

Emphos - Analysis of teaching practices (june 2017)

EMPHOS – Empowering Museum Professionals and Heritage Organisations Staff by cultural entrepreneurship training and research

EMPHOS aims to develop the entrepreneurial skills and attitude of museum professionals and cultural heritage organisation staff, using research, training, networking and exploitation activities.

The project started in the fall of 2015 and will last three years. The partnership is composed of a multi-disciplinary team, which includes three higher education institutions, experts in cultural management and two non-profit organisations active in the field. The organisations are located in three European countries: The Netherlands, Italy and United Kingdom.

Starting from in depth research activity about cultural entrepreneurship and related topics and from the final users' real needs in terms of competences, the partnership will develop an innovative training course, which will be available and exploitable at the European level by different types of institutions, including vocational and educational training (VET) organisations.

An analysis of the main trends in teaching practices of cultural entrepreneurship across the three EMPHOS project partner higher education institutions - Reinwardt Academy/AHK, Netherlands; University of Bologna, Italy; and ICCE Goldsmiths, UK.

The three partner higher education institutions involved in the EMPHOS project undertook a systematic collection of day-to-day teaching practices in cultural entrepreneurship within their respective institutions. This paper aims to highlight the main trends in teaching practices across the three institutions.

The data in Annex 1, lists the range of course titles available for students in cultural entrepreneurship across the institutions. There are a total of 23 courses available overall ranging from full time study to short training courses. Individual submissions by the three partner institutions outline each course in more detail.

Trends will be highlighted under the main theme headings of course aims, target groups and methods of teaching.

Course aims

It should be noted from the outset that the specific focus and definition of cultural entrepreneurship as an individual discipline and curriculum subject does not seem to be formalised or agreed across the institutions. Available courses draw from a range of areas across the curriculum including arts, culture and heritage, business management, social entrepreneurship and public policy. However, this may reflect the cross-disciplinary nature of cultural entrepreneurship.

Given the absence of specific focus and formalised definition of cultural entrepreneurship, the below list serves to provide a quick overview of the varied course aims across the institutions:

Cross-institutional course aims

- To provide knowledge on issues of resource management, accountability, planning, organisational change and development
- To help students perceive and accept the variety of issues and approaches in arts management
- To learn elements of marketing within the service sector
- To learn the main instruments and key elements of project management
- To learn the strategies, tools and techniques used to generate income from individuals, corporations, business and government agencies
- To learn the major economic features of the creative industry
- Students can set up a business within the heritage sector, understand national cultural policy and understand financial management, marketing and information management
- To understand management, governance, marketing and business modelling
- To develop key skills in entrepreneurship and to look at political and social development and the opportunities they offer for the heritage sector
- To define the characteristics of the entrepreneurial museum, to understand the relationship between the museum and fundraising, marketing, media and web based communication
- To understand the definitions of culture, the connection between culture and class, the issue of taste and how museums and galleries can influence taste and become cultural entrepreneurs
- To learn fundamental arts management skills
- To understand the theory and practice of cultural policy, cultural relations and public diplomacy

Although the list of aims is wide ranging, it is clear that the underlying thread and main aim of the offered courses is to educate students in the areas of business management, political, social and cultural infrastructures and public policy related to the cultural, creative and heritage sectors. Students and professionals need both a good understanding of the political and social structures of the creative industries, as well as sound economic and business knowledge in order to thrive as ‘cultural entrepreneurs’.

Goldsmiths has the broadest range of full time study courses lasting 1-3 years (10 in total) drawing from a variety of disciplines (see Annex 1 for full listing). MA courses are available in subjects such as arts administration, events management, social entrepreneurship, creative and cultural entrepreneurship, cultural policy, relations and diplomacy. Its dedicated Institute of Creative and Cultural Entrepreneurship seeks to integrate entrepreneurship within the development of creative practices and was formed as a response to the growing significance of the creative and cultural sector in the UK’s economy, accounting for 9% of the UK’s GDP.

Reinwardt Academy/AHK has two specifically targeted BA course modules on cultural entrepreneurship seeking to prepare students with the skills to start up a business in the Dutch

heritage sector, to explore potential opportunities in the market and to have a good understanding of national cultural policy. It also provides a one week Museum Management course conducted in Moscow focusing on business management and marketing skills within the museum sector.

University of Bologna provides a 5 day international course on International Cultural Heritage Management in partnership with the University of Buenos Aires focusing on issues of resource management, accountability, planning, organisational change and development. It also provides a broad range of cultural entrepreneurship related course units (10 in total) as part of the Graduate degree in Innovation and Organisation of Culture and the Arts (GIOCA) 2 year Master's degree. Taught units range from general management, marketing and project management to cultural economics (see Annex 1 for full listing). The GIOCA courses aim to provide students with a broad range of theory, frameworks, analytical tools, practical advice and case studies for the management of cultural organisations.

