

Template C4



Programme Specification

Title of Course: *MSc Project Management for Creative Practitioners With Professional Placement*

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Version number	3
Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Creative Industries
Delivery Institution	Kingston University, London

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Project Management for Creative Practitioners
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PG Diploma Project Management for Creative Practitioners PG Certificate Project Management for Creative Practitioners
Course Code <i>For each pathway and mode of delivery</i>	PPPMC1PMC30 PFPMC1PMC20
UCAS code <i>For each pathway</i>	

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Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University, London
Location:	Department of Creative & Cultural Industries, School of Critical Studies & Creative Industries, Kingston School of Art, Knights Park
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2

Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>Undergraduate degree in the Humanities or Social Sciences with a creative element. These include degrees in Art and Design fields, the Performing Arts and Music, Marketing and Media, or creative technology degrees such as Digital Game Design.</p> <p>A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.</p> <p>All application forms and personal statements will be read, considered and candidates selected for interview. All candidates are interviewed face-to-face or via Microsoft Teams.</p> <p>Mature students and those with non-standard qualifications are encouraged to apply and will be given the opportunity to meet the course team and discuss expectations and requirements. Applicants with prior qualifications and learning may be exempt from appropriate parts of a course in accordance with the University's policy for the recognition of prior certificated learning (RPCL) and prior experiential learning (RPEL). All staff interviewing will have undergone unconscious bias training. At Kingston, we are committed to increasing diversity and inclusivity, particularly in the context of the Critical and Creative Industries.</p> <p>Part-time students are welcome. Normally students studying part-time will be expected to be in relevant employment or have relevant practice experience. When interviewing students for part-time study, care is taken to ensure that applicants are aware of, and have taken into consideration, the potential difficulties involved in dealing with the demands of a rigorous programme of study at the same time as holding down employment.</p>
Programme Accredited by:	None
QAA Subject Benchmark Statements:	Master's Degree in Business and Management (2015), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and an awareness of the QAA Master's Degree Characteristics 2020 and the undergraduate subject benchmarks for Art & Design.

Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

The overall aim of the course is to equip graduates with the skills and knowledge needed to be able to design and lead creative projects and/or work effectively as part of a project team on a creative project.

Principal aims of the course:

- Develop an in-depth knowledge and comprehensive understanding of the principles and practice of Project Management
- Foster a critical understanding of Agile methodology and the requirement to flexibly tailor the project management approach to the creative context.
- Provide a challenging live brief to provide students with the opportunity to practically apply their knowledge to a real-world project
- Develop and enhance the student's knowledge and skills needed to build a sustainable creative career
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

B. Intended Learning Outcomes

The programme outcomes are referenced to the UK Quality Code for Higher Education, including the Subject Benchmark Statement for Master's Degrees in Business and Management (2015), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and an awareness of the QAA Master's Degree Characteristics 2020 and the undergraduate subject benchmarks for Art & Design. They relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, and intellectual creative, practical and key (transferable) skills and other attributes that characterise effective project work in the creative sector.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in ['Sector Recognised Standards in England'](#) (OFS 2022).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy

7. Collaboration
8. Resilience
9. Self-Awareness

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Demonstrate an in-depth understanding of the challenges of people management in creative projects.	B4	Reflect on project performance and provide an evidenced and detailed analysis of causes and possible remedies.	C4	Deliver persuasive, effective and professionally designed and delivered presentations.
A3	Demonstrate how to respond effectively to a creative brief.	B1	Produce a solidly reasoned business case with anticipated outcomes, benefits and risks.	C3	Schedule project work across project teams to manage costs, time and user requirements within budget and time-frame.
A2	Create a detailed project plan – containing the project initiation document, schedule and reporting protocols.	B2	Critically analyse the requirements for a project tailored to the context of creative production.	C2	Negotiate effectively with project teams and stakeholders.
A1	Demonstrate an in-depth understanding and knowledge of Agile project management methodology.	B3	Produce a critical and evidence-based project evaluation.	C1	Create a professional and commercial standard of digital communications.
				C5	Demonstrate professional skills (including self-presentation, communication, interpersonal/ teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice)

C. Outline Programme Structure

This programme is offered as a full field in full-time, part-time and 'with professional placement' modes and leads to the award of **MSc Project Management for Creative Practitioners**. Intake is normally in September.

