

**PROGRAMME SPECIFICATION  
DIPLOMA/MA IN MUSEUM STUDIES, ART MUSEUM AND  
GALLERY STUDIES AND HERITAGE EDUCATION AND  
INTERPRETATION  
INTERNATIONAL CENTRE FOR CULTURAL AND HERITAGE  
STUDIES**

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3</b>	<b>Final Award</b>	MA/Diploma
<b>4</b>	<b>Programme titles</b>	Museum Studies; Art Museum and Gallery Studies; Heritage Education and Interpretation
<b>5</b>	<b>Programmes Accredited by:</b>	Cultural Heritage National Training Organization Museums Association for the Art Museum and Gallery Studies; Heritage Education and Interpretation
<b>6</b>	<b>University Codes</b>	4007; 3371 (MS) 4017; 3367 (AMGS) 4008; 3372 (HEI)
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	N/A
<b>8</b>	<b>Date of production/revision</b>	20/5/04

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3</b>	<b>Final Award</b>	Diploma/MA
<b>4</b>	<b>Programme titles</b>	Art Museum and Gallery Studies
<b>5</b>	<b>Programme Accredited by:</b>	Cultural Heritage National Training Organization, Museums Association (pending)
<b>6</b>	<b>University Code</b>	MA 40017, Diploma 3367
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	N/A
<b>8</b>	<b>Date of production/revision</b>	20/5/04

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<b>3</b>	<b>Final Award</b>	Diploma/MA
<b>4</b>	<b>Programme titles</b>	Museum Studies
<b>5</b>	<b>Programme Accredited by:</b>	Cultural Heritage National Training Organization Museums Association
<b>6</b>	<b>University Code</b>	MA 4007, Diploma 3371
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	N/A
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**9 Programme Aims:**

- [a] To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of museology/galleries/heritage
- [b] To provide a curriculum that is responsive to the professional requirements and skills needs of the museums/galleries/heritage sectors nationally and internationally, and that meets the requirements of CHNTO (Cultural Heritage National Training Organisation) and the Museums Association
- [c] To enable students to develop their capacity to learn in preparation for, or as part, of continuing professional development (CPD) and lifelong learning
- [d] To provide access to Higher Education and appropriate professional qualifications to students from a variety of educational and professional backgrounds
- [e] To provide students with the opportunity to gain the basic skills and knowledge required to work in the museums/heritage/art museum and gallery sector on graduation
- [f] To enable students to undertake a sustained piece of independent research at postgraduate level through the production of a dissertation
- [g] That the programme meets the requirements of an M level qualification as defined by the Framework for Higher Education Qualifications
- [h] That the programme conforms to University policies and to QAA codes of practice
- [i] 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/galleries/heritage
- 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, galleries and heritage.
- 2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation

**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><b>A Knowledge and understanding</b></p> <p>1 Acquired a coherent knowledge and understanding of museology/galleries/heritage.</p> <p>2 Theoretical and practical constructs</p> <p>3 Boundaries of subject</p> <p>4 Relationship with other subjects</p>	<p>The primary method of imparting knowledge and understanding (A1-A4) is lectures, supplemented by group seminars and self-directed learning.</p> <p>All modules include one or more study visits that encourage students to relate theoretical knowledge to specific practical examples. Throughout the programmes students are encouraged to read widely and extensive bibliographies are supplied.</p> <p>The work placement provides students with the opportunity to develop their knowledge and understanding of their chosen element of the heritage sector.</p> <p>The dissertation provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of the museums/galleries/heritage sector and its relationship to theoretical aspects of the professions and disciplines.</p>
<p><b>B Subject-specific/professional skills</b></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, galleries and heritage.</p> <p>2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation</p>	<p>All modules include 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 delivered through A1-A4. 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. The 8 week work placement provides an intensive work-place based opportunity for all students to further develop and practice these skills.</p> <p>Research training lectures, tutorials, guided reading, feedback on outline proposals, and continuous supervision provide the basis for students to complete their dissertations.</p>
<p><b>C Cognitive skills</b></p> <p>1 Critical reasoning</p> <p>2 Gathering and using information</p> <p>3 Applying concepts</p> <p>4 Evaluation, analyse, and interpretation</p>	<p>Students are encouraged to develop and practice their cognitive skills through a wide range of types of written work (reports, policy and strategy documents etc).</p> <p>All modules include group work sessions where students develop their cognitive skills in relation to real and topical issues in the museums/galleries/heritage sector. These sessions require students to search for (usually) book- or web-based information and for them to discuss such new information in the light of lectures and for them to come to a critical standpoint on any given topic.</p>
	<p>Feedback on individual and group presentations allows staff to supplement and illustrate their teaching and provides students with further opportunities to learn.</p>

