemable Fail
C+	2.3 Fail – Poor (may be awarded at graded activity level, but not at course level)
C	2.0 Fail – Deficient (may be awarded at graded activity level, but not at course level)
C-	1.7 Fail – Seriously Deficient (may be awarded at graded activity level, but not at course level)
F	0.0 Fail (may be awarded at graded activity level, and is awarded at course level for any course grade calculated to be lower than B-)

### 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 professional project, or who do not obtain a minimum grade of B (3.0) on the thesis/dissertation/project, may transfer programs and apply to receive a (US) Postgraduate Certificate 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.

## 6. ENTRY REQUIREMENTS

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:

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

Prospective students should have completed either a timely direct application to the University or an application via UKPASS, 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/admissions/postgraduate-admissions/>

## **7. 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, 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 – the university disability officer works with

individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. 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>

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>

## **8. INTERNSHIPS**

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 CASS Masters Programmes have been designed to offer students the option to 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.

Expectations with regard to careers education, information, advice and guidance (as outlined in 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 may be obtained from the Student Affairs Department.

In addition to these services, the alumni office offers networking opportunities 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://alumni.richmond.ac.uk/>

## 9. REGULATORY FRAMEWORK

The MA Degree in Art History and Visual Culture 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, and the UK Quality Code for Higher Education.

Also key to the background for this description are the following documents:

- QAA (2018). The Revised UK Quality Code for Higher Education. ([www.qaa.ac.uk](http://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](http://www.seec.org.uk)).
- Middle States Commission on Higher Education. Standards for Accreditation and Requirements of Affiliation. 2014: Thirteenth Edition; Rev. Ed. 2015. (<http://www.msche.org/publications/RevisedStandardsFINAL.pdf>)

### Ensuring and Enhancing the Quality of the Programme

The MA in Art History and Visual Culture features 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 faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

The **MA in Art History and Visual Culture 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 (QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017 (<http://www.richmond.ac.uk/content/admissions/about-richmond/american-british-accreditation.aspx>).

In this document and other University literature, US credit is articulated in terms of US and UK 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 UK 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 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 Art History and Visual Culture	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*. November 2014.



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 Community. *ECTS Users' Guide*. February 2009; *ECTS Users' Guide—Draft Revision* January 2015

## Appendix I: 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												✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓			

## Appendix 2: Time to Completion for the Various Entry Points Chart

Possible Progression Pathway									
Year 1				Year 2			Year 3		
Full time				Full time			Full time		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Sept Start	3 courses	3 courses	Internship and Dissertation		Award dated late-December				
16 Month MBA	3 courses	3 courses		Internship and Dissertation	Award dated late-May				
Jan Start	N/A	3 courses		3 courses	Internship and Dissertation	Award dated early-September			
Part time				Part time			Part time		
Sept Start	3 courses split over both semesters			3 courses split over both semesters		Internship and Dissertation		Award dated late-December	
Jan Start		2 courses		3 courses split over both semesters			1 course	Internship and Dissertation	Award dated early-September