The course is made up of four 30-credit modules and a final capstone 60-credit Major Project module. The four 30-credit modules have been designed to equip students with the knowledge and skills needed to design, deliver and evaluate a real-world project during their Major Project final 60-credit module. All modules are core. All students will be provided with the University regulations and the Course Handbook. Full details of each module will be provided in module descriptors and student module guides on the Virtual Learning Environment (VLE).

Students on the 2-year programme (with integrated placement) must complete all modules by the end of TB3 and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a professional placement portfolio which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

MSc Project Management for Creative Practitioners

Level 7							
MSc Project Management for Creative Practitioners							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Designing and Running Successful Projects	HA7513	30	7	2			
Principles of Project Management	HA7511	30	7	1			
Professional Placement (CSCI)	WP7002	120	7	TB1, TB2, TB3 (Yr 2)			
The Creative Freelancer	HA7514	30	7	2			
The Human Problem: Working with and Managing People	HA7512	30	7	1			
The Major Project	HA7515	60	7	2 & 3			
Optional Modules							

Level 7 information

The award of the MSc Project Management for Creative Practitioners requires the successful completion of all modules. Those students obtaining 120 credits will be eligible for a Postgraduate

Diploma in Project Management for Creative Practitioners and those with 60 credits a Postgraduate Certificate in Project Management for Creative Practitioners in accordance with Kingston University's regulations.

MSc Project Management for Creative Practitioners With Professional Placement

D. Principles of Teaching, Learning and Assessment

1. Academic coherence

In accordance with the Kingston School of Art's philosophy of *Thinking through Making*, and as befits the professional practice focus of the course, the course module content and pedagogic style delivery style is built around setting theory in practice and providing, through case study analysis, simulated project management software, roleplays and real-life projects. The four 30 credit modules provide students with the knowledge and skills needed for them to design, plan and deliver a real-life project as part of their final major project. Through these modules, the student will be empowered to take responsibility for their own learning, build reflective and critical abilities sufficient to be able to work independently, with appropriate support, during the design, planning and delivery of the final Major Project.

The modules in teaching block 1 (HA7511 & HA7512) have been designed to introduce key concepts and practices in project management so that students can begin their study of different project management approaches and contextualise their developing understanding in the challenge of project management in the creative sectors. In the 'Principles of Project Management' module (HA7511) students will gain knowledge of the fundamental principles of project management which will consider the critical analysis of how the characteristics of creative output, working practices of creatives and the flexibility needed to ideate, conceptualise and prototype creative products/services make project management in the creative sector distinctive. This will be strengthened by students being trained in Agile Project Management methodology an approach most appropriate to creative projects. During 'The Human Problem: Working with and Managing People' (HA7512), students will tackle and critically analyse the challenges of working with people, their motivations, differing value systems and identities. The title of the module is purposely provocative in order to clearly signal and frame the module on the frequently underestimated complexities of managing people, especially creatives, during the discipline of project management.

The module 'Designing and Running Successful Projects' (HA7513) builds on the principles of module (HA7511) and focusses on the execution of project management. It is designed as an opportunity to deepen understanding of the requirements of a successful project – business case development, scheduling and planning, reporting processes, budget management, quality assurance, evaluation. To aid this, during this module students will work on a project management software simulation. This challenging activity will allow students to draw together their knowledge of project management and test how their knowledge is executed in practice. The virtual nature of this project management experience enables students to practise in a safe space, readying them for when they project manage for real in the 'Major Project' (HA7515).

The module 'The Creative Freelancer' (HA7514) looks at project management from the 'other' side – that of a supplier or team member within a project. There are two benefits that come from studying on this module. The first is to develop skills and knowledge that students will need when working in projects for a project manager. This will deepen appreciation of

the challenge of project management, the importance of communication and brief specification and quality assurance. The second is to help develop their effectiveness as a project team member. In this module, students will work around the project brief developing methodologies for interpreting, pitching and organising the workflow of supplying specified deliverables. Management of themselves and the management upwards to the project manager will be analysed and discussed, including pricing, Intellectual property issues and marketing. Skills will be developed through setting briefs to which students respond and create pitches for the work.