<p><b>D Key (transferable) skills</b></p> <p>1 Written communication  2 Interpersonal/oral communication  3 Teamwork  4 Planning and organisation  5 Computer literacy</p>	<p>During induction week and/or skills week and in specific modules students are introduced in lectures and seminars to:</p> <p>[a] A variety of ways of writing required for their professional careers (eg. news releases, management briefings, policy documents, general reports). These are then subsequently practiced throughout the rest of the module/programme.</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 in each module.</p> <p>[c] Teamworking. This is practiced through the rest of the programme 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 practiced and developed throughout the programme through submission of coursework and then the dissertation.</p>
<p><b>10(b) Programme Intended Learning Outcomes:</b></p>	<p><b>Methods of assessment</b></p>

<p><b>A Knowledge and understanding</b></p> <ol style="list-style-type: none"> <li>1 Acquired a coherent knowledge and understanding of museology/galleries/heritage.</li> <li>2 Theoretical and practical constructs</li> <li>3 Boundaries of subject</li> <li>4 Relationship with other subjects</li> </ol>	<p>Knowledge and understanding are assessed through a wide range of professionally related assignments designed to reflect work that students will have to do in the workplace (eg. writing reports, policy documents, management briefings etc). Assignments are designed to provide students with the opportunity to relate theoretical and practical constructs to real life situations.</p> <p>The work placement provides students with the opportunity to explain their understanding of a particular organization and to reflect on the deepening of their own knowledge and understanding of the sector.</p> <p>The dissertation provides an extended opportunity for students to reveal their in-depth knowledge and understanding of one particular facet of the programme.</p>
<p><b>B Subject-specific/professional skills</b></p> <ol style="list-style-type: none"> <li>1 Acquired subject-specific skills through practical and professional experience.</li> <li>2 Developed the ability to undertake both work-based and higher degree research through completion of a dissertation</li> </ol>	<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>The work placement provides a major opportunity for students to acquire subject-specific/professional skills and is assessed through a specially designed workbook.</p> <p>B2 is specifically assessed through the presentation of the dissertation.</p>
<p><b>C Cognitive skills</b></p> <ol style="list-style-type: none"> <li>1 Critical reasoning</li> <li>2 Gathering and using information</li> <li>3 Applying concepts</li> <li>4 Evaluate, analyse, and interpret different sources of evidence</li> </ol>	<p>All written assignments require students to gather, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme. (Thus students are required to fully reference their work academically while understanding that, for example, a 'real' report may well not include such references.) Some assignments are split into a piece of professionally related work (eg. writing a museum label) and a commentary on the work that requires students to explain the reasoning behind their work and to link it to the theory relating to any given practice (eg. Construction of texts relating to reading age).</p>
<p><b>D Key (transferable) skills</b></p> <ol style="list-style-type: none"> <li>1 Written communication</li> <li>2 Interpersonal/oral communication</li> <li>3 Teamwork</li> <li>4 Planning and organisation</li> <li>5 Computer literacy</li> </ol>	<p>Written communication is assessed in almost all assignments (see below*). Assignments cover a wide range of types of writing required in the profession – for example, news releases, reports and policy documents.</p> <p>Interpersonal/oral communication is assessed formatively throughout the programme during individual and group feedback sessions. All students deliver a summatively assessed presentation related to the Communication and Interpretation compulsory module. Teamworking is assessed formatively through group work</p>

