Template C4

Kingston
University
London

Programme Specification

Title of Course: *MA Art Business*

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Faculty	Kingston School of Art
School	School of Creative and Cultural Industries
Department	Department of Creative Industries
Delivery Institution	Kingston University

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 modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MA Art Business
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Postgraduate Diploma in Art Business Postgraduate Certificate in Art Business
Course Code *For each pathway and mode of delivery*	PPARB1ARB20 PFARB1ARB20
UCAS code *For each pathway*	N/A

RQF Level for the Final Award:	Level 7
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
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:	The minimum entry qualifications for the programme are: An honours degree or equivalent However, typically applicants should have a good (2:1 or 1st) BA (Hons) or BSc (Hons) degree. There is no prescription as to the subject studied at first degree level although it is anticipated that typically applicants will have studied a related subject such as art history. Preferably applicants should have some relevant work experience or at least a demonstrable interest in the art market.

Applications are considered initially on the basis of the information contained in their application forms including their academic references. On the basis of this initial screening candidates considered unsuitable are rejected. All short listed students will be given the opportunity of an interview if they are not rejected at the first screening.

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.

International students will be expected to produce evidence of English language competence in accordance with the University's standard policy and may be required to attend a pre-sessional programme in English. Usually a score of IELTS 6.5 in each component or TOEFL 88 is required.

Kingston University operates an equal opportunities policy in regard to all applicants. The Faculty endorses this policy.

Admission with Advanced Standing

This scheme is operated with recognition of the principles of Credit Accumulation and Transfer. Thus, an applicant's prior qualifications and learning will be recognised and may lead to these being accepted as fulfilling some of the requirements of an approved programme. For this programme in no event will a student be granted exemption from more than one-third of the total programme.

Where a student wishes to apply for admission with advanced standing consideration may be given to prior learning in consultation with University Recognition of Prior Certificated Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL) scheme.

Programme Accredited by:	Royal Institution of Chartered Surveyors (RICS)
QAA Subject Benchmark Statements:	N/A
Approved Variants:	N/A

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 aims in terms of intellectual and personal development are to foster:-
The further development of students' existing intellectual and imaginative powers; their understanding and judgement; their problem solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. The course aims to deepen the students' powers of research, analysis and creativity so that they have developed a systematic approach to knowledge and a critical awareness of current issues so that they are able to develop critiques of theory and practice. The aim is also to provide a vehicle whereby their personal and inter-personal skills can be exercised and developed thus better enabling them to take a pro-active, self-critical and reflective approach to their subsequent careers.
The overall aims of the MA Art Business are to enable graduates to have:-
- perception; the ability to innovate, to respond to new and unfamiliar situations with an imaginative and systematic use of knowledge and skills to solve problems;
- developed intellectually beyond the first degree level and have the ability to critically question accepted orthodoxies and conventions and with the ability to progress to higher degrees should they so choose;
- benefited from a stimulating and relevant programme of taught study that is under-pinned by research and meets both their needs and the emerging needs of practice and one in which the learning environment stimulates the student to take a pro-active role;
- the potential to become beneficial members of the art business profession and meet the developing needs of practice;
- in their possession a substantial core of theoretical and applied knowledge about the theory, techniques and practice of art market appraisals including the cultural, social, economic and legal contexts within which these take place;
- the skills and understanding of core business tools as appropriate to the art business
- the skills and potential, after an appropriate period in professional practice to become competent and reflective practitioners in the field of art market appraisals;
- competence in the practice of research concepts, principles and methods and have developed a commitment to research culture and life-long learning.
- 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 Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), the QAA Master's Degree Characteristics 2020, an awareness of the undergraduate subject benchmarks for Art and Design, and relate to the typical student. There is currently no benchmark statement for postgraduate programmes in this subject area. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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 the 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	Demonstrate the ability to apply techniques and knowledge related to the evaluation of objects related to a practice environment	B5	Recognise the implications of ethics and professional judgement and apply these principles to all their studies in preparation for their future professional lives	C4	Undertake simple financial appraisals using technology where appropriate
A4	Analyse a critical and theory-based knowledge of aspects of collecting within the consumer society including an appreciation of the history of material culture	B4	Exercise sound reasoned judgement in relation to professional practice problems and research questions	C3	Undertake the process of object identification such as appropriate information gathering and analysis techniques
A3	Demonstrate critical knowledge and understanding of the economic and legal context within which professional practice is grounded such that they have the ability to question conventional practice	B1	Critically analyse the information and knowledge base within which they are working and be able to challenge ideas rationally and constructively	C2	Use Word, Excel and other appropriate standard industry to prepare professional reports and use computer technology competently to assist with information retrieval and management
A1	Demonstrate deep knowledge and understanding of the professional context within which the art market surveyor operates such that they are confident to enter practice	B2	Identify practice related problems and prepare logically sound plans for their solutions	C1	Draft and present professional reports, and other documents, both practice–orientated and academic
A2	Demonstrate critical knowledge and understanding of aspects of the art market and a developing knowledge of object identification and related research into object authentication commensurate with their level of experience field	B3	Demonstrate a deep, questioning and problem-solving approaches to the acquisition of knowledge and bring these capacities to solve problems related to their studies	C5	Research and prepare and produce an auction catalogue