During TB2 the Major project will be initiated and students will be provided with input on how to document work and evaluate the completion of a project. The nature of the challenge will be set and students will work collaboratively to design a programme of events and establish a business case. The Course team will act as the executive and provide guidance on user requirement and project tolerances. The programme of events will be made up of a number of sub-projects that will encompass all the required outputs and deliverables for the programme. These are likely to involve development of promotional materials, a social media campaign, the design and content of the programme (talks, displays, engagement activities), the use of the space and the operations for each event. The theme of the programme will be created by the students with the one limitation, that it must be on a social theme/issue/problem. Students will also fundraise for the event and seek sponsorship or support from local businesses and organisations. Workshops on key themes and skills will be held fortnightly during TB2 with the students expected to develop increasing independence and ownership of the event programme.

2. Assessment

The modules that make up the MSc are assessed through a range of summative methods, preceded by formative assessments and feed-forward opportunities.

Formative assessment primarily takes place during mid-project reviews and project proposals and is designed to help students identify how to improve and reflect on what needs to be done. This may be in the form of a written or verbal review and may be accompanied by an indicative mark. This mark will not contribute to their final module grade, but will serve as an indication of progress and achievement to date.

Summative assessment aims to assess learning achieved and is awarded a mark. Assessment is integrated across the modules through the use of an assessment rubric based on two dimensions; the development of the student's creative self and their creative practices. For the 'creative self' dimension, work is assessed against the following features: authenticity and meaning, distinctiveness and creative thinking, and professional and outward facing. For the creative practice dimension, work is assessed against the dimensions of persuasiveness, analytical rigour and relevance and effectiveness. Through these six values it will be clear what is necessary for a student to aim for and to demonstrate. These values are representative of the aims as detailed in Section B, and have been informed by QAA Benchmark statements on the characteristics of Master's degrees (2015), subject area benchmark statements for Art and Design and for Business and Management and also of the understanding of the creative and cultural industries, as informed by publications produced by the Department for Digital, Culture, Media & Sport, the Creative Industries Federation, and Nesta.

Modes of assessment include:

- **Case study analysis** – this is a data limited written assessment that uses a scenario and details contained in a specific case of project management. The assessment focusses students on the challenge of theory into practice by setting questions that

require reasoned answers supported by data in the case study, theory from their reading and judgement from their growing understanding.

- **Reflective Log** – this is a thoughtful consideration of an experience or situation, task or problem that the students have encountered during the module. It will document what happened as well as contain reflections on the causes and consequences of what happened. Students are encouraged to express themselves and explore what happened visually as well as in written form with reflective logs being in the form of multimedia journals or blogs as well as the more traditional diary format.
- **Written report/essays** – these will be used to examine level of understanding of theoretical aspects of project management and will usually include evidence drawn from either observation of real practice or from secondary sources drawing inferences from available empirical evidence.
- **Project reports** – this will involve evaluation of the management of the project and its deliverables. Students will use a range of techniques and approaches to examine value created, project performance and user satisfaction.
- **Oral Presentations** – there are four basic types of presentation assessed during the course. They are assessed individually. Assessment guidelines specified in module descriptors will reflect the specific purpose/type of the presentation. One is the pitch or the presentation of an idea. This involves selling the idea and communicating it quickly and persuasively. The second is the reflective presentation. This requires that students efficiently summarise project performance and issues and thoughtfully provide reflections that are aimed at identifying actions and principles that they would action so as to mitigate and respond to the challenges they faced. The third is commentary and analysis. This challenges students to cogently explain their reasoning, employing evidence of theory in practice and prioritisation of causes, consequences and importance. The fourth type of presentation is the evaluation and explanation of project performance designed to be delivered to a professional audience made up of stakeholders and line managers. This requires demonstrating verbal reasoning, analytical skills and clarity of communication to time poor people.
- **Business cases** – these are particular subsections of Product Initiation Document (a standard document within Project Management). This assessment requires researching and establishing the case for investment, the identification of risks and possible rewards and an analysis of actions that will be taken or could be taken to mitigate or militate the risks.
- **Website creation** – this involves creating a prototype website either using a website template service or by using wire-framing software/or storyboarding techniques to illustrate what a website will look like, its functionality, tone of voice and content.
- **Major Project** – This is an extended piece of work largely self-managed by the student. The major project involves conducting market research, designing a project plan, organising the project delivery and then creating a report that explains and contains the projects design, delivery and outcomes. This can be purely written but can also include visual media (film/image).
- **Personal Development Plan** – this is developed as part of the personal tutor scheme, given additional focus in the Creative Freelancer module and concluded in the lessons learned section of the Major Project report. This is an important process

