



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

Master of Arts in Creative Industries: Performing Arts Management

Programme Specification

2020-2021

Programme specification and curriculum map – **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration Degree**

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Introduction

This document describes the **MA in Creative Industries: Performing Arts Management and Administration** 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 in the UK. Successful students complete 8 courses amounting to 36 US / 180 UK credits, comprised of coursework (24 US/ 120 UK credits), and either an internship (4 US/ 20 UK credits) and a Professional project (6 US/ 30 UK credits) component or an Extended Professional project (10 US/50 UK credits). Normally, each course carries 4 US/20 UK credits.

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

Programme/award title(s)	Master of Arts in Creative Industries: Performing Arts Management and Administration
Teaching Institution	Richmond, the American International University in London
Awarding Institution	Richmond, the American International University in London
Date of latest validation	November 2019
Next revalidation	2024-2025
Credit points for the award	36 US credits 180 UK credits (FHEQ Level 7)
Programme start date	September 2020
Underpinning QAA subject benchmark(s)	QAA Masters Degree Characteristics (March 2015): https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10 and Subject benchmark statement: Master's degrees in business and management (2015) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16 and for contextualization, Honours degree level subject benchmark statement for Dance, Drama and Performance (2015)
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, if Fall start), PT (two years, if Fall start) FT (one year and four months, if Spring start), PT (two years and four months, if Spring start)
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 2016. QAA – Higher Education Review (AP) December 2017
Date of production/revision of this specification	May 2020 (see chart at the end of this document for list of revisions)

2. ABOUT THE PROGRAMME

The **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** at Richmond provides students with the professional knowledge, skills and experience required for career placements in the performing arts and creative cultural industries. The program offers sustained engagement, from an international perspective, with professional practice in a range of organisations focussed on London's world-leading performing arts sector. A range of core courses engage students with the theoretical knowledge and practical skills required as managers and administrators in the performing arts. Students also benefit from a range of optional courses in the second semester of the programme, which enable them to develop knowledge and skills in specific areas of interest. The practical aspect of the programme culminates in an optional internship in the performing arts and creative cultural industries, and a professional research project. Students not taking the internship complete an extended professional research project. Students must complete the six mandatory taught courses before progressing to the internship/research project. The programme positions students for work in a broad range of performing arts institutions and enables migration across professional careers in the creative industries more broadly. By ensuring that they are critical and reflective practitioners the degree prepares students for challenging leadership roles in a world of diversity and rapidly changing opportunities, in keeping with the university's wider mission.

Programme Goals

- To produce Masters level graduates in performing arts management and administration whose subject specific knowledge, performance, understanding, skills and attributes, critical thinking and cognitive abilities, and personal and enabling skills and attributes, prepare them for their careers and for further study and advanced training in these disciplines or related fields.
- To provide students with the practical skills required in performing arts management and administration to develop their careers in these fields, and to be able to respond to change.
- To maintain academic standards equal to or better than comparable MA degrees offered by other universities internationally.

3. PROGRAMME STRUCTURE

Master of Arts in Creative Industries: Performing Arts Management and Administration

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

		US Credits	UK Credits
<i>FHEQ Level 7 (Total)</i>		36	180
PAM 7101	Performing Arts Administration and Producing	4	20
PAM 7102	Audience Development and Outreach	4	20
VAM 7102	Arts Policy	4	20
VAM 7103	Arts Management, Marketing and Fundraising	4	20
<i>Plus two of the following PAM courses or one of the following PAM courses plus one other course from the list below:</i>		4	20
APR 7104	Digital Media Skills	4	20
ENT 7110	Entrepreneurship & Innovation Management	4	20
HRM 7110	Leading, Mentoring and Coaching	4	20
MGT 7101	Project Management	4	20
MKT 7110	Marketing in a Digital World	4	20
PAM 7103	Applied Performing Arts	4	20
PAM 7104	Performing Arts in London	4	20
PAM 7105	Pedagogy of Arts in Education	4	20
<i>Plus EITHER</i>		12	60
PAM 7500	Professional Research Project	8	40
PAM 7902	Internship	4	20
<i>Or</i>		12	60
PAM 7550	Extended Professional Research Project	12	60

US Postgraduate Certificate (PGC) / UK Postgraduate Diploma in Performing Arts Management and Administration

The US Postgraduate Certificate (PGC) and UK Postgraduate Diploma (PGDip) in Performing Arts Management and Administration are 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 final professional research project (without extenuating circumstances eligible for resubmission), or 2) fail to pass the professional research project. Both awards are therefore conferrable as exit awards in recognition of successful completion of postgraduate coursework, but it is not possible for students to register on the US PGC or the UK PGDip.

US POSTGRADUATE CERTIFICATE AND UK DIPLOMA REQUIREMENTS

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

		US Credits	UK Credits
FHEQ Level 7 (Total)		24	180
PAM 7101	Performing Arts Administration and Producing	4	20
PAM 7102	Audience Development and Outreach	4	20
VAM 7102	Arts Policy	4	20
VAM 7103	Arts Management, Marketing and Fundraising	4	20
Plus two of the following PAM courses or one of the following PAM courses plus one other course from the list below:		4	20
APR 7104	Digital Media Skills	4	20
ENT 7110	Entrepreneurship & Innovation Management	4	20
HRM 7110	Leading, Mentoring and Coaching	4	20
MGT 7101	Project Management	4	20
MKT 7110	Marketing in a Digital World	4	20
PAM 7103	Applied Performing Arts	4	20
PAM 7104	Performing Arts in London		
PAM 7105	Pedagogy of Arts in Education	4	20

Successful students awarded the exit awards are able to demonstrate all learning outcomes for the MA except the professional research project component – see ‘H’ in Section 4 “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*.

