| | **PROGRAMME SPECIFICATION** |  |
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| 1 | **Awarding Institution** | Newcastle University |
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| 2 | **Teaching Institution** | Newcastle University |
| 3 | **Final Award** | Postgraduate Certificate |
| 4 | **Programme Title** | Postgraduate Certificate in Museum Studies |
| 5 | **UCAS/Programme Code** | 3021 |
| 6 | **Programme Accreditation** | Museums Association |
| 7 | **QAA Subject Benchmark(s)** | N/A |
| 8 | **FHEQ Level** | 7 |
| 9 | **Date written/revised** | December 2007 |

| **10    Programme Aims** |
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| 1       To provide an opportunity for museum professionals to gain a qualification that will enable them to proceed to the Associateship of the Museums Association |
| 2       To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of museology |
| 3       To provide a curriculum that is responsive to the professional requirements and skills needs of the museums sector nationally and internationally |
| 4       To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning |
| 5       That the programme meets the requirements of an M level qualification as defined by the famework for Higher Education Qualifications |
| 6       That the programme conforms to University policies and to QAA codes of practice |
| 7       That the programme conforms to the University's policy and to the QAA code of practice on placements |

| **11    Learning Outcomes** |
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| The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. |

| **Knowledge and Understanding** |
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| On completing the programme students will have acquired a knowledge and understanding of: |
| A1     Museology |
| A2     Theoretical and practical constructs |
| A3     Boundaries of subject |
| A4     Relationship with other subjects |

| **Teaching and Learning Methods** |
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| The primary method of imparting knowledge and understanding is lectures, supplemented by group seminars and self-directed learning. |
| Module ICS8001 includes study visits that encourage students to relate theoretical knowledge to specific practical examples. |
| The work based project provides students with the opportunity to develop a deeper knowledge and understanding of a particular aspect of the museum sector. |
| **Assessment Strategy** |
| 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. |

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.

## Intellectual Skills

On completing the programme students will have acquired and developed skills:
B1    Critical reasoning
B2    Gathering and using information
B3    Applying concepts
B4    Evaluation, analyse, and interpretation

### Teaching and Learning Methods

Students are encouraged to develop and practice their cognitive skills through written work.

Module ICS8001 includes group work sessions where students develop their cognitive skills in relation to real and topical issues in the museum sector.

### Assessment Strategy

All written assignments require students to gather, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme.

## Practical Skills

On completing the programme students will have:
C1    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
C2    Developed the ability to undertake both work-based research through completion of a work based project

### Teaching and Learning Methods

Module ICS8001 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.

### Assessment Strategy

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.

## Transferable/Key Skills

On completing the programme students will have acquired and developed skills in:
D1    Written and oral communication
D2    Teamwork
D3    Planning and organisation
D4    Computer literacy

### Teaching and Learning Methods

During induction week students are introduced in lectures and seminars to:

[a] A variety of ways of writing required for their professional careers.

[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.

[c] Teamworking. This is practiced during Module ICS8001 through group work.

[d] Planning and organization. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work.

[e] Computer literacy. This is then practiced and developed throughout the programme through submission of coursework and the work based project.

## Assessment Strategy

Written communication is assessed in all assignments.

Interpersonal/oral communication is assessed formatively throughout the programme during individual and group feedback sessions.

Teamworking is assessed formatively though group work.

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

## 12    Programme Curriculum, Structure and Features
### Basic structure of the programme

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, ICS8001 Issues and Ideas and ICS8098 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*

**Assessment** The taught module will be assessed through the submission of one piece of written work of 3,000 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

### Key features of the programme (including what makes the programme distinctive)
**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

### Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2009-2010/documents/MuseumStudiesPGCert.pdf

## 13    Criteria for admission
*Entry qualifications*
[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

*Admissions policy/selection tools*
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 Admissions Tutor 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.

In the past all applicants were interviewed. This has become impossible due to the number of applications (and, in particular, the number of overseas applications). We have monitored this situation carefully and have found no concerns regarding student progress: students accepted through the (robust) 'distance method' have proved just as successful in their completion of the programmes and in their obtaining jobs as when all students were interviewed.  Interviews are presently reserved for unusual or borderline applications. We will continue to monitor the progress of those students not called for interview and modify the process if necessary

*Non-standard Entry Requirements*
Following university policy on this, ICCHS would welcome applications from people who may not have an undergraduate degree, but who can demonstrate considerable work experience in art museums or galleries. Where this occurs concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies

*Additional Requirements*
There are no additional requirements however applicants who have no relevant work experience will be encouraged to obtain some before registering on the programme

