

**PROGRAMME SPECIFICATION**

<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	Postgraduate Certificate
<b>4</b>	<b>Programme Title</b>	Postgraduate Certificate in Museum Studies
<b>5</b>	<b>UCAS/Programme Code</b>	3021
<b>6</b>	<b>Programme Accreditation</b>	N/A
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 7
<b>9</b>	<b>Date written/revised</b>	May 2010
<b>10</b>	<b>Programme Aims</b>	
1	To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the field of museology	
2	To provide a curriculum that is responsive to the professional requirements and skills needs of the museums sector nationally and internationally	
3	To enable students to develop their capacity to learn in preparation for or as part of continuing professional development (CPD) and lifelong learning	
4	To meets the requirements of a Level 7 qualification as defined by the framework for Higher Education Qualifications	
5	To conforms to University policies and to QAA codes of practice	
<b>11</b>	<b>Learning Outcomes</b>	
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.		
<b>Knowledge and Understanding</b>		
On completing the programme students should:		
A1	Be aware of and understand current developments in museum studies	
A2	Be aware of and understand the theoretical and practical constructs of museum studies	
A3	Have an understanding of the boundaries of museum studies	
A4	Understand the relationship museum studies has with other subjects, especially heritage and art museum and gallery studies	
<b>Teaching and Learning Methods</b>		
The primary method of imparting knowledge and understanding ( <b>A1-A4</b> ) is lectures, supplemented by group seminars and self-directed learning.		
Module ICS8001 includes a study visit that encourages 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.		

<b>Assessment Strategy</b>
<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>
<b>Intellectual Skills</b>
<p>On completing the programme students should be able to:</p> <p>B1 Demonstrate critical reasoning</p> <p>B2 Synthesise information from a number of primary and secondary subject sources</p> <p>B3 Apply standard concepts of museum studies</p> <p>B4 Analyse, evaluate, and interpret the principal source materials of museum studies</p>
<b>Teaching and Learning Methods</b>
<p>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.</p>
<b>Assessment Strategy</b>
<p>All written assignments require students to gather, evaluate, analyse, and interpret evidence set within the wider academic framework of the programme.</p>
<b>Practical Skills</b>
<p>On completing the programme students should be able to:</p> <p>C1 Demonstrate subject-specific skills through practical and professional experience</p> <p>C2 Evaluate, analyse, and interpret different sources of evidence relating to museums</p> <p>C3 Undertake work-based research through completion of a work based project</p>
<b>Teaching and Learning Methods</b>
<p>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.</p>
<b>Assessment Strategy</b>
<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>
<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1 Converse successfully in both written and oral forms of expression</p> <p>D2 Communicate effectively with others when working in a group</p> <p>D3 Manage time and prioritise tasks by working to strict deadlines</p> <p>D4 Use Information Technology e.g., Web and Internet, word processing and spreadsheets</p>

<p><b>Teaching and Learning Methods</b></p>
<p>During Welcome Week and ICS8001, students are introduced in lectures and seminars to a variety of ways of writing required for their professional careers (<b>D1</b>). Students then practice and develop this skill by presenting their findings from group work orally to the whole cohort either as groups or individually (<b>D2</b>). Aspects of <b>D3</b> is practiced during Module ICS8001 through group work. Students practice and develop these crucial skills through keeping to programme deadlines and by planning and organizing their written work (<b>D3</b>). Skills relevant to <b>D4</b> are practiced and developed throughout the programme, especially through submission of coursework and the work based project.</p>
<p><b>Assessment Strategy</b></p>
<p>Written communication is assessed in all assignments.</p> <p><b>D1</b> is assessed formatively throughout the programme during individual and group feedback sessions. <b>D2</b> is assessed formatively through group work. <b>D3</b> is assessed formatively through the student's ability to meet deadlines and successfully complete the programme; it is assessed summatively in written assignments. <b>D4</b> is formatively assessed through all written assignments that are all required to be word-processed.</p>
<p><b>12 Programme Curriculum, Structure and Features</b></p>
<p><b>Basic structure of the programme</b></p>
<p>All students receive a module handbook before the start of each module, which contain full details of lectures, 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.</p> <p>In Semester 1, students will take the 20-credit module ICS8001, Issues and Ideas. After completion this module, students will take 40 credit connected to work-based placement.</p>
<p><b>Key features of the programme (including what makes the programme distinctive)</b></p>
<p><b>Study Visits</b> 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 also are 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.</p> <p><b>The Work Placement</b> 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.</p> <p>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.</p>

**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***

Applicants are normally graduates with an upper-second-class honours degree (or international equivalent) from a recognised university or college. Those able to demonstrate considerable work experience in the gallery, heritage, or museum sectors are equally encouraged to apply.

***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 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.

***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 and galleries/museums/heritage sites. Where this occurs, concessions for the recognition of prior experience are sought through the Dean of Post-Graduate Studies.

***Additional Requirements***

Most students attending have acquired some preliminary experience of work in museums, galleries, or a heritage organization, usually as volunteers, and this is recommended, though not a prerequisite for acceptance onto our courses.

***Level of English Language Capability***

Applicants whose first language is not English require IELTS 6.5 with 6.0 in writing, TOEFL 90 (Internet-based) or 577 (paper-based), or equivalent.

**14 Support for Student Learning**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

***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. New and continuing students will 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.

***Study Skills Support***

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

**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.

**Pastoral Support**

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition, the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g., stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

**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.

**Learning Resources**

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

**15 Methods for evaluating and improving the quality and standards of teaching and learning****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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

***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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team, which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five-year period.

**16 Regulation of assessment*****Pass Mark***

The pass mark is 50%

***Course Requirements***

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

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

**Summary description applicable to postgraduate Certificate**

<50	Fail
50 or above	Pass

***Role of the External Examiner***

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

***In addition, information related to the programme is provided in:***

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

The Degree Programme Handbook

***Please note.*** This specification provides a concise summary of the main features of the programme 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.

## Mapping of Intended Learning Outcomes onto Modules

		Intended Learning Outcomes			
Module	Type	A	B	C	D
ICS8001	Compulsory	1-4	1-4	1-2	1-4
ICS8098	Compulsory	1-4	1-4	1-3	1-4