

Programme Specification

MA Museums and Galleries In Education

Awarding Institution

Institute of Education, University of London

Teaching Institution

Institute of Education, University of London

Name of final award

Master of Arts (MA)

Postgraduate Diploma

Postgraduate Certificate

Programme title

Museums & Galleries in Education

Language of study

The Institute of Education teaches and assesses participants through the medium of the English language. Competence in English language is required of all applicants. Programme regulations may indicate the level of competence required of each applicant and may make its achievement a condition of admission.

Participants

Applications are invited from a wide range of suitably qualified individuals – artists, arts administrator, designers, gallery and museum educators, heritage interpreters, lecturers and primary and secondary teachers.

Aims of the programme

- To increase knowledge and understanding of the historical and cultural influences upon historic and contemporary collections;
- To critically analyse theories which have influenced museum and gallery educational philosophies and policies;
- To use museum and gallery collections as a basis for curriculum development in a specialist area;
- To interpret museum and gallery collections and other heritage sites including, for example, gardens, industrial locations and intangible sites;
- To develop a conceptual framework for a professional practice;
- To articulate an academically rigorous argument for 'learning through culture';
- To understand the global dynamics of heritage culture, the community museum and sustainability.

Learning Outcomes

On successful completion of the programme students should be able to:

- demonstrate an ability to critically analyse their own museum and gallery experience and educational issues in professional practice and make creative connections with the work of key contemporary thinkers in museology and museum and gallery education;
- to draw upon different theoretical and professional perspectives to support a sustained and academically rigorous argument in relation to practices, materials and issues in the field of museum and gallery education;
- to demonstrate knowledge and understanding through an ability to articulate a range of ideas in four key dimensions of museum and gallery education: institutions, audiences, collections, learning and teaching.

Criteria for admission

Candidates normally hold a good first degree in an arts, humanities or science related subject and a demonstrable interest in museums and galleries. They are expected to have had some relevant experience of museum and gallery education. All applicants are considered on an individual basis and tutors are sensitive to the diverse educational and professional backgrounds of those attracted to this field of study at MA level. When normal entry criteria are not met qualifying essays are required. All applicants are interviewed by the programme leader or a senior member of the programme team. Interviews provide an opportunity for applicants to experience the unique context for the study of museum and gallery education at the Institute: a long established international centre for teaching and research in art and design education.

Applicants whose first language is a language other than English may be required to provide evidence of their English language proficiency.

The Institute of Education is committed to admitting and supporting participants with disabilities and welcomes applications from them. Participants do not need to be “registered disabled” to draw on these services, though in order to provide services in the long-term we will need to ask for medical or other evidence, as appropriate.

Disabilities Support can also support people who have a temporary mobility / dexterity impairment / other difficulty as a result of an accident, injury, illness or surgery.

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. We do not therefore have standard procedures for participants with dyslexia, nor standard procedures for visually impaired participants: each person's needs are considered individually.

Mode of study

Evening and day blocks enabling flexible access to a range of historic and contemporary sites. It is offered on both a part-time (two to three years) and a full-time (one year) basis and consists of two elements: a taught programme

programme and the writing of a report or dissertation. It is based on a combination of required (core) and recommended modules.

Programme structures and requirements, levels, modules, credits and awards

The programme is offered within the Institute's 180 credit MA scheme. For a Master's degree to be awarded, successful completion of a minimum of 180 credits is required. Students who for academic or personal reasons are unable to successfully complete the 180 credits required for the masters award may exit with the completion of 60 or 120 credits respectively and be awarded a Postgraduate Certificate or Postgraduate Diploma in the subject area.

(The Institute of Education uses the European Credit Transfer and Accumulation System (ECTS), as a guide to support periods of study undertaken abroad and to assist student mobility. Currently it is assumed that two UK credits equate to one ECTS. Therefore a module of 30 credits would typically equate to 15 ECTS credits).

Taught sessions take a variety of forms and include lectures, seminars, workshops, visual presentations and visits to museums and galleries. Teaching is undertaken by Institute staff and visiting lectures from members of the Education Departments of the British Museum, the Science Museum and the Victoria & Albert Museum. A substantial part of the programme involves off site teaching in museums, galleries and heritage sites.