of reflection and targeting that will support students in the development as a creative professional one of the programmes core values.

3. Learning and Teaching

As mentioned in Section 1, the approach the course takes to learning and teaching follows the principle of *Thinking through Making*, which is based on the primacy of the project as a vehicle to both organise teaching and learning in terms of stages and outcomes and as preparation for the style of work graduates will be expected to be competent in. In HA7511 this is achieved through the AgilePM training. In HA7512 this is done by using a negotiation role play, filming the event and using this to enable students to reflect on their performance. In HA7513 this is accomplished through a computer simulation of running a project. In HA7514 this is achieved by requiring students to develop a social media presence and accompanying business case and in the Major Project (HA7515) this is achieved through setting students the challenge of designing and delivering a real-life project.

Skills and knowledge will be developed across a range of teaching and learning activities:

- **Designing and responding to project briefs** - The briefing is central to a project's design and delivery. Project briefs will therefore be a frequent form of activity throughout the course and will involve tutor-led or business led explanation of the specifics of the project, its theme, scope, objectives, timing and outcomes. Students will be tasked with responding to briefs ensuring their responses are aligned with determined deliverables, tolerances and user requirements. In other cases, students will practice designing briefs specifying the scope and aim of the desired outcomes.
- **Technical workshops** – This will involve critically analysing project management software tools designed to support the scheduling and monitoring and control of projects. Students will develop ability to use suitable software and put this into practice during the Major Project.
- **Tutorials** - Opportunities to strategically discuss a range of issues relating to individual development and to clarify existing knowledge, to support essay and project initiatives, and to guide and facilitate further independent and creative learning and thought- They also provide opportunities for formative assessment where students receive feedback on completed work and feed-forward on work in progress.
- **Seminars** - Seminars normally consist of a structured discussion that may be student- or staff-led presentations. The seminar is usually based upon a topic that has been previously prepared and circulated. Active participation and quality of presentation and discussion in seminars is expected. Student discussion and critical debate is encouraged in order to develop students' ability to confidently communicate visually and orally.
- **Peer Learning** – This is a vital component of teaching and learning practices within a practice focussed course. Students work alongside each other and therefore take notice of each other's work and discuss progress and issues informally. This includes project reviews to promote peer project discussion and debate.
- **Tutor and Guest speaker-led input sessions/lectures** - A member of staff or invited guest will provide lectures or workshops, often followed by group discussion to ensure a full understanding and to encourage critical analysis of the material and critical self-reflection.

- **VLE/Canvas** - Teaching and learning is supported by a virtual learning environment which allows for a proactive blended learning approach, acting as a source of reading materials, module and course objectives and learning outcomes and a means of communication between the course tutors and the students.
- **Independent Study** - Each module is divided into contact and non-contact hours with Faculty members. The independent study comprises the non-contact hours. Independent learning is also incrementally focused in the programme with students becoming more and more independent in their learning as they make their way towards the design and delivery of the Major Project (HA7515).
- **LinkedIn Learning** – all courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.
- **Work Placement** – the integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor. During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.
- **Simulation** – This involves use of software to provide a simulated version of project management with briefs, stage gates, user requirements and team allocation decisions made by the students. Simulating project management challenge provides an opportunity to put theory into practice and generate performance metrics that will allow students to reflect on their developing understanding and skill. The simulation will provide a stepping-stone to the real-life project conducted during the Major Project module (HA7515).
- **Roleplay** – to support the development of practical skills and enable an opportunity to put their knowledge into practice students will take part in roleplays. Based on problem solving scenarios and negotiation students are given roles to perform and work as a group to achieve their objectives.