A6	articulate and debate current issues within the field generally and their chosen specialism in particular, making well-informed and appropriate links between literature and practice			C6	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).

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

C. Outline Programme Structure

The programme is made up of two modules each worth 30 credit points, one module worth 60 credit points, and a major project worth 60 credits. All modules are core. All students will be provided with the University Postgraduate Regulations (PR) and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules except the final 'capstone project' module, by the end of TB2, 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 portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

MA Art Business

Progression to Level 5

N/A

Progression to Level 6

N/A

Level 6 requires the completion of

N/A

Level 7

MA Art Business

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Business and Art	BH7501	60	7	1 & 2			
History Of The Art Market	HA7401	30	7	1 & 2			
Major Project	HA7201	60	7	1, 2 & 3			
Object Analysis & Appraisal (Professional Practice)	HA7405	30	7	1 & 2			
Professional Placement (CSCI)	WP7002	120	7	3 (Yr 1) and 1 & 2 (Yr 2)	None	1	2
Optional Modules							

Level 7 information

The Award of the MA Art Business requires the successful completion of all modules. Those obtaining 120 Credits will be eligible for a Postgraduate Diploma in Art Business) and those with 60 credits a Postgraduate Certificate in Art Business, in accordance with Kingston University's regulations.

D. Principles of Teaching, Learning and Assessment

Overarching Principles

All students on the programme are working towards a professional career in which they must be able to exercise judgement, communicate with clients and the public and throughout take an ethical approach to all that they do; we also encourage them through the design and execution of the curriculum to be both knowledgeable in terms of how ethical, cultural and social principles apply to their own field such that they develop a responsible attitude towards the role that art market professionals can play in modern society. Thus they are exposed to the principles of social responsibility that underpins our ethos.

The School has a deep belief that the role of teaching and assessment is to underpin student learning and throughout the programme the strategy is to engage students with a wide range of activities that enable them to develop the skills that they will need as practitioners alongside their acquisition of knowledge and critical thinking. The student should, as far as practicable, be empowered to take control of their learning but be supported strongly through the process. However, it is also recognised that, although students come into the programme with developed learning skills acquired through their first degrees, the nature of the programme is intensive. Therefore, use of lectures is made to ensure imparting of key information which students then analyse and develop at depth through both formatively and summatively assessed work.

In accordance with the professional practice nature of the programme, much of the teaching related to knowledge and understanding is focused on simulated real-life study and projects in which students are led through the materials and required to develop their skills through the tasks set. Use is also made of visiting lecturers to ensure currency of projects. Support sessions and tutorials aimed at both knowledge reinforcement and skills development, as well as to provide both feedback and feed forward are also an important part of the delivery strategy.

Teaching & Learning: Developing Knowledge and Skills through a Range of Means

A solid and comprehensive technical and professional knowledge base is non-negotiable and is delivered through lectures, seminars and tutorials; deep knowledge acquisition lies at the heart of our programmes. Teaching for full-time students normally takes place over 2 days a week; for part-timers already engaged in the industry it is one day per week. The exception to this is an optional Field Trip which may be up to one week in duration. Further, where possible, teaching periods are augmented with local site visits which provide opportunities to reinforce key principles taught. It is recognised that part-time students may be unable to participate in some of these wider activities, but such students are normally engaged in professional practice in which their practical application is running alongside their academic studies.

It is considered important that student learning is regularly monitored and the University is introducing a timetabled system of Tutorials and Seminars within weeks which will be adapted such that it can work in the best interest of students. Within an intensive postgraduate programme, it is important that continuity of teaching is maintained but some weeks will be specifically designated as those during which a part of the teaching time is dedicated to feedback and feedforward tutorials or during which timetabled contact exceeds the normal 2 days per week.