Target groups

The range of courses across institutions are targeted mainly at Bachelor's and Master's level study with some courses aimed at existing professionals within the cultural sector.

Goldsmiths has a focus on postgraduate study with 8 out of 10 courses focused at Master's, PhD or postgraduate certificate level. Courses tend to be aimed at students who already have some industry experience and are seeking to build upon their knowledge or who wish to change career. The BA (Hons) Arts Management course aims to prepare students for a career in the creative and cultural industries. The Graduate Diploma in Creative and Cultural Industries is aimed at postgraduate students who are considering studying an MA at ICCE Goldsmiths but who wish to consolidate their language skills in academic English. This reflects Goldsmiths' large intake of international students.

Reinwardt Academy/AHK has 2 out of 3 courses at BA level and one course at MA level. Both the BA Cultural Heritage and BA Cultural Heritage with Minor in Cultural Entrepreneurship are targeted at third year undergraduates and comprise either eight or nine week modules in entrepreneurship and business skills. Apart from the MA Museum Management module there is a course for students at the University of Moscow set up and taught by Reinwardt Academy/AHK teachers. This demonstrates an international partnership between the two universities (see below on partnership working).

University of Bologna also has a focus on postgraduate study with 10 course units relating to cultural entrepreneurship provided under the GIOCA Master's degree. The International Cultural Heritage Management 5 day course provided in partnership with the University of Buenos Aires is targeted at professionals with existing experience in the public sector or arts organisations.

Methods of teaching

Practical versus theory

All courses across the institutions have a strong practical teaching element.

The majority of Goldsmiths' MA courses provide the opportunity for students to organise an internship within the cultural and creative industry to gain hands on practical experience working with relevant industry professionals. The MA Arts Administration and Cultural Policy has a mandatory internship during which students undertake a business planning exercise for an arts organisation. Outside visits and visitors also play a large role, encouraging students to network with and understand industry partners (see below on partnership working). Students attend a variety of lectures, seminars, workshops and are required to present projects and research to their peers via Powerpoint presentation.

Reinwardt Academy/AHK's two BA module courses provide 50 - 90% practical teaching elements depending on each required activity. Students take part in workshops, project group meetings, pitch their cultural business ideas to a panel of experts and undertake marketing and planning exercises. Occasional outside visits are planned. The Museum Management course conducted in Moscow provides a 50% practical teaching element. Theory is applied to case study examples and some lectures and workshops take place inside museums.

University of Bologna aims to provide theory, knowledge and practical instruments and tools to students and professionals via its courses. There is a strong focus on the use of case studies to bring real life and practical issues into the debate and learning. The International Cultural Heritage Management course also takes advantage of attendees' industry experience discussing practical case studies relating to attendees' day to day experience.

Online learning

Some useful and innovative online tools are being used across the institutions.

Goldsmiths cultural entrepreneurship courses make use of an interactive online Virtual Learning Environment (VLE) platform whereby lecturers and tutors post information and reading material to the platform and students submit assignments for grading and generate online forum discussion and information sharing. Similar online tools are used across the institutions.

Reinwardt Academy/AHK's BA Cultural Heritage with Minor in Cultural Entrepreneurship Module 5 requires students to participate in an online commercial business game. Students pass through several years of a commercial company running a cultural enterprise as a team. Students undertake activities such as management, budget and strategy with each decision affecting the market.

Partnership working

There is evidence of strong and established partnership working with other national and international institutions and cultural organisations across the three institutions.

Goldsmiths maintains close relations and partnerships with a range of cultural organisations from non-departmental public bodies such as Arts Council England and the British Council, to arts institutions such as the National Gallery and Tate Galleries, performance venues and charities (see <http://www.gold.ac.uk/icce/partnersinlearning/> for full list). This facilitates the placement of students into internship roles within these organisations and provides the opportunity for frequent external visits and speakers.

Reinwardt Academy/AHK is working with the University of Moscow to provide a management course in Moscow, partly similar to the Dutch MA Museology. The course has been convened by Reinhardt Academy teachers and is working to develop Russian case studies with students.

University of Bologna provides the International Cultural Heritage Management course in partnership with the University of Buenos Aires with a second edition to take place in China in 2017.

Assessment

Assessment across the variety of courses ranges from none, to individual or group project assignments, to formal written essays and exams or to the submission of business plans depending on the length and level of study.

Goldsmiths' MA module courses usually require either a formal 6000 word essay assessment or a particular piece of research coursework/ dissertation. Students are encouraged and supported to focus on a topic of their choice which can be used to benefit their future careers. MA Arts Administration and Cultural Policy requires a final dissertation and the submission of a business plan for an arts organisation following the mandatory work placement/internship. MA Creative and Cultural Entrepreneurship requires either a final formal dissertation or the submission of a fully developed business proposal.