The University is committed to inclusivity and diversity, and the MSc Project Management for Creative Practitioners supports this orientation through the creation of an accessible curriculum, enabling students to see themselves reflected in the curriculum and equipping them with the skills to contribute and work in to a global and diverse environment (Kingston University Inclusive Curriculum Framework).

- **Create an accessible curriculum**

The content of the curriculum reflects the range of situations in which project management can take place. The principle of tailoring covered in HA7511 and further developed in HA7513 enables projects to flex according to scale, sector use, and location of the project and the firm. HA7512 explicitly considers human diversity and works to develop reflective and broadminded practitioners who are able to recognise their bias and can take action to

diminish it. Content is delivered in a range of ways and assessed using a range of verbal, visual and performance tasks and activities. Reading material is provided ahead of the session and stored on a VLE. Throughout there is an emphasis on student involvement in the generation of content that then acts as springboard for debate, analysis and reflection. Assessment briefs, marking guidelines and deadlines will be published in advance to allow students to plan their workload.

- **Enabling students to see themselves in the curriculum**

Students will be encouraged to reflect on their values and attitudes and the effectiveness of their communication throughout the course. The 'Creative Freelancer' (HA7514) takes an individual approach to support students in becoming the practitioner they wish to be, and sets the student's work in their context, cultural and geographical. The assessment rubric has been designed around the principle of the 'Creative Self' thereby encouraging students to explore their approach to the challenge of project management.

- **Equip students with the skills to positively work in a global and diverse environment**

Collaboration is a fundamental theme of the course and is considered and explored in each module, as successful project management requires recognising, considering and working with diverse groups of people. The Major Project (HA7515) includes establishing a programme of events based on an issue selected by the students. The theme selected will be limited to a real-world problem or experience with social impact. The reality of the issue will increase engagement and students will be more involved if they can participate in the setting of the eventual theme and the design of the programme. The societal aspect of the theme selected will help encourage students to consider the problems facing different people, and, in designing events and displays for different target groups, they will be able to consider the needs of these different audiences. The Major project will, because of its setting in a real-world problem, the requirement to engage with a range of stakeholders and actual delivery of a project, support the use of 'authentic assessment' using the student's evaluation of their performance and that of the project as material on which to reflect.

4. Student centred

One of the objectives of the course is to encourage students and provide resources to support the development of their creative self. In other words, the confidence, knowledge and practices needed to develop novel and creative responses to challenges in ways and with media that are not necessarily part of the sector 'recipe' book. The personal tutor scheme is one way this is encouraged. From induction onwards, students will be encouraged to develop a Personal Development Plan that links their study to their performance and growing creative self with the need to build highly employable skills and attitudes, such as CVs, online profiles and digital presence (blog). Although not explicitly assessed, this is clearly acknowledged as part of being a professional, and is one of the programme's key values.

5. Development of academic and practice-based skills

Academic and practice-based skills are developed throughout the programme and are detailed in the module descriptors. An assessment rubric has been developed for the course that ensures students know what values they are being assessed against, and aligns the feedback and development with the course aims (Section B), and the six KU graduate attributes.

KU Graduate Attributes

Kingston University aims to co-produce graduates that are recognisable by the following attributes.

PROFESSIONAL

Our graduates are knowledgeable and confident in using their subject expertise at work. They are self-aware, and understand how their actions impact on others and the need to act ethically. They work effectively in teams and play a full part in achieving organisational success.

THOUGHTFUL

Our graduates are reasoned thinkers. They are information literate and can analyse, synthesise and evaluate complex information from a range of sources. They are culturally and emotionally intelligent and open-minded.

CREATIVE

Our graduates have original ideas and communicate them well to others. They are inventive and experimental, finding original solutions to problems and influencing change. Many are entrepreneurial, finding solutions to commercial or social challenges.

