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**Programme Specification**

**Title of Course: MA Museum & Gallery Studies**

**Date Specification Produced: January 2013**

**Date Specification Last Revised: July 2020**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | MA Museum & Gallery Studies |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Department of Creative Industries,  School of Creative and Cultural Industries, Kingston School of Art, Knights Park |
| **Programme Accredited by:** | N/A |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

MA Museum & Gallery Studies is a progressive, practice-based exploration of a complex and contested field where students are encouraged to re-imagine and re-make museums and galleries as ideas and institutions. The course empowers students to identify themselves as critical-creative practitioners through our emphasis on critical thinking, creative research and communication. The philosophy of the course integrates ideas of and approaches to academic and professional practice within a broadly conceived interdisciplinary field.

MA Museum & Gallery Studies differs from provision elsewhere in the UK through its commitment to collaboration with external institutions (which have included the Natural History Museum, National Maritime Museum, Museum of London, the Victoria & Albert Museum and Kingston Museum & Heritage Service) and its integration of critical-creative approaches to assessment that work to develop in students a deeper understanding of the field as a cornerstone of progressive professional practice.

Located within the exciting and energetic practice-based environment of Kingston School of Art, MA Museum & Gallery Studies at Kingston University is uniquely positioned to do things differently from related courses found within other academic contexts. Museum & Gallery Studies at Kingston University is taking a leading role in the development of MA programmes in the field that place a renewed focus and value on the integrated development of critical and creative skills and practices. Students can produce critically-engaged creative work through, for example, critical-reflexive writing, photography, filmmaking, scenography and scenario thinking.

The course provides students with the space and time to revisit and re-think museums and galleries for themselves as sites of invention and experimentation towards further academic and professional development. MA Museum & Gallery Studies critically interrogates the present of museums and galleries as a route towards the future museum.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end of the preceding teaching block. Students undertake the placement following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to complete a professional placement portfolio that includes monthly diary/blog posts (250-300 words per diary/blog post) for each month of the placement, collection of samples of work, a reflective essay (1,500 words minimum) and CV. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

**B. Aims of the Programme**

The MA Museum & Gallery Studies offers a progressive, practice-based approach to contemporary museums, galleries and heritage sites. Within this context the overall aim of the field is to provide a supportive and creative learning environment for full-time and part-time students that will enable them to achieve their potential. The specific aims of the programme are:

* To provide students with a progressive, inter-disciplinary framework for interrogating the field of museums, galleries and heritage sites.
* To develop students’ critical engagement with the relevant cultural sectors, their practices, literatures and wider social, academic, and political contexts.
* To develop students’ ability to pursue and produce creative, practice-based research in response to the course content.
* To develop students’ ability to work visually with different research materials.
* To empower students to see themselves as critical-creative practitioners through the delivery of a diverse portfolio of work.
* To provide a progressive intellectual context for exploring museum, gallery and heritage futures.
* To locate students’ research within a broadly-conceived place-based approach to museum, gallery and heritage thinking and development.
* To encourage and support students to personalise and characterise their work according to their own academic and professional interests.
* To pursue and deliver an extended, independent research project in the form of a Major Project.
* The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

**C. Intended Learning Outcomes**

The programme learning outcomes are referenced to the UK Quality Code for Higher Education, including the QAA Master’s Degree Characteristics 2020, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), an awareness of the undergraduate subject benchmarks for History of Art, Architecture and Design, and relate to the typical student.  The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

| **Programme Learning Outcomes** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills:**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Demonstrate a high level of knowledge and understanding of the museum, gallery and heritage sectors as multi- and inter-disciplinary fields. | B1 | Develop skills in assembling research materials from a variety of relevant primary and secondary sources, and in discerning and making connections between them. | C1 | Pursue creative, practice-based research projects that engage and experiment with academic, museum, gallery and heritage practice. |
| A2 | Demonstrate in-depth knowledge and understanding of specific museums and galleries and museum and gallery practice. | B2 | Demonstrate the ability to become critical, independent, autonomous and creative learners | C2 | Demonstrate self-confidence and skill in presenting their work and ideas alongside those of others. |
| A3 | Demonstrate a sophisticated visual, material, spatial and critical awareness, and an ability to place ideas and institutions in their cultural, historical, and political contexts. | B3 | Demonstrate a detailed understanding and appreciation of different viewpoints. | C3 | Research and identify the range of professional opportunities available to them and develop their work for professional development. |
| A4 | Critically engage with concepts across a spectrum of visual and material cultures, museums, galleries and heritage. | B4 | Develop extensive research skills of a high level. | C4 | Demonstrate a high level of skill in delivering a substantial research project. |
|  | In addition to the above, full field students will be able to: | B5 | Research and present substantial self-initiated work of a high level in response to the curriculum. | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |
| A5 | Complete a substantial independent research project in the form of a Major Project. |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow

students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

**D. Entry Requirements**

Applicants should have a good BA (Hons) degree or equivalent qualification in a relevant subject area, which may include:

* a humanities subject, such as art history design history, English literature, film and media studies, cultural studies, philosophy;
* a social sciences subject, such as geography, archaeology, anthropology, sociology, history or education;
* a practice-based degree in an area such as fine art, design or architecture; or
* a business or management related course.