	<p>throughout the programme. At present there is no summative assessment of teamworking.</p> <p>Planning and organization is assessed formatively throughout the programme through the student's ability to meet deadlines and successfully complete the programme. It is assessed summatively in written assignments (eg. reports).</p> <p>Basic computer literacy is formatively assessed through all written assignments that are all required to be word-processed. More complex computer literacy (eg. SPSS etc) is assessed in specific assignments and, when relevant, in the dissertation.</p>
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## 11 Programme Curriculum, Structure, and Features:

All ICCHS MA programmes consist of ten taught modules, a two module work placement, and six research modules, the latter forming the dissertation. Each single module is worth 10 credits - with the full degree programme comprising 180 credits. Successful completion of the twelve non-research modules provides the necessary credits for a Diploma.

With the exception of most of the specialist option modules in Museum Studies, the taught modules are delivered intensively over two teaching weeks, making access to the programme easier for part-time students or museum/art museum and gallery/heritage professionals wishing to attend for a single module. As a result, full-time students will meet part-timers throughout the year and museum/art museum and gallery /heritage professionals who may be attending for single modules. For full-time students, the gaps between teaching weeks are filled by completing assessed work, carrying out practical projects, attending guest lectures or seminars, occasional extra visits, and reading materials supplied in advance of the next teaching week. The specialist option modules in Museum Studies tend to be taught less intensively over a four week period, reflecting the high input from museum professionals who have other commitments over the period of teaching.

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 assignment information. 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*.

In the first Semester all students, regardless of their specialist MA programme take three, 20 credit, compulsory modules:

- [a] issues and ideas
- [b] management
- [c] communication and interpretation

These modules draw on theoretical and practical examples from across the whole of the museum/art museum and gallery/heritage sector and ensure that all students are provided with a broad understanding of the sector at the beginning of the Third Millennium. Examples are drawn from local, national and international case studies and discussion is frequently enhanced by the previous experience of students.

**Study Visits** These provide students with an insight into the workings of many different types of sites, galleries, and museums and different management structures. They provide students with the opportunity to be right up-to-date with developments that are taking place in the museum/art museum and gallery/heritage sector. 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. Visits relate to the learning outcomes of a particular module while also supporting the overall aims of the MA programmes. Students are also encouraged to



visit as many other museums, galleries, and heritage sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

**The Work Placement** In order to make sure students make the most of their work placement all placements are arranged through the ICCHS placement co-ordinator. Students discuss the type of placement most suited to them with the co-ordinator before the end of Semester 1 in order to make sure that they can be matched with an appropriate organisation. Work placements usually commence in late April and last for eight weeks. Some students link their work placement with a dissertation topic. Most students chose to follow their work placements in their home country, but some have a particular preference to work elsewhere and ICCHS staff then use their considerable overseas contacts to facilitate such work placements.

The work placement is assessed by completion of a work placement booklet. This serves three main functions. First, it helps students to make the most of their work placement by identifying issues and possible shortcomings as they arise. Second, it can be used to explain to potential employers what they did during, and what they got out of, their work placement. Third, it is important to have a record of the tasks that students carried out and what they achieved in order to take advantage of the National Vocational Qualifications structure.

**The Dissertation** Students complete their dissertation after the taught and work placement modules have been completed. Dissertations are presented in the form of a 15,000-18,000 - word piece of work, including footnotes and appendices but excluding bibliography. Dissertations frequently require close liaison with a heritage organisation, site, art museum, gallery, or museum and should address a genuine need or problem. Students are encouraged to think about potential topics as early as possible and discuss topics in detail with staff at the beginning of Semester 2.

Once a topic has been agreed students produce a research proposal of no more than 300 words. This short paper details their aims and objectives and the methods that they will employ to achieve them. Once agreed, a second, more detailed proposal that explains their aims and research methodologies, is required. Full guidance on the dissertation and research techniques is given during the Research and Professional Development Week.

The Masters Degree dissertation must be an original piece of work and not simply a synthesis of existing knowledge. It requires the gathering and analysis of new data, the development of original arguments and the presentation of conclusions and recommendations. To be successful the dissertation requires careful planning and preparation.