RESILIENT

Our graduates have the resilience needed to flourish in a changing world. They are agile, courageous and have the skills to tackle challenges in current and future work environments.

PROACTIVE

Our graduates use their knowledge and skills to lead and influence.

GLOBALLY AWARE

Our graduates come from diverse backgrounds and are culturally aware. They understand our world is increasingly interconnected and recognise their own potential to make a difference in a rapidly changing international context.

6. Research and practice-led teaching

Research informed teaching operates throughout the course either in guiding content, discussion and debate on the developments in project management theory or in the assessment of the characteristics of the changing creative economy and the challenges of managing people in it. KSA staff have comprehensive industry experience or significant research achievements and to ensure the very latest developments and practical experiences are covered and discussed, guest speakers from industry will also be invited to hold workshops with the students. Alongside the contribution of practice-engaged staff, the programme will be practice-led through its selection of content and the project-based pedagogy involving briefs, simulations and real-world projects (see Section F, 1 & 2). That said, sector facing content does not mean sector 'capture' content. The practices studied and engaged in by students will be critically examined so that new ways of working can be identified and established recipes challenged. The hybridity of the content, involving commercial and creative attitudes, experiences and values requires and will make necessary, a constant enquiry led and critical approach. The creative industries need informed, reflective and distinctive project managers and team members, not 'recipe' followers.

7. Employability

The course seeks to produce graduates able to survive and thrive in the challenging world of project management within the creative sectors. Accordingly, content has been designed around the skills and knowledge needed for professional success, explicitly linking understanding of creative production and management with the commercial and operational demands of project management. The development of employable skills and knowledge generated through the course is particularly enhanced by the 'Major Project' (HA7515) module. An extended and real-world challenge that will provide students with an extended opportunity to put theory into practice and develop skills and experiences that can evidence and enhance their employability. The module content and assessment will be aligned to employability through the use of the assessment rubric which has been specifically designed to build skills and knowledge that will make graduates more employable.

Successful graduates from the course will be agile thinkers, able to tailor their approach to project management according to each different project's specificities. Project management knowledge and skills are in high demand in the creative sector as evidenced by our focus group research and industry consultation. Creative organisations, and those organisations

seeking to develop creative content, require people with knowledge of project management practice and principles, empathy and understanding of the creative mind-set and common production practices, and skills in developing agile scheduling and communication plans to respond to the uncertain nature of much creative production. This course is the first of its kind in the UK and this sector specialist approach to the development of project management knowledge and skills sets the course's graduates apart.

Employers value the accredited training qualifications available in the project management area. They provide assurance on the type of knowledge and skills held by the candidate and their increasing ubiquity has led to them becoming part of the selection criteria for new employees/project managers. To support the students' employment prospects, as well as act as a source of material and experience to engage in critical analysis and debate, students will study and take an accredited project management training course. The most appropriate course for creative projects is Agile project methodology. Students will receive training accredited by the largest Agile project management body, the Agile Project Management International part of the Agile consortium^[1]. This is the largest such body and is accredited by UKAS the UK governments accreditation agency. The award successful students will receive is Agile Project Management Certificate (Practitioner level).

The course also includes a module on freelancing which as well as rounding out the students understanding of project management, is an opportunity to develop students' ability to participate in projects as a freelancer – a common employment route within the creative sector

8. Contribution to Society

The MSc Project Management for Creative Practitioners aims to provide graduates able to support the commercial realisation of creative products and services. The Arts Council England notes;

“Art and culture enhance every part of our lives. They bring us joy, and help us to make sense of our own experiences and to emphasise with others. This is what we cherish. Art and culture also give us other benefits. They benefit us economically, socially and educationally – from the future prospects of our children, the vibrancy of our cities, to the contribution made to economic growth.”

(<http://www.artscouncil.org.uk/why-culture-matters/holistic-case-art-and-cult>

Accessed: 19th April, 2017)

Graduates from the course will help ensure the development of such enriching cultural products by providing their skills and knowledge to the management and delivery of commercially and culturally successful projects.

