

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Postgraduate Certificate
4	<b>Programme Title</b>	Museum Studies
5	<b>Programme Code</b>	3021
6	<b>Programme Accreditation</b>	N/A
7	<b>QAA Subject Benchmark(s)</b>	N/A
8	<b>FHEQ Level</b>	Level 7
9	<b>Last updated</b>	May 2012

### 10 Programme Aims

1. To provide students with a range of learning opportunities (in relation to analytical, key, research and subject-specific skills) within the heritage/museums/galleries sectors, with a specific emphasis on museum studies;
2. To provide a curriculum that is responsive to the professional requirements and skills needs of the museum 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 provide access to Higher Education and appropriate professional qualifications to students from diverse backgrounds including those with disabilities;
5. To provide students with the opportunity to gain the skills and knowledge required to work in the museum sectors on graduation;
6. To ensure that the programme meets the requirements of a Level 7 qualification as defined by the Framework for Higher Education Qualifications; and
7. To ensure that the programme conforms to University policies and to QAA codes of practice (including placements).

### 11 Learning Outcomes

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**

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; and
- A4 Understand the relationship museum studies has with other subjects, especially heritage and art museum and gallery studies.

<b>Teaching and Learning Methods</b>
<p>The primary method of imparting knowledge and understanding (A1-A4) is lectures, supplemented by group seminars and self-directed learning.</p> <p>Module ICS8001 includes a study visit that encourages 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>
<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; and</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.</p> <p>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; and</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)</p>

experience in the sector and on case studies provided by lecturers when answering assignments.

### **Transferable/Key Skills**

On completing the programme, students should be able to:

- D1 Communicate successfully in both written and oral forms of expression;
- D2 Communicate effectively with others when working in a group;
- D3 Conduct independent learning;
- D4 Manage time and prioritise tasks by working to strict deadlines; and
- D5 Use Information Technology; e.g., Internet, Blackboard, word processing, spreadsheets.

### **Teaching and Learning Methods**

Students practise and develop their oral communication (D1) by presenting their findings from group work (D2) verbally to the whole cohort either as groups or individually in each module. As part of the induction offer, students are introduced to what is expected from postgraduate students, particularly in relationship to the depth of study and the presentation of ideas. Additionally during scheduled learning and teaching activities, students are exposed to and expected to engage with a variety of ways of writing (D2) required for their professional careers. Communication skills are fostered and developed gradually, which require keeping to programme deadlines and by planning and organizing their written work (D4). The use of IT (D5) is developed through all the modules and also is nurtured through independent research and submission of work.

### **Assessment Strategy**

The majority of skills (D1-D5) mentioned above are assessed in most assignments. Attainment of all other key skills outcomes are not directly assessed but are seen as ancillary to the production of assessed work; e.g., verbal skills, planning and organising is a necessary precondition for meeting other intended learning outcomes. It follows, therefore, that it is not possible to graduate without meeting the key skills outcomes.

## **12 Programme Curriculum, Structure and Features**

### **Basic structure of the programme**

Postgraduate Certificate students must complete the Semester 1 20-credit module ICS8001 (Issues and Ideas) before starting the 40-credit module ICS8098 (Work-Based project). The assignment for ICS8098 normally is due within 18 months from the time the student starts ICS8001.

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

**Fieldwork (Study Visits)** These provide students with an insight into the workings of many different types of heritage sites, galleries, and museums and different management structures. They provide students with the opportunity to be up-to-date with developments that are taking place in the heritage/museums/galleries sectors. The visits are viewed as one of the most important parts of the programme. Students are encouraged to make use of the visit checklist (provided separately) and to make notes. Visits normally 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 postgraduate programmes. Students also are encouraged to visit as many other heritage, museum, and gallery sites as possible so that they can begin to relate information and ideas presented in lectures and seminars to the real world.

**Work-Based Project** The project is a demanding, sustained piece of work-based research and the most appropriate form of assessment is an extended report (between 8,000-10,000 words). This will adopt similar conventions to those seen in a dissertation, but will inevitably reflect the practical nature of the research project undertaken.

<b>Programme regulations (link to on-line version)</b>
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<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>
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<b>13 Criteria for admission</b>
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**Entry Qualifications**

Candidates should normally hold a first degree with at least a 2:1 (Upper Second Class) degree (or international equivalent) from a recognised university or college.

**Admissions Policy/Selection Tools**

We actively encourage applications 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**

Candidates who have followed a non-traditional route into Higher Education also will be considered eligible; especially candidates able to demonstrate considerable work experience in the heritage/museums/galleries sectors.

**Additional Requirements**

none

**Level of English Language Capability**

ICCHS actively encourage applications that are domestic or from the EU or considered International. Applicants whose first language is not English an IELTS score of 6.5 with a minimum of 6.0 in writing and speaking for direct entry, IELTS 6.0 with a minimum of 6.0 in writing for the pre-session 10 week entry and IELTS 6.0 with a minimum of 6.0 in writing and 6.0 in speaking for the 6 weeks entry.

<b>14 Support for Student Learning</b>
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The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

**Induction/Welcome Week**

During the first week (Welcome 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 Development 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 Student Union 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, Learning and Student Experience Committee.

### ***Programme reviews***

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching, Learning and Student Experience Committee. The FTLSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the

University Teaching, Learning and Student Experience Committee.

### ***External Examiner reports***

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching, Learning and Student Experience 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 six 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 one-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, Learning and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

### ***Accreditation reports***

N/A

### ***Additional mechanisms***

N/A

## **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 and Diploma programmes**

<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 relating to the programme is provided in:

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

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

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 Curriculum/Modules****MA/Postgraduate Diploma in Museum Studies**

		<b>Intended Learning Outcomes</b>			
<b>Module</b>	<b>Type</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
ICS8001	Compulsory	1-4	1-4	1-2	1-5
ICS8098	Compulsory	1-4	1-4	1-3	1-5