We also welcome students with relevant professional practice experience should they not hold a higher education qualification.

For those students without professional experience in museums and galleries, voluntary museum work is not a requirement for acceptance on the course.

A minimum IELTS score of 6.5, TOEFL 88 or equivalent is required for those for whom English is not their first language. Candidates need to achieve at least 6.0 IELTS in Reading, Listening and Speaking, and 6.5 in Writing.

**E. Programme Structure**

This programme is offered as a full-field in both full-time, part-time and ‘with professional placement’ modes of study and leads to the award of MA Museum & Gallery Studies. Entry is at level 7 with BA or equivalent qualifications. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Although no work placements are formally organised as part of the course, students gain insight into professional practice by working with museums and galleries throughout the course. These include with V&A, National Maritime Museum, Museum of London, and Kingston Museum & Heritage Service. Alongside the MA programme many students have successfully pursued work placements at a range of institutions including the Victoria & Albert Museum, National Maritime Museum, Orleans House Gallery, Benjamin Franklin House and Ham House. There is also the opportunity for students to incorporate work placement experience, knowledge and projects within the Major Project.

Work placement is an integral part of the 2-year programme and students will receive support from the Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offer each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. Outline Programme Structure**

The programme is made up of four modules each worth 30 credits and the Major Project module worth 60 credits. All students will be provided with the University’s Postgraduate Regulations (PR) and relevant Course Handbook. Full details of each module will be provided in module descriptors and student module guides.

The following diagram provides a schematic overview of the course structure and how the modules relate to one another synoptically within and between teaching blocks. The diagram is followed by more detailed breakdown of the structure for full-time and part-time modes of study.

Students on the 2-year programme (with integrated placement) must complete all modules by the end of TB3 and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a professional placement portfolio which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

Ideas and

Institutions

Major Project

Spaces of

Encounter

The Challenge of

Change

The Practice of

Experience

Research Project

Major Project

Major Project

TEACHING BLOCK 1

TEACHING BLOCK 2

TEACHING BLOCK 3

TUTORIAL SUPPORT/PDP

Ideas and

Institutions

Major Project

Exhibition and Encounter

The Challenge of

Change

Learning and Experience

Research Statement

Research Project

Research Proposal

Major Project

Major Project

TEACHING BLOCK 1

TEACHING BLOCK 2

TEACHING BLOCK 3

TUTORIAL SUPPORT/PDP

**FULL TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **value** | **Level** | **Teaching Block** |
| Ideas and Institutions | HA7001 | 30 | 7 | 1 |
| Learning and Experience | HA7002 | 30 | 7 | 1 |
| Exhibition and Encounter | HA7003 | 30 | 7 | 2 |
| The Challenge of Change | HA7004 | 30 | 7 | 2 |
| Major Project | HA7201 | 60 | 7 | 1, 2, 3 |
| Professional Placement (CSCI) | WP7002 | 120 | 7 | TB1, TB2, TB3 (Yr 2) |

Students exiting the programme with 60 credits are eligible for the award of PG Cert. in Museum & Gallery Studies.

Students exiting the programme with 120 credits are eligible for the award of PG Dip. in Museum & Gallery Studies.

**PART TIME**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| **YEAR 1** | | | | |
| Ideas and Institutions | HA7001 | 30 | 7 | 1 |
| The Challenge of Change | HA7004 | 30 | 7 | 2 |
| **YEAR 2** | | | | |
| Learning and Experience | HA7002 | 30 | 7 | 1 |
| Exhibition and Encounter | HA7003 | 30 | 7 | 2 |
| Major Project | HA7201 | 60 | 7 | 1, 2, 3 |

Students exiting the programme with 60 credits are eligible for the award of PG Cert. in Museum & Gallery Studies.

Students exiting the programme with 120 credits are eligible for the award of PG Dip. in Museum & Gallery Studies.

**F. Principles of Teaching, Learning and Assessment**

The programme delivers fully on the University’s Curriculum Design Principles within the teaching learning and assessment regimes for the course.