9. Student engagement

The course's approach to student engagement is through establishing a collaborative ethos to the study of, and participation in, creative projects. Collaboration is essential if students are to develop ability to manage people, understand their values and recognise how they are being interpreted. Projects are collaborative exercises, and authentic communication and understanding of one's self is crucial in building effective teams to deliver them effectively. The importance placed on fostering engaged and collaborative students is reinforced through the assessment rubric and the capstone real-world project.

Module reviews, course representatives, staff student consultative committees and boards of study ensure that modules and the course are meeting needs and managing expectations in order to optimise the students' experience and engagement.

Students are encouraged to become a part of the wider culture of the Department of Creative and Cultural Industries through collaborative projects with students on other related programmes (MA Museum & Gallery Studies, MA Art Market & Appraisal and MA Curating Contemporary Design). Students will be invited to Critical Studies and Creative Industries School and wider faculty (KSA) events including masterclasses, exhibitions and book launches.

10. Key skills

The key skills identified by Kingston University (page 21) are embedded within individual modules and synoptically across the course.

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

[1] <https://apmg-international.com/>

[2] Creative Industries Federation: Freelancers (2017)

E. Support for Students and their Learning

Students are supported by:

- A Course Leader to help students understand the programme structure
- A Personal Tutor
- Module Leaders who coordinate the teaching and learning activities and can advise students on any specific questions related to the learning and assessment for the module
- Student Placements Officer
- An induction week at the beginning of the academic year
- LinkedIn Learning – an online platform offering self-paced software tutorials
- VLE – a versatile online interactive intranet and learning environment accessible both on and off-site
- Services for Students provides student support through three teams
 - 1) Student Life provides disability support and international student support and offers advice on issues such as finance, regulations, legal matters, accommodation and childcare
 - 2) Student Wellbeing focuses on student health, fitness and spirituality
- The Union of Kingston Students represents students throughout their time at Kingston

Personal Tutor Scheme

Students are allocated a Personal Tutor on their arrival at Kingston. The tutor's role is to support the student throughout their time at KSA. Meetings are scheduled at key points in the year. The aim of these meetings is to ensure a good transition to Master's level study and also allow the student to have an identified tutor who they can contact on more individual and development issues and who will help guide the development of their creative-self through scheduled meetings. Tutors are available via appointment and in Office Hours according to the schedule laid out below.

Aims of the Personal Tutor Scheme:

- To provide appropriate academic advice and guidance throughout a student's studies by monitoring progress and identifying individual needs.
- To provide a holistic overview and guidance for individual study and the development of personal practice.

- To provide a formalised structure for the on-going process of formative feedback and personal development embedded in studio culture and teaching.
- To help to develop a student's ability to be self-reliant and reflective and their ability to use feedback/feed-forward to best advantage.

Key Features of the Personal Tutor scheme:

- Personal Tutors will be allocated at the beginning of the academic year.
- The introductory/welcome tutorial meeting will occur at the beginning of the academic year. Subsequent tutorials will follow and respond to key/stages in the academic year.
- Students will keep the same personal tutor throughout the year.
- One-to-one meetings will vary in length depending on the profile and needs of individual students.

Wider Faculty- and University-level support for students and their learning comes from:

- Academic Success Centre that provides academic skills support to UG and PG students
- Student Achievement Officer
- Information Services and LRC
- Technical support
- Language Support
- Union of Kingston Students
- Student and Course Office, with a dedicated Course Administrator
- Staff Student Consultative Committee and Board of Study
- Employability Consultant
- Careers and Employability Services – will provide support for students prior to undertaking work placement(s).
- Technical support to advise students on IT and the use of software.
- Student Employability and Engagement focuses on careers and employability

Orientation to the course, School and Faculty-level support is provided in the course handbook and induction, and ongoing use of VLE.