University of Bologna's International Cultural Heritage Management course in partnership with the University of Buenos Aires has no formal assessment but participants have the option to maintain contact with professors if follow-on projects are being undertaken. The GIOCA courses are assessed mainly via written report or exam. Assessment is taken at individual level or sometimes as a group. The fundraising course requires a group to undertake fundraising planning, a presentation pitch and a project letter of intent. The Laboratory of Visual Arts Management course requires students to create their own museum and museum guide, again reflecting the emphasis on a strong practical element within teaching methods and assessment.

Reinwardt/AHK's BA Cultural Heritage with Minor in Cultural Entrepreneurship assesses students via weekly module tasks such as a project action plan, a marketing plan, a written annual report and the results of the online commercial business game. The BA Cultural Heritage entrepreneurship module requires submission of a business plan.

Summary of trends in teaching practices

- There is no formal agreement on the definition and scope of cultural entrepreneurship courses across the three institutions.
- All available courses aim to provide students with a wide and cross-disciplinary curriculum including elements of business management, political, social and cultural infrastructure and public policy related to the cultural and creative industry sectors.
- The range of courses across institutions are targeted mainly at Bachelor's and Master's level study with some courses aimed at existing professionals within the cultural sector.

- All courses have a practical teaching focus, encouraging students to gain hands on relevant experience, either in the field, or via real life practical issues and case studies.
- Institutions are using some online innovative tools within their courses and teaching.
- There is evidence of strong and established partnership working with other national and international institutions and cultural organisations across the three institutions.
- Assessment across the variety of courses ranges from none, to individual or group project assignments, to formal written essays and exams or to the submission of business plans depending on the length and level of study.

Recommendations

- Institutions could undertake an exercise to understand the shared definition and scope of ‘cultural entrepreneurship’.
- This exercise focuses on a limited number of courses within three institutions, is there demand to undertake a more comprehensive study of courses in other institutions within country to gain a better picture of cultural entrepreneurship teaching practices?
- Given strong partnership working, institutions could share success stories and challenges and identify areas where they could work better together.
- Reinwardt Academy/AHK to share experience of working with the University of Moscow.
- University of Bologna to share experience of working with the University of Buenos Aires and with Chinese partners for the forthcoming courses in China.
- Goldsmiths to share experiences on providing student work placements/ internships.
- University of Bologna suggested international study visit exchanges between institutions.

Annex 1 – Available course titles across the institutions

Country Institution	Course Title	Course Duration
ICCE, Goldsmiths	BA (Hons) Arts Management	3 years FT
ICCE, Goldsmiths	Graduate Diploma in Creative and Cultural Industries	1 year FT
ICCE, Goldsmiths	MA Events and Experience Management	1 year FT, 2 years PT
ICCE, Goldsmiths	MA Arts Administration and Cultural Policy	1 year FT, 2 years PT
ICCE, Goldsmiths	MA Creative and Cultural Entrepreneurship	1 year FT, 2 years PT
ICCE, Goldsmiths	MA Cultural Policy, Relations and Diplomacy	1 year FT, 2 years PT
ICCE, Goldsmiths	MA Social Entrepreneurship	1 year FT, 2 years PT
ICCE, Goldsmiths	MA Tourism and Cultural Policy	1 year FT, 2 years PT
ICCE, Goldsmiths	MPhil & PhD in ICCE	3-4 years FT, 4-6 years PT
ICCE, Goldsmiths	Post Graduate Certificate in Museums and Galleries Entrepreneurship	10 weeks
Reinwardt Academy/AHK	BA Cultural Heritage – Entrepreneurship Module	9 week module in 3 rd year of study
Reinwardt Academy/AHK	Museum Management (Moscow)	1 week
Reinwardt Academy/AHK	BA Cultural Heritage with Minor in Cultural Entrepreneurship	9 week module in 3 rd year of study
	Module 1: concept phase	
	Module 2: front end research	
	Module 3: the marketing plan	
	Module 4: performance phase	

	Module 5: the business game	
	Module 6: the marketing campaign	
University of Bologna & University of Buenos Aires	International Cultural Heritage Management	5 day course
	General Management and Arts Organisations	2 hrs x 15 days in 5 weeks
	Services Marketing	3 hrs x 10 days in 6 weeks
	Cultural Economics	3 hrs x 10 days in 5 weeks
	Project Management	3 hrs x 8 days in 11 weeks
	Fund Raising	3 hrs x 8 days in 2 weeks
	Reporting Budget and Business Plan	3 hrs x 8 days in 3 weeks
	Business Models in Creative Industries	3 hrs x 8 days in 5 weeks
	Knowledge Management in Arts Organisations	3 hrs x 8 days in 3 weeks
	Managing Networks in Arts Organisations	3 hrs x 8 days in 3 weeks
Laboratory of Visual Arts Management	3 hrs x 8 days in 2 weeks	

FT = Full Time PT = Part Time