*Level of English Language capability*
If English is not an applicant's first language then the applicant needs to provide evidence of his/her proficiency in written and spoken English. The normal minimum requirement for admission to one of the programmes is an overall band score of 6.5 (with a minimum of 6 in each sub-section) on the British Council IELTS test, or 5.75 on the TOEFL test.

| 14 | Support for Student Learning |
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*Welcome Week*
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. Students will be introduced to key regional colleagues who will provide significant inputs into the programmes (e.g. staff from Tyne and Wear Museums). New and continuing students will also be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

*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*
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see

below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

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*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Part-time and overseas students are allocated to specialized tutors. Details of the personal tutor system can be found at http://www.ncl.ac.uk/teachingexcellence/support/pgtutor.htm

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see http://www.ncl.ac.uk/postgraduate/support/

*Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see http://www.ncl.ac.uk/disability-support/

*Learning resources*

**The region**  Newcastle has ready access to first-class gallery and art museum resources, both in the city itself and within the wider region. These include the Baltic Centre for Contemporary Art, the Hatton Gallery, Laing Art Gallery, Shipley Art Gallery, the Biscuit Factory, Cornucopia Gallery, Northern Gallery for Contemporary Art, Sunderland Museum and Winter Gardens, The Sunderland University Gallery, Reg Vardy Art Gallery, The Glass Centre, Durham Cathedral and Castle (both inscribed by UNESCO and on its World Heritage List), Durham Art Gallery, Darlington Arts Centre and the Bowes Museum. It is also home to the several artist-run organizations such as Vane, Isis, Waygood and Side Photographic Gallery.  Newcastle and environs has a thriving, lively and eclectic arts scene with diverse educational and festival activities organized regularly and annually. Many of these sites are open as visitor attractions and all are used as examples in the programme

New developments such as the expansion of Newcastle's Globe and Waygood Galleries, and the construction of Middlesborough Institute for Modern Art also offer possibilities for the development of learning resources. Further a field, yet within easy traveling time, is Edinburgh, another World Heritage site with a wide range of art museums and galleries. In short, the region is an ideal laboratory for the programmes and extensive use throughout the year is made of these art museums, galleries and artist-led initiatives.

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

**INTO**  All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-sessional language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See http://www.ncl.ac.uk/langcen/index.htm

**The Writing Development Centre** This is a new student support service based in the

Learning Zone, King's Road Centre. The Centre offers advice, guidance and tuition for students who wish to improve their writing skills for study or employment purposes. If you have problems planning and structuring assignments, using reading sources in your writing without plagiarism, writing CVs and cover letters or simply using grammar and punctuation accurately, please visit the Centre to book an appointment. A drop-in service is also available. A timetable will be displayed outside the Centre in the Learning Zone.

| 15 | Methods for evaluating and improving the quality and standards of teaching and learning |
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*Module reviews*
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

*Programme reviews*
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

*External Examiner reports*
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

*Student evaluations*
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

*Mechanisms for gaining student feedback*
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

*Faculty and University Review Mechanisms*
The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

*Accreditation reports*


*Additional mechanisms*


| 16 | Regulation of assessment |
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*Course requirements*
To qualify for the Masters degree and Postgraduate Diploma students must complete all course requirements and must overall obtain 50% or more for all assessed work. All taught modules must be completed successfully for the Postgraduate Diploma. All taught modules, plus the research dissertation module should be completed successfully for the MA.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf) and Examination

Conventions for Taught Masters Degrees
(http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Weighting of stages*
Final marks are calculated by taking an average of all module marks which are weighted according to the credit value of each of the modules. This means that two thirds of the overall mark will come from the taught modules (including ICS 8015 – Work Placement) and a third comes from the dissertation mark (ICS 8099).

*Common Level Descriptors*

**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 a good 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.

NB. The Diploma level pass mark is 50%+; the Diploma cannot be awarded with merit or with distinction.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

| **Masters programmes** | | **Postgraduate Certificate and Diploma programmes** | |
|---|---|---|---|
| <50 | Fail | <50 | Fail |
| 50-59 | Pass | 50 or above | Pass |
| 60-69 | Pass with Merit | | |
| 70 or above | Pass with Distinction | | |

*Role of the External Examiner*
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

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

The University Prospectus (see http://www.ncl.ac.uk/postgraduate/)

The School Brochure

The University Regulations (see http://www.ncl.ac.uk/regulations/docs/ )

The Degree Programme Handbook

**Mapping of Intended Learning Outcomes onto Curriculum/Modules**

| Module | Type | Intended Learning Outcomes | | | |
|---|---|---|---|---|---|
| | | **A** | **B** | **C** | **D** |
| ICS8001 | Comp | 1-4 | 1-4 | 1-2 | 1-4 |
| ICS8098 | Comp | 1-4 | 1-4 | 1-2 | 1-4 |