**Academic Coherence**

The modules are designed as a connected and complementary series of learning opportunities through which students will produce a diverse and coherent portfolio of work. The taught modules of the course feed into the Major Project (‘capstone’ project) as the culmination of the programme. Based on a coherent philosophy of critical and creative practice-based assessment, organising the curriculum as a synoptic, inter-connected series of modules ensures that students have the time and space to acquire and demonstrate the knowledge, skills and behaviours set out in the programme’s learning outcomes.

**Learning and Teaching**

The course uses a range of teaching methods explicitly designed to engage students and ensure that their experience is active and diverse. As an academic and professional field, museums and galleries are inherently multidisciplinary, and therefore students come to the MA Museum & Gallery Studies from a range of academic and professional backgrounds and experience. This programme actively encourages students to explore and extend previous experience in a new context relevant to the needs of the field.

The School uses the virtual learning environment (Canvas/VLE), which acts as the main online location and portal for course and School information and news. Course materials such as handbooks, module guides, timetables and information on talks programmes, lectures and events are all accessible through the VLE. Discussion groups are also set up on the VLE specifically focused on assessments. Tutorials are scheduled both in class through sign-up sheets and through email. Students have the opportunity to contribute to the development of their course through Staff Student Consultative Committee and Board of Study.

**LinkedIn Learning**

All courses based in the Kingston School of Art offer students free access to the online video tutorial platform LinkedIn Learning. This provides a wide range of subjects to choose from, many with downloadable exercise files, including software tutorials covering photography, graphics, web design, audio and music, CAD and Microsoft Office software, as well as courses on Business and Management skills. Some of these are embedded in the curriculum and offer additional self-paced learning, others may be taken at will by students wishing to broaden their employability skills in other areas.

**Assessment**

Each of the taught modules is assessed through ‘Portfolio’; a coherent collection of work that delivers on a specific brief. Each portfolio consists of at least two pieces of work, all of which include at least a creative project and critical-reflexive piece of writing. This consistent approach to assessment enables students to use knowledge, practices and skills developed within one individual module to inform and support another module. This is particularly the case with the Major Project which students begin exploring from early in the first teaching block with all of the taught modules effectively contributing to its development and delivery. Synoptic assessment will be possible through a student research Journal kept each teaching block that evidences work supporting the assessment of both taught modules of each teaching block and the Major Project. Formative assessment, which accommodates both feedback and feed-forward in oral and written form, is used within all modules and between teaching blocks to ensure that students continue to learn from their experience and develop their skills throughout the course towards the delivery of the Major Project.

**Development of Academic Skills**

Academic and practice-based skills are developed throughout the programme, the central feature of which is the Major Project. Beginning early in teaching block one, the Major Project examines academic, practice-based skills, enabling students to develop their work in other modules, all of which leads to the delivery of the Major Project itself at the end of the third teaching block. All modules enable students to develop and demonstrate independent learning and thought, culminating in the Major Project, the subject of which is chosen by the individual student. The programme supports students developing KU key skills and the ten graduate attributes.

**Research and Practice-Led Teaching**

The curriculum is linked to and informed by research in museum and gallery studies throughout, particularly research into more progressive, practice-based research. This includes the research practice of lecturers, but also professionals from the field that students encounter and interact with during the course. Students have the opportunity to develop their own research and practice through each module and the Major Project.

**Work Placement**

The integrated work placement is primarily reliant on independent activity on the part of the student, with some support from their tutor.  During the period of the placement(s) students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Microsoft Teams. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available.

**Accessibility and Inclusiveness**

The course is designed to be open to all by encouraging and empowering all students to identify themselves as critical-creative practitioners from the beginning. The programme provides a series of opportunities for students to explore their personal interests in the context of professional development and assessment. In combining different elements of work, the Portfolio approach to assessment provides students with the opportunity to build on existing skills and develop new ones valued by the field and beyond, with the Major Project being an opportunity to specialise in a particular area of interest and approach.

**G. Support for Students and their Learning**

The Course Director is the personal tutor to all new students. Two formal tutorials are scheduled towards the beginning and at the end of each teaching block, with a further group discussion scheduled between blocks. Further tutorial support is specifically designed into the Major Project. Tutorials are an opportunity to discuss project work, its marking, feedback and feed-forward, and to discuss and mentor on issues of professional development, employability and field-specific careers advice.

Students are encouraged to become a part of the wider postgraduate culture of the School of Creative and Cultural Industries, which includes MA Art & Design History, MA Curating Contemporary Design and MA Art Market (Professional Practice), and doctoral students through participation in research seminars and other events that help to support their broader learning and development.