The School uses the virtual learning environment (Canvas/VLE), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through Canvas. Lectures are used to impart key information, are often interactive in nature, and are normally limited to one hour in duration, followed up by seminars. Extensive use is made by teaching staff of e-learning via Canvas. Not only are teaching materials loaded up in advance of lectures, but other materials and web links are loaded, some lectures are recorded and podcasts are downloaded. Teaching may be augmented by online discussion groups to aid understanding. We recognise that an ability to be comfortable with a range of digital media is important to employability skills and effective learning. Students also need to be computer literate and able to operate industry standard computer packages.

All courses in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. There is 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.

Developing skills is also critical to successful vocational education. These skills are practical – such as the ability to work together, present orally and write professional reports but one of the key skills is to obtain competency in object identification and the process of establishing provenance. These skills are then used for the practical cataloguing project which enables students to put into practice much of the theory they have learned. They are expected to develop competence in the use of IT applications such as word and have the ability to use Excel for simple appraisal exercises and to prepare a business plan.

Students also need to develop high level information retrieval skills and the ability to design and execute research effectively using appropriate analysis tools and draw relevant and reasoned conclusions, as these skills underpin their entire learning. In addition to the Major Project module (HA7201) which provides the prime vehicle for the formal learning of these skills, they are practiced and enhanced through exercises for example the resolution of legal problems that may occur in the client/advisor relationship, by debating some of the ethical and policy issues that they may face in their subsequent professional lives and through the Field Trip project. The learning and assessment philosophy also places emphasis on personal skills development, through simulated practice and group-based activities which develop team working skills and respect for colleagues which are critical dimensions of professional practice.

Capstone Project

All students should undertake a 'Capstone Project' which helps the student to synthesise their learning on their programme. In the case of the MA Art Business, the Capstone Project is the Major Project (HA7201), in which students are encouraged to undertake a project of a type that is appropriate to them personally but which will help them to synthesise their learning and produce new knowledge. Therefore, a student in full-time employment in the industry studying part-time might choose to study something related to their own organisation, whilst another who perhaps comes with a strong computing background might test software applications, whilst a third may undertake a standard dissertation. We are committed to the principle that each graduate, whilst in possession of the core knowledge and skills base is considered and developed as an individual playing to their own strengths and interests and the potential best contribution they can make moving forward. In all cases they are strongly encouraged to integrate empirical investigations, thus demonstrating research and inter-personal and analytical skills. In all cases students are counselled as to what research vehicle is appropriate to their own background, expertise and aspirations.

Assessment

Assessment is both formative (i.e. the work is marked and feedback given but the mark does not count towards the module achievement mark) and summative (the assessed mark counts towards the module grade awarded). Formative assessment is important as it encourages students and supports their overall learning. Examples of formative work may include any or all of the following;

- Draft submissions for comment;
- Formative seminar sessions;
- On-line discussion groups monitored by staff;
- Formal 'client meetings' in which notes are made and feedback given; and
- The preparation of portfolios of work based on weekly seminar work, where only the final portfolio is assessed summatively.

Summative feedback takes a wide range of forms, some of which have been outlined under the teaching and learning section above and all of which are detailed in the Module Descriptors. In the case of this programme, which requires considerable reflective thinking and theoretical positioning in combination with the articulation of practical skills, it has been deemed that written examinations are not appropriate. Accordingly, each taught module is tested both by a variety of types of coursework brief, some individual some group which are designed to test each learning outcome.

In designing coursework assignments, a policy has been adopted to ensure that, as far as possible, emphasis is placed on developing simulated and real world experiences. This approach, which ensures that students write professional reports, produce a catalogue and argue a legal case, is focused on developing employability skills. However, all the modules leading up to and particularly the Major Project ensure that they can create and sustain an argument and competently produce rigorous academic research.

Each module is designed to test up to six learning outcomes; therefore, in each module a range of assessment is undertaken with up to three formal summative points, spread throughout the year better to ensure an even workload for the student. Four modules are taught throughout the first 2 teaching blocks (October to April), whilst the Major Project is undertaken from May until August with a final presentation taking place at the beginning of September. Each module is assessed by a similar level of effort and output, normally in the range of 5,000-9,000 words, with the exception of the 60 credit Business and Art module and the Major Project, which is between 12,000 to 15,000 words.

Feedback to students on summative assessment is vitally important. This is delivered through a number of means such as formal written individual feedback which contains pointers for future improvement; class collective feedback; issuing of model answers and some colleagues are experimenting with the use of video software for individual feedback on work submitted online. The method used will vary depending on the task that was undertaken but staff realise the need for it to be timely and supportive.

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 Skype. 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.

