

## Template C4



# Programme Specification

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

<b>Date first produced</b>	01/01/2013
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<b>Date of implementation of current version</b>	01/09/2023
<b>Version number</b>	3
<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Creative and Cultural Industries
<b>Department</b>	Department of Creative Industries
<b>Delivery Institution</b>	Kingston University

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MA Museum & Gallery Studies
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Certificate Postgraduate Diploma
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PPMGS1MGS01 PFMGS1MGS01
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	Masters
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Department of Creative & Cultural Industries, School of Critical Studies & Creative Industries, Kingston School of Art, Knights Park
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Part-time Full-time With Professional Placement
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Part-time - 2 Full-time - 1 With Professional Placement - 2
<b>Maximum period of registration:</b>	Part-time - 4 Full-time - 2 With Professional Placement - 3
<b>Entry Requirements:</b>	<p>Applicants should have a good BA (Hons) degree or equivalent qualification in a relevant subject area, which may include:</p> <ul style="list-style-type: none"> <li>• a humanities subject, such as art history design history, English literature, film and media studies, cultural studies, philosophy;</li> <li>• a social sciences subject, such as geography, archaeology, anthropology, sociology, history or education;</li> <li>• a practice-based degree in an area such as fine art, design or architecture; or</li> <li>• a business or management related course.</li> </ul>

	<p>We also welcome students with relevant professional practice experience should they not hold a higher education qualification.</p> <p>For those students without professional experience in museums and galleries, voluntary museum work is not a requirement for acceptance on the course.</p> <p>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.</p>
<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	None at PG level but aware of U/G Benchmarks in History of Art, Architecture and Design
<b>Approved Variants:</b>	None
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	N/A

## SECTION 2: THE COURSE

### A. Aims of the Course

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.

### B. 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.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in ['Sector Recognised Standards in England'](#) (OFS 2022).

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency

3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

Programme Learning Outcomes					
	<b>Knowledge and Understanding</b>		<b>Intellectual Skills</b>		<b>Subject Practical Skills</b>
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A5	Complete a substantial independent research project in the form of a Major Project.	B5	Research and present substantial self-initiated work of a high level in response to the curriculum.	C4	Demonstrate a high level of skill in delivering a substantial research project.
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.	C3	Research and identify the range of professional opportunities available to them and develop their work for professional development.
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.	B1	Develop skills in assembling research materials from a variety of relevant primary and secondary sources, and in discerning and making connections between them.	C2	Demonstrate self-confidence and skill in presenting their work and ideas alongside those of others.
A1	Demonstrate a high level of knowledge and understanding of the museum, gallery and heritage sectors as multi- and inter-disciplinary fields.	B2	Demonstrate the ability to become critical, independent, autonomous and creative learners	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.	B3	Demonstrate a detailed understanding and appreciation of different viewpoints.	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).

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## C. 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.

### MA Museum & Gallery Studies

Level 7							
MA Museum & Gallery Studies							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Exhibition and Encounter	HA7003	30	7	2			
Ideas and Institutions	HA7001	30	7	1			
Learning and Experience	HA7002	30	7	1			
Major Project	HA7201	60	7	1, 2, 3			
Professional Placement (CSCI)	WP7002	120	7	TB1, TB2, TB3 (Yr 2)			
The Challenge of Change	HA7004	30	7	2			
Optional Modules							

#### Level 7 information

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.

## D. 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.

## **E. 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 Critical Studies & Creative 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.

## **F. 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

## **G. Employability and work-based learning**

'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.

### ***Work-based learning, including sandwich courses and higher or degree apprenticeships***

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.

#### H. 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](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/>

#### I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 7					
		WP7002	HA7201	HA7003	HA7004	HA7001	HA7002
Knowledge & Understanding	A5		S				
	A4		S	S	S	S	S
	A3		S	S	S	S	S
	A1		S	S	S	S	S
	A2		S	S	S	S	S

<b>Intellectual Skills</b>	B5		S				
	B4		S				
	B1		S	S	S	S	S
	B2		S	S	S	S	S
	B3		S	S	S	S	S
<b>Practical Skills</b>	C4		S				
	C3		S	S	S	S	S
	C2		S				S
	C1		S	S	S	S	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.**