

PROGRAMME SPECIFICATION

POSTGRADUATE CERTIFICATE IN MUSEUM STUDIES

INTERNATIONAL CENTRE FOR CULTURAL AND HERITAGE STUDIES

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	Postgraduate Certificate
4	Programme titles	Postgraduate Certificate in Museum Studies
5	Programme Accredited by:	Museums Association
6	University Code	3021
7	QAA Subject Benchmarking Group(s)	N/A
8	Date of production/revision	20/5/04

9 Programme Aims:

- [a] To provide an opportunity for museum professionals to gain a qualification that will enable them to proceed to the Associateship of the Museums Association
- [b] To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of museology
- [c] To provide a curriculum that is responsive to the professional requirements and skills needs of the museums sector nationally and internationally
- [d] To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning
- [e] That the programme meets the requirements of an M level qualification as defined by the framework for Higher Education Qualifications
- [f] That the programme conforms to University policies and to QAA codes of practice
- [g] That the programme conforms to the University's policy and to the QAA code of practice on placements

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

By the end of the programme a typical graduate will have acquired a knowledge and understanding of

- 1 Museology
- 2 Theoretical and practical constructs
- 3 Boundaries of subject
- 4 Relationship with other subjects

B Subject-specific/professional skills

By the end of the programme a typical graduate will have

- 1 Acquired subject-specific skills through practical and professional experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to museums.
- 2 Developed the ability to undertake both work-based research through completion of a work based project.

C Cognitive skills

By the end of the programme a typical graduate will have acquired and/or developed skills in

- 1 Critical reasoning
- 2 Gathering and using information
- 3 Applying concepts

D Key (transferable) skills

By the end of the programme a typical graduate will have acquired and/or developed skills in

- 1 Written and oral communication
- 2 Teamwork
- 3 Planning and organisation
- 4 Computer literacy

**10(b) Programme Intended
Learning Outcomes:**

**Teaching and Learning Methods and
Strategies**

<p>A Knowledge and understanding</p> <p>1 Acquired a coherent knowledge and understanding of museology 2 Theoretical and practical constructs 3 Boundaries of subject 4 Relationship with other subjects</p>	<p>The primary method of imparting knowledge and understanding is lectures, supplemented by group seminars and self-directed learning.</p> <p>Module ICS801 includes study visits that encourage students to relate theoretical knowledge to specific practical examples.</p> <p>The work based project provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of the museum sector.</p>
<p>B Subject-specific/professional skills</p> <p>1 Acquired subject-specific skills through practical and professional experience and developed an ability to evaluate, analyse and interpret different sources of evidence relating to museums.</p> <p>2 Developed the ability to undertake both work-based research through completion of a work based project.</p>	<p>Module ICS801 includes lectures from a number of professional colleagues involved on a day-to-day basis with the area about which they lecture. All contributors use a wide range of examples linking professional experience to the more theoretical knowledge and understanding. Group work related to lectures provides students with the opportunity to develop and practice their subject specific and professional skills through, for example, role play and oral presentations.</p>
<p>C Cognitive skills</p> <p>1 Critical reasoning 2 Gathering and using information 3 Applying concepts 4 Evaluation, analyse, and interpretation</p>	<p>Students are encouraged to develop and practice their cognitive skills through written work.</p> <p>Module ICS801 includes group work sessions where students develop their cognitive skills in relation to real and topical issues in the museum sector.</p>
<p>D Key (transferable) skills</p> <p>1 Written communication 2 Interpersonal/oral communication 3 Teamwork 4 Planning and organisation 5 Computer literacy</p>	<p>During induction week students are introduced in lectures and seminars to:</p> <p>[a] A variety of ways of writing required for their professional careers.</p> <p>[b] Good interpersonal/oral communication techniques. Students then practice and develop this skill by presenting their findings from group work orally to the whole cohort either as groups or individually.</p> <p>[c] Teamworking. This is practiced during Module ICS801 through group work.</p> <p>[d] Planning and organization. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work.</p> <p>[e] Computer literacy. This is then practiced and developed throughout the programme through submission of coursework and the work based project.</p>
<p>10(b) Programme Intended Learning Outcomes:</p>	<p>Methods of assessment</p>

<p>A Knowledge and understanding</p> <ol style="list-style-type: none"> 1 Acquired a coherent knowledge and understanding of museology 2 Theoretical and practical constructs 3 Boundaries of subject 4 Relationship with other subjects 	<p>Knowledge and understanding are assessed through assignments that are designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations.</p> <p>The work based project provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.</p>
<p>B Subject-specific/professional skills</p> <ol style="list-style-type: none"> 1 Acquired subject-specific skills through practical and professional experience. 2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation 	<p>All assignments include an element of assessment related to the understanding of subject-specific/professional skills. Students are encouraged to reflect on their own (voluntary or otherwise) experience in the sector and on case studies provided by lecturers when answering assignments.</p>
<p>C Cognitive skills</p> <ol style="list-style-type: none"> 1 Critical reasoning 2 Gathering and using information 3 Applying concepts 4 Evaluate, analyse, and interpret different sources of evidence 	<p>All written assignments require students to gather, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme.</p>
<p>D Key (transferable) skills</p> <ol style="list-style-type: none"> 1 Written communication 2 Interpersonal/oral communication 3 Teamwork 4 Planning and organisation 5 Computer literacy 	<p>Written communication is assessed in all assignments.</p> <p>Interpersonal/oral communication is assessed formatively throughout the programme during individual and group feedback sessions.</p>
	<p>Teamworking is assessed formatively through group work.</p> <p>Planning and organization is assessed formatively through the student's ability to meet deadlines and successfully complete the programme. It is assessed summatively in written assignments. Basic computer literacy is formatively assessed through all written assignments that are all required to be word-processed.</p>

11 Programme Curriculum, Structure, and Features:

The Postgraduate Certificate in Museum Studies has been specifically designed in association with the Museums Association to provide an additional Route D for museum professionals wishing to gain the Associateship of the Museums Association (AMA). The Postgraduate Certificate will be a prerequisite to gaining the recognized professional qualification via Route D. In order to complete the Postgraduate Certificate in Museum Studies, ICS801 Issues and Ideas and ICS898 Work-based Project, must be successfully completed.