Term	Title of Module	Attendance	Assessment	Credits
Autumn	An Introduction to Museum Studies	3 x evenings 1 x day 2 x half days (Tate/gallery-based work)	5,000 word assignment	30
			REQUIRED MODULE	
Autumn	Constructing & Interpreting Heritage Culture	3 x days 1 x half day 2 x evenings	5,000 word assignment OR 3,000 word assignment plus CD-Rom/Video/Website (2,000 word equivalent)	30
			RECOMMENDED MODULE	
Autumn*	Contemporary Art & Artists in Education	4 x evenings 3 x day block (gallery-based work)	5,000 word assignment OR 3,500 word assignment plus complementary visual presentation	30
			RECOMMENDED MODULE	

Term	Title of Module	Attendance	Assessment	Credits
Spring**	Responsive Museums & Galleries: inclusion and outreach in practice	4 x half days 2 x days (including museum-based work)	5,000 word assignment	30
REQUIRED MODULE				
Spring**	Material and Virtual Cultures: trans-forming the museum and gallery experience	5 x evenings 2 x days	5,000 word assignment OR An installation, artwork or communication tool (DVD, website, etc) plus a 2-3,000 word assignment.	30
REQUIRED MODULE				
Summer	Report (Part-time students)	8 x evenings 1 x day block	8,000-10,000 word Report	30
REQUIRED MODULE				
Summer	Dissertation: Work Placement Route (Full-time students)	8 x evenings 1 x day block 2 x half days Plus: museum-based research	12,000 word dissertation plus a work placement project/portfolio (6,000 word equivalent)	60
REQUIRED MODULE				

- The close relationship between the MA Museums & Galleries in Education and the MA Art & Design in Education enables Museum and Gallery students to benefit from enrichment opportunities of shared (recommended) modules and from a wider network of artists, craftspeople and designers working in education.

** In light of the development of a new module 'Material and Virtual Cultures: trans-forming the museum and gallery experience' it has been decided to archive the 'Audience Development: research and practice'. Students now have two core modules running in the spring term 'Responsive Museums & Galleries: inclusion and outreach in practice' and 'Material and Virtual Cultures: trans-forming the museum and gallery experience'.

Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated

This programme is rooted in a strong tradition of collaborative teaching and research projects involving programme tutors and museum and gallery professionals. The MA Museums & Galleries in Education is taught by Institute staff and draws upon the expertise of senior members of education departments at the British Museum, Victoria & Albert Museum, Science Museum and Tate. In addition individual sessions involve members of education staff from a variety of smaller, specialist venues that represent an art, craft, design continuum with an emphasis on contemporary work (e.g. Design Museum, Whitechapel Art Gallery).

Students with a wide range of interests, experience and educational backgrounds are attracted to this programme and this is seen as a particular strength. Typically the student body includes primary and secondary teachers, college lecturers, museum and gallery education officers, arts administrators, community arts workers, artists in education, university academics and administrators.

Each module provides a clear organisational structure within which individuals are encouraged to critically reflect upon their professional practice in a context of growing understanding of key dimensions of museum and gallery education. Each module engages students in a variety of learning experiences (e.g. individual tutorials, seminars, lectures, student presentations, visual presentations). Gallery and museum-based whole day sessions and visits form a central part of this programme to capitalise upon permanent collections and changing exhibitions that are available as an unparalleled resource for learning in central London.

Modules are taught by teams of specialist tutors working in the fields of Art, Design & Museology at the Institute and museum, gallery and archive professionals drawn from a wide range of institutions.

Teaching and learning settings are flexible to accommodate day teaching session in order to use museums and galleries.

Assessment is based on coursework assignments and a Report (part-time students) or a Dissertation: Work Placement (full-time students) that encourage innovative relationships between theory and practice to be explored in relation to a wide range of topics. Tutorial support for assignments, the Report and the Dissertation is timetabled in each module and tutors are allocated appropriate tutors for this purpose. In addition each student is allocated a personal tutor, to have an overview of their work and needs each academic year.

Information about assessment regulations

Participants must successfully complete all elements of the programme, to achieve the minimum credits required for the award. All coursework, is assessed according to the grade-related criteria for the programme level, found in the programme handbook.