E. Support for Students and their Learning

Students are supported by a variety of means at University, Faculty and local level and by the Union of Kingston Students and by the Academic Team who seek to support students whether face-to-face in-class time, office hours, through the VLE, or email. We are particularly mindful that postgraduate students, many of whom are balancing work and study, need clear 'signposting' to ensure that they are well supported and in a timely fashion. The following mechanisms are used in support of students:

Students have the following mechanisms to provide support at the point of need:
- A Module Leader for each module gives 'front line' support on technical matters relating to the subject material through the tutorial week sessions;
- A Course Leader who can give support to help students understand the context of their discipline and the programme structure;
- A dedicated Course Administrator who provides students with a quick and 'local' answer to any administrative queries they may have and who can 'signpost' them to the comprehensive University central services relating to advice on finance, regulations, legal matters, accommodation, international student support, disability and equality support.
- Careers and Employability Services team – will provide support for students prior to undertaking work placement(s).
- Staff Student Consultative Committees and regular open meetings at School and Faculty levels to promote good communication and to ensure that staff are aware of any collective concerns that students may have; and

The School supply a Tutorial and Academic Support system that is comprehensive and tailored to student needs:
- From the start of your degree students are assigned a named personal tutor. The personal tutor can give guidance on studying, student life and career progression. Regular meetings with the personal tutor are a great opportunity to discuss issues and developments experienced during the course.
- The teaching blocks have been structured to ensure regular meetings with tutors (a minimum of 3 times per year)
- An induction programme and study skills sessions at the start of the academic year to ensure that students are aware of the expectations we have of them as they move through the programme;

A Range of Support for Careers and Employability:
- Close contact with the University Careers and Employability Services
- Close contact with local and international employers and professional bodies and encouragement to students to enter professional competitions;
- Where possible, support to students to gain placements and internships; and
- Throughout delivery of a curriculum geared to the professional development of students by e.g. professional development planners integrated into assessment work.

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

Additionally, the School promotes reflection on its own practice through the pedagogical and professional educational research of its staff members and informal Staff Meetings in which feedback from all sources is considered and innovation encouraged.

G. Employability and work-based learning

The University takes the employability of its graduates very seriously and the skills and knowledge base required by future employers are guiding principles in developing not just what we teach but how we assess students. For example, employers seek people with good team working skills and who can present effectively and confidently. Accordingly, the course has been designed to meet the core curriculum needs of those wishing to pursue careers within professional practice and careful consideration has been given to the study materials, mode of delivery and skills development which will best enable students to graduate with the knowledge, skills, ethical approach and confidence to enter practice in either the public or private sector. The Academic Team responsible for delivery of the programme maintain close links to practice and the professional accrediting bodies in order to ensure that those responsible for keeping the curriculum up to date are well informed. Some staff also sit on professional body groups and committees or/and act as professional body competence assessors which further ensures both currency of the programme and that contacts between the School and practice are supportive and informed. Alumni and other practitioners also play a role in delivering the programme thus giving students insights into practice; they also often offer internships and approach us directly when they have graduate positions that they require to fill.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the services of the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Students are prepared for practice by an informed curriculum, by undertaking appropriate visits to London and a optional field trip, undertaking simulated practice projects and by a series of support activities such as employability evenings, CV writing sessions etc. Students are also encouraged to enter professional body competitions and seek internships and vacation work within a professional setting. However, we recognise that employers also value a range of other skills and experiences and students are encouraged to take part in the wider life of the University through sporting, musical or other activities or through community volunteering.

The University is particularly committed to the sustainability agenda and students are encouraged to work with the Sustainability Team in a range of environmental activities aimed at helping the university pursue its own drive towards greater sustainability but which also show commitment of students to the wider society within which they will operate. In summary the activities we pursue to assist students gain readiness for employment is extensive.

Graduates from the programme will normally aspire to become Chartered Surveyors and therefore seek and obtain employment within organisations that provide the appropriate training towards the Assessment of Professional Competence (APC). The use of visiting and guest lectures also enable them to gain useful industry contacts which will place them in a strong position when looking for employment.

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

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 offer 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.

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

QAA Master's Degree Characteristics (2020)
https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf?sfvrsn=86c5ca81_12
Course page on University website:
https://www.kingston.ac.uk/postgraduate/courses/art-business-ma/
Professional Body:
www.rics.org

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

		HA7201	WP7002	BH7501	HA7401	HA7405
Knowledge & Understanding	A5	S				S
	A4	S			S	
	A3	S		S		S
	A1	S		S		S
	A2	S				S
	A6			S	S	S
Intellectual Skills	B5	S		S		S
	B4	S		S		S
	B1	S		S	S	S
	B2	S		S		S
	B3	S		S	S	S
Practical Skills	C4	S		S		S
	C3					S
	C2			S		S
	C1	S		S	S	S
	C5					S
	C6	S	S	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.