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

Upon successful completion of the **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** successful students will be able to:

LEVEL 7

- A. Demonstrate a deep and systematic understanding of key issues, themes and debates in Performing Arts Management and Administration, while reflecting on their relationship to empirical evidence and to other relevant disciplines.
- B. Show critical and innovative responses to theories, methodologies and practices in Performing Arts Management and Administration and their impact on the how the knowledge base is interpreted.

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- C. Demonstrate a deep, systematic and innovative ability to adapt and apply the practice of Performing Arts Management and Administration to multiple contexts
- D. Design and undertake substantial investigations addressing significant areas of practice in Performing Arts Management and Administration, using selected and appropriate advanced approaches.
- E. Engage with and evaluate complex, incomplete or contradictory evidence while critically reflecting on the different theoretical and methodological tools used
- F. Evidence the ability to exercise initiative in organising, pursuing and reflecting upon both supervised and self-directed individual and/or team projects, while accepting full accountability for outcomes
- G. Show the ability to gather, organise and deploy complex and abstract ideas and diverse information in complex and specialised contexts, while reflecting upon and improving the skills required for effective written and oral communication
- H. Demonstrate the ability for innovative and autonomous learning, normative and ethical reflection, self-evaluation and engagement with disciplinary benchmarks

5. TEACHING, LEARNING, AND ASSESSMENT

Teaching and Learning Strategy

The teaching and learning strategy for the MA in Performing Arts Management and Administration 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:

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

Student thinking skills are developed through:

- 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 the performing arts and related fields
- 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. Richmond 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
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*** 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 syllabi). 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.

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 the 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 <u>is awarded at course level for any course grade calculated to be lower than B-</u>)

Grading criteria are disseminated to faculty and students to ensure parity of marking and transparency of criteria. Criteria (where relevant): Note that while all five criteria are required for an A grade, these criteria are listed in order of importance:

1. Quality of research: creativity (independent thinking), strength of topic, appropriate use of primary (where relevant) and secondary sources, depth and breadth of reading, extent of thorough analysis
2. Critical engagement: with and understanding of material; selection and application of relevant theory and method.
3. Research analysis
4. Coherency of argument
5. Presentation and Scholarly apparatus: clarity of expression, language use, structure (e.g. introduction, conclusion), referencing, bibliography.

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 the faculty delivers 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 faculty to set common goals for the entire degree and each of its courses.

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

Students who choose not to submit the Professional Project, or who do not obtain a minimum grade of B (3.0) on the Professional Project, may transfer programs and apply to receive UK and US exit awards. A minimum cumulative GPA of 3.0 on all coursework is required for the exit awards.

6. ENTRY REQUIREMENTS

To be considered for admission, prospective students should:

- By the start of the programme have been awarded a first degree in a discipline recognised by the University as being relevant to the programme and which is either:
 - i) from an accredited US institution with a minimum GPA of 2.5; or
 - ii) from a UK HEI with first or second class honours;
 - iii) 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, or an application via UCAS Postgraduate, 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 an English Language test 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 English language 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.

6.1 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*.

6.2 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 appropriate structure of progression through the degree, with students at graduation meeting the requirements of the QAA subject benchmarks.

6.3 Repeat of a Course

Any repeats of courses in the taught elements of Masters programmes 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 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.

6.4 Incomplete Courses and Re-sits

Where graduate students believe that they have a legitimate reason for missing a final Programme specification and curriculum map – **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** Degree

examination or failing to complete coursework, they may appeal to the relevant School's 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.

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 (i.e. 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.

6.5 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.*

6.6 Time for Completion

September start, full-time, 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.

7. STUDENT SUPPORT AND GUIDANCE

There is a range of student support and guidance, for both academic and general wellbeing, available to students at Richmond. This is accomplished through a range of programmes and services which positively impact learning as well as the total student life experience.

Every student is advised academically by the Programme Director of the MA programme who takes a close interest in the students' academic progress. Students who need a particular form of academic help can approach the director who can then provide the necessary liaison with Registry Services, Student Affairs, Library and other offices forming the key parts of the academic and pastoral support infrastructure.

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 supported 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.

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.

8. PLACEMENT

The Careers & 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 Programme specification and curriculum map – **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration Degree**

internship programme is optional but highly encouraged because the MA in Performing Arts Management and Administration 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. For full details of the internship programme, please see:

<http://www.richmond.ac.uk/internships/graduate-internships/>.

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Code 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 professional development seminar series.

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.

9. REGULATORY FRAMEWORK

The **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** 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)
- 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. 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 **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** features detailed published educational objectives that are consistent with

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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 **Master of Arts Degree in Creative Industries: Performing Arts Management and Administration** 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

Programme Specification Publication Dates

First Edition	September 2019
Revision 1	May 2020

APPENDIX 1: Curriculum Map

Course ID	Course Title	Learning Outcomes							
		A	B	C	D	E	F	G	H
PAM 7101	Performing Arts Administration and Producing	X	X	X		X	X	X	
PAM 7102	Audience Development and Outreach	X	X	X		X	X	X	
VAM 7102	Arts Policy	X	X	X		X	X	X	
VAM 7103	Arts Management, Marketing and Fundraising	X	X	X		X	X	X	
Plus one or two from:									
PAM 7105	Pedagogy of Arts in Education	X	X	X		X	X	X	
PAM 7103	Applied Performing Arts	X	X	X		X	X	X	
PAM 7104	Performing Arts in London	X	X	X		X	X	X	
Plus Either									
PAM 7500	Professional Research Project	X	X		X		X	X	X
PAM 7902	Internship			X			X		X
Or									
PAM 7550	Extended Professional Research Project	X	X		X		X	X	X