Wider Faculty- and University-level support for students and their learning comes from:

* Academic Success Centre, that provides support and advice for UG and PG students
* Student Achievement Officer who provides additional pastoral and practical support, especially to students new to higher education studies Information Services and LRC
* The VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* Language Support
* The Union of Kingston Students
* Student Office with dedicated course administration
* Staff Student Consultative Committee and Board of Study
* Careers and Employability Services Team – will provide support for students prior to undertaking work placement(s).

Orientation to the course, School and Faculty-level support is provided in the Course Handbook.

**H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including Module Evaluation Questionnaires (MEQs), Level Surveys and a Postgraduate Survey
* Moderation policies
* Feedback from employers

**I. Employability Statement**

‘Real world’ learning opportunities are available to students throughout the course through study visits and assessment in collaboration with institutional partners and other practitioners. Employability skills are identified and explored from the beginning of the course in how students are empowered and encouraged to see themselves as practitioners rather than simply ‘students’ – which is not common in the field of museum and gallery studies. Students are encouraged to be entrepreneurial about their careers, and professional development consider museum work beyond institutions to include the wider museums industry of designers, researchers, suppliers etc. and professions aligned or associated with museums that offer alternative routes into the profession, such as teaching, marketing, etc. As all assessment on the course is practice-based, each module provides an opportunity for students to develop a unique and engaging portfolio of work that will compete well with early-career professionals beyond the course. Students are successfully finding work nationally and internationally. For example, at National Trust, Museum of London, National Museum Prague, and The Jordan Museum.

There are opportunities within modules and in the Major Project particularly for students to interpret briefs openly depending on their interests which can accommodate current issues of global concern, such as sustainability, human rights, diversity, place and belonging, and globalisation, all of which are directly relevant to the challenge of change facing museums and galleries internationally. The students have also established their own website as a showcase for their work to aid both academic and professional development.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

**J. Approved Variants from the Postgraduate Regulations**

None

**K. Other sources of information that you may wish to consult**

**QAA Master’s Degree Characteristics 2015**

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

**Course Page:**

http://www.kingston.ac.uk/postgraduate-course/museum-gallery-studies-ma/

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 7** | | | | | |
|  | **Module Code** |  | HA7001 | HA7002 | HA7003 | HA7004 | HA7201 | WP7002 |
| **Programme Learning Outcome** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  |
| A2 | S | S | S | S | S |  |
| A3 | S | S | S | S | S |  |
| A4 | S | S | S | S | S |  |
| A5 |  |  |  |  | S |  |
| **Intellectual Skills** | B1 | S | S | S | S | S |  |
| B2 | S | S | S | S | S |  |
| B3 | S | S | S | S | S |  |
| B4 |  |  |  |  | S |  |
| B5 |  |  |  |  | S |  |
| **Practical Skills** | C1 | S | S | S | S | S |  |
| C2 |  | S |  |  |  |  |
| C3 | S | S | S | S | S |  |
| C4 |  |  |  |  | S |  |
| C5 |  |  |  |  |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**MA Museum & Gallery Studies** (180 Credits)

**Course Structure Diagram**

**FULL TIME**

**Teaching Block 1**

The Challenge of Change

HA7004

30 Credits

Exhibition and Encounter

HA7003

30 Credits

Learning and Experience

HA7002

30 Credits

Ideas & Institutions

HA7001

30 Credits

**Teaching Block 3**

**Teaching Block 2**

**MA Museum & Gallery Studies** (180 Credits)

Major Project

HA7201

60 credits

**Course Structure Diagram**

The Challenge of Change

HA7004

30 credits

Ideas and Institutions

HA7001

30 credits

**YEAR ONE**

**Teaching Block 3**

**Teaching Block 2**

**Teaching Block 1**

**PART TIME**

**YEAR TWO**

**Teaching Block 2**

**Teaching Block 1**

Learning and Experience

HA7002

30 credits

Major Project

HA7201

60 credits

**Teaching Block 3**

Exhibition and Encounter

HA7003

30 credits

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | MA Museum & Gallery Studies |
| **Intermediate Award(s):** | Postgraduate Certificate  Postgraduate Diploma |
| **Minimum period of registration:** | FT – 1 year  FT – 2 years (with Professional Placement)  PT – 2 years |
| **Maximum period of registration:** | FT – 2 years  FT – 3 years (with Professional Placement)  PT – 4 years |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | None at PG level but aware of U/G Benchmarks in History of Art, Architecture and Design |
| **Modes of Delivery:** | Full-time, Part-time and ‘with Professional Placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Creative and Cultural Industries |
| **Department:** | Creative Industries |
| **Course/Route Code:** | PFMGS1MGS01 (Full-time)  PPMGS1MGS01 (Part-time)  PFMGS1MGS99 (with Professional Placement) |
|  |  |