## **12 Criteria for Admission:**

[a] Candidates should hold a first degree in any relevant subject.

[b] Candidates should preferably have museum, art museum and gallery, or heritage education and/or interpretation experience (either in full- or part- time employment or, for example, having acted as a volunteer within a museum, art museum, gallery or heritage agency or at a heritage site in an education or interpretation section) and a genuine interest in the role of museums, galleries or heritage education and interpretation within contemporary society.

[c] Candidates without a first degree in a relevant subject may have some other suitable qualification (for example, a teaching qualification and/or Certificate in HEI, validated by a reputable higher education institution) and proven competence in the field of museums, galleries or heritage education and/or interpretation.

### **Admissions policy**

We actively encourage applications from overseas and from those employed in the sector who require CPD support. All overseas students have to satisfy the University's language requirements.

All applications are seen by the DPD and where deemed appropriate another member of staff. All borderline or unusual applicants are contacted by letter, email, or phone and further information solicited. Where appropriate and possible borderline applicants are invited for interview. All applicants are offered the chance to meet with staff. All applicants are encouraged to obtain as much experience in the sector as possible prior to their arrival. On occasion applicants are encouraged to defer for a year to gain such experience. Open Days have been introduced to provide applicants with the chance to see ICCHS facilities and staff, and for ICCHS staff to meet prospective students.

### **13 Support for Students and their Learning:**

#### **Induction**

The year 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 NEMMLAC). Induction week also includes formal sessions that introduce students to skills they will need throughout the programme – for example, oral presentation skills.

#### **Study skills support**

As all students are graduates (or 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 and is outlined in the DPH.

#### **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.

#### **Learning resources**

**The region** Newcastle has ready access to first-class art museum, gallery, heritage and museum resources both in the city itself and within the wider region, including Hadrian's Wall and Durham Cathedral and Castle (both inscribed by UNESCO on its World Heritage List), the nationally designated museums of Tyne and Wear, and Beamish, probably the best known open air museum in the UK. It is also home to the archaeological constructed sites of Brigantium and Bede's World.

There are also a wide range of exciting developments in the region, such as Segedunum, the remodelled Newcastle Discovery Museum and Sunderland Museum and Art Gallery and the Baltic Centre for Contemporary Art. Further afield, yet within easy travelling time, is Edinburgh, another World Heritage site with a wide range of museums, galleries, and heritage sites. In short, the region is an ideal laboratory for all of our programmes and extensive use is made of sites, galleries, and museums throughout the year.

**Libraries** The Robinson Library hold heritage, museum, art museum and gallery studies literature within the University and the library (mainly dealing with museums) held by North East Museums, Libraries, and Archives Council (NEMMLAC). In many cases books will be available as multiple copies to give a greater degree of access. A third library (Fine Art) holds stocks relating to Art Museum Gallery Studies.

The Robinson Library also provides access to a series of databases via the CD-ROM network. The service may be accessed via a TELNET facility and will provide access to a range of services, such as *Global Books in Print*.

### **14 Methods for evaluating and improving the quality and standards of teaching**

### **and learning:**

The *Annual Monitoring Review* reviews all aspects of the Programmes 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 the BoS.

### **Feedback Mechanisms**

All evaluations (module leaders, students, external examiners etc) of the quality of teaching and learning are discussed at BoS and, as and where appropriate, are fed back to students through their BoS representatives and up to Faculty through the FTC to the UTC.

## **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. In terms of the MA dissertation, work may also demonstrate originality and an ability to extend the research further through doctoral study, or convey ideas that might be publishable. 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 (50% 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.

*A Diploma level Pass mark (50 %+)* the Diploma cannot be awarded with merit or with distinction.

### **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**

Diploma/MA in Museum Studies - Museums Association; CHNTO

Diploma/MA in HEI – Museums Association; CHNTO

Diploma/MA in Art Museum and Gallery Studies; CHNTO, Museums Association (pending)

**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 taught Diploma/MA programmes in ICCHS 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