F. Ensuring and Enhancing the Quality of the Course

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

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Module Evaluation Questionnaires (MEQs), Level Surveys and a Postgraduate Survey
- Moderation policies
- Feedback from employers

These are supported by:

- Recruitment data
- Entry qualifications and standards
- Subject league table rankings
- Value Added and BME metrics around attainment and attainment gaps

G. Employability and work-based learning

Employability

The course seeks to produce graduates able to survive and thrive in the challenging world of project management within the creative sectors. Accordingly, content has been designed around the skills and knowledge needed for professional success, explicitly linking understanding of creative production and management with the commercial and operational demands of project management. The development of employable skills and knowledge generated through the course is particularly enhanced by the 'Major Project' (HA7515) module. An extended and real-world challenge that will provide students with an extended opportunity to put theory into practice and develop skills and experiences that can evidence and enhance their employability. The module content and assessment will be aligned to employability through the use of the assessment rubric which has been specifically designed to build skills and knowledge that will make graduates more employable.

Successful graduates from the course will be agile thinkers, able to tailor their approach to project management according to each different project's specificities. Project management knowledge and skills are in high demand in the creative sector as evidenced by our focus group research and industry consultation. Creative organisations, and those organisations seeking to develop creative content, require people with knowledge of project management practice and principles, empathy and understanding of the creative mind-set and common production practices, and skills in developing agile scheduling and communication plans to respond to the uncertain nature of much creative production. This course is the first of its kind in the UK and this sector specialist approach to the development of project management knowledge and skills sets the course's graduates apart.

Employers value the accredited training qualifications available in the project management area. They provide assurance on the type of knowledge and skills held by the candidate and their increasing ubiquity has led to them becoming part of the selection criteria for new employees/project managers. To support the students' employment prospects, as well as act as a source of material and experience to engage in critical analysis and debate, students will study and take an accredited project management training course. The most appropriate course for creative projects is Agile project methodology. Students will receive training accredited by the largest Agile project management body, the Agile Project Management International part of the Agile consortium[1]. This is the largest such body and is accredited by UKAS the UK governments accreditation agency. The award successful students will receive is Agile Project Management Certificate (Practitioner level).

The course also includes a module on freelancing which as well as rounding out the students understanding of project management, is an opportunity to develop students' ability to participate in projects as a freelancer – a common employment route within the creative sector.

Work-based learning

Work placements are actively encouraged and, although the Faculty will undertake to identify and prepare opportunities for students, it is the responsibility of individual students to secure such placements, through interview. Support for interviewing will be provided through the programme team and the University's Careers and Employability Services team. Placements allow students to reflect on their own personal experience of working in an applied setting, to focus on aspects of this experience so that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work placement is an integral part of the 2-year programme and students will receive support from the Careers and Employability Services team. While it is the responsibility of individual

students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

Work-based learning, including sandwich courses and higher or degree apprenticeships

See employability above

H. Other sources of information that you may wish to consult

APMG International - <https://apmg-international.com/product/agilepm>

Arts Council England: <http://www.artscouncil.org.uk/>

Bazalgette, P. (2017). Independent Review of the Creative Industries. DCMS

Course Page : <http://www.kingston.ac.uk/postgraduate-course/project-management-for-creative-practitioners-msc/>

Characteristics Statement: Master's Degrees (2015). QAA

http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

Creative Industries Federation: <http://www.creativeindustriesfederation.com/>

Screen Skills: <https://www.screenskills.com/>

Kingston School of Art: <http://fada.kingston.ac.uk/>

Kingston School of Art Strategic Plan: 2016-2021

NESTA: <http://www.nesta.org.uk/>

Quality Assurance Agency, Subject Benchmark Statement: Art and Design (2017):

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_16

Quality Assurance Agency, Subject Benchmark Statement: Masters Degrees in Business and Management (2015)

http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

UK Quality Code for Higher Education: The frameworks for Higher Education Qualifications of UK Degree Awarding Bodies 2014. QAA

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		HA7515	WP7002	HA7514	HA7512	HA7513	HA7511
Knowledge & Understanding	A4	S			S		
	A3	S		S			
	A2	S				S	S
	A1	S				S	S
Intellectual Skills	B4	S			S	S	
	B1	S		S		S	
	B2	S				S	S
	B3	S				S	
Practical Skills	C4	S		S	S	S	S
	C3	S				S	S
	C2	S			S		
	C1	S		S			
	C5		S				

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.