All students receive a module handbook before the start of each module, which contain full details of lectures, lecturers, practical work, visits, and assessed work, including assignments. These handbooks also contain a list of aims and learning outcomes for the module, and a bibliography. Extra support material is provided through the computer-based 'managed learning environment' *Blackboard*.

Study Visits These provide students with an insight into the workings of different types of museums and different management structures. The visits are viewed as one of the most important parts of the programme. Students are encouraged to make use of the visit check list (provided separately) and to make notes. All visits are followed-up with a de-briefing session. Students are also encouraged to visit as many other museums as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

Assessment The taught module will be assessed through the submission of one piece of written work of 5,000 words. The work-based management project module will require the production of an extended report of between 8,000-10,000 words, which will include a detailed account of the project and its findings, a critical assessment and a portfolio.

12 Criteria for Admission:

- (a) A candidate for the Postgraduate Certificate in Museum Studies must have a minimum of three years experience in a museum, gallery or equivalent institution.
- (b) Candidates should normally hold a first degree in any relevant subject.
- (c) A candidate for the Postgraduate Certificate in Museum Studies must be approved by the Degree Programme Director.

13 Support for Students and their Learning:

Induction

The Postgraduate Certificate starts with an Induction Week where students are introduced to the University and its facilities (learning, pastoral, recreational) and to key regional colleagues who will provide significant inputs into the programmes (eg. staff from Tyne and Wear Museums and NEMLAC). Induction week also includes formal sessions that introduce students to skills they will need throughout the programme.

Study skills support

As all students are professionals with considerable experience most come armed with a good range of study skills. The induction week includes familiarization sessions on, for example, the libraries and computing facilities, and staff are always ready to help students where particular needs are expressed or identified.

Academic support

Staff operate an essentially 'open door' policy throughout the year and all students are encouraged to discuss any academic issues or concerns as soon as they arise – usually with the relevant module leader in the first instance. Where a student's assessed work is in need of support, staff (usually the first marker) set-up individual tutorial sessions to address the issue as quickly as possible.

Pastoral support

Every student has a personal tutor assigned to them. Part-time and overseas students are allocated to specialized tutors. The university's full pastoral support system is explained to students during induction week.

Support for Special Needs

ICCHS staff liaise with the University Disability Office on a regular basis with respect to individual students as and when appropriate. Information regarding the Disability Office is included in the DPH.

Learning resources

The region Newcastle has ready access to first-class museum resources both in the city itself and within the wider region. There are also a wide range of exciting developments in the region, such as Segedunum, the remodelling of both Newcastle Discovery Museum and Sunderland Museum and Art Gallery and the Baltic Centre for Contemporary Art.

Libraries The Robinson Library holds museum studies literature within the University and students have access to the library held by the North East Museums, Libraries, and Archives Council (NEMLAC). In many cases books will be duplicated to give a greater degree of access.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

The *Annual Monitoring Review* reviews all aspects of the Programme including, operation, quality, standards, and collaborative provision.

Students complete module and individual teacher evaluation report forms for every module. The results of the module evaluation are discussed by the BoS. Results of individual evaluation are discussed between the DPD, module leaders, and relevant staff.

Student concerns are also discussed at the Staff/Student Committee and where necessary, referred to BoS.

15 Regulation of Assessment

When examining work the examiners use the following criteria in awarding marks.

A distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module (or modules). The work will be clearly presented with well-structured, sharply focused arguments and will explore the limits of knowledge in the area under investigation. It will demonstrate critical analysis, independence of mind, initiative and intellectual rigour. Examiners will use the mark range 70-79% for good performance at distinction level and 80-100% for publishable work.

A merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments in the area under investigation. The work will be well organised, showing a thorough understanding of the subject, and evidence of additional self-study. There should be no significant deficiencies, although some points may be discussed without being argued through fully.

A pass level mark (50%-59%) will be awarded for work that displays competence and general understanding of the subject. It contains relevant information but lacks the sophistication and incisiveness of work at higher grades, and shows limited evidence of additional, independent study. There may be insufficient discussion and conclusions.

A fail mark (49% and below) will be given to work which displays a serious lack of understanding of the principles of the subject, major errors, serious deficiencies in knowledge, expression and organisation, substantial omissions and irrelevance.

Role of the External Examiner

The External Examiners are full members of the Board of Examiners and have the right to speak on any matter at meetings of the Board regardless of whether their opinion has been specifically invited. The Board is required to take into account the views of the external examiners but is not obliged to defer to their judgment in taking decisions. External examiners are required to report back to the University on the comparability of standards of the programmes and other matters as they so wish. Fuller information concerning the role of the externals is contained in the ICCHS document: *Instructions to Examiners*.

16 Indicators of Quality and Standards:

Professional Accreditation Reports

Museums Association

Internal Review Reports

Annual Monitoring Review

Internal Subject Review

Previous QAA Reports

Subject review for Archaeology

This specification provides a concise summary of the main features of the Postgraduate Certificate in Museum Studies and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report