All assignments are independently marked by two staff members, who meet to discuss and reconcile the marks and comments for each individual. Assignments are graded from A to D, with D being a failing grade. Participants are permitted to represent a failed assignment on one further occasion, within 12 months of the original submission.

An external examiner is appointed by Senate and plays an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Further details about assessment regulations can be found at http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations

Support for learning

Strategies used to support students' learning acknowledge the demands of part-time study and the breadth of professional experience, expertise and interests students bring to the programme. Support includes:

- Induction sessions – to include a joint social gathering with MA Art & Design in Education students and tutors;
- Module Handbooks;
- Programme Handbook (Notes of Guidance for Students and Staff);
- Whole programme Bibliography (includes bibliography for MA Art & Design);
- Additional selected readings to support taught sessions;
- Academic literacy and oracy sessions as appropriate;
- Library and computing induction;
- Specialist resources available within Art, Design & Museology (e.g. visual material – photographic darkroom and computing facilities, access to technicians and resources officer);
- Access to national and international network of museum and gallery education staff;
- Access to museum and gallery conferences, teachers' evenings and private views;
- Access to activities and services provided by professional bodies, e.g engage, GEM;
- Access to research projects in the fields of museums and galleries and art and design education;
- Personal tutor for each student in contact face-to-face/telephone/email;
- Critical and supportive written/oral feedback on draft sections of assignments/ reports and submitted coursework/reports;
- Access to counselling and advisory service/student welfare service/university careers service/university health centre if required.

Methods for evaluating and improving the programme

- Module evaluation by students;
- Annual programme review prepared by programme team and considered by the Learning, Teaching and Quality: Professional Development Committee in the Faculty of Children & Learning;
- Periodic programme review and revalidation involving external panel member;
- Where relevant, programme/module accreditation by Faculty of Children & Learning Validation panel;
- Staff Appraisal;
- Peer observation of teaching;
- Visiting (external) examiner reports.

Committees with responsibilities for monitoring and evaluating quality and standards

- MA Museums and Galleries programme committee;
- Department of Arts and Humanities Management Group
- Learning, Teaching and Quality: Professional Development Committee within the Faculty of Children & Learning;
- Faculty Validation Panel
- Senate;
- Board of Examiners.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student representation on MA Museums and Galleries programme committee;
- Student written module and programme evaluations
- Student representation on Faculty Learning, Teaching and Quality: Professional Development Committee, on Academic Board, Faculty Equal Opportunities Committee.

Staff development priorities include:

- Staff appraisal and institutional staff development courses including the development of skills in relation to new teaching resources;
- Dissemination of research projects concerned with teaching;
- Staff development related to internal post-Subject Review action plan, the Human Resources Strategy and the revised Learning and Teaching Strategy;
- Dissemination of innovative practice within the Department and across the Faculty through workshops, peer observation, seminars and articles.

Indicators of quality and standards

- A large number of former students have become highly successful education officers in a wide range of museums and galleries in the UK and beyond. (Others have gained promotion in organisations that include Arts Council, English Heritage and Lottery.);
- Former students are currently registered for doctoral research and others have had material published;
- The involvement of Institute staff in this programme has influenced the nature of their research and has been a major factor in the attraction of external funding for research projects (e.g. Morgan Stanley/DfES/AHRB and collaborative research with the Tate, V&A and the Whitechapel);
- Successive visiting examiners' reports draw attention to the innovative nature and quality of this programme;
- The programme is promoted by the two professional associations for museum and gallery educators: engage and GEM;
- The programme offers a range of placements that take place in museums, heritage sites and art galleries both in and out of the capital but including Pitt Rivers, Oxford, the Jewish Museum, Camden and London Zoo.

Relevant benchmark statements and other external and internal reference points used to inform programme outcomes

Masters degrees are awarded to students who are able to demonstrate:

- a breadth of knowledge and understanding of contemporary issues related to collections, audiences, cultural institutions and ways of learning and teaching;
- a critical awareness of the changing nature of museums and galleries informed by relevant theory and research;
- a capacity to make creative connections between personal experience of learning in museums and galleries and professional practice in education.

The external examiner is appointed for a period of four years by the Faculty's Learning Teaching and Quality: Professional Development Committee. The visiting examiner is a prominent university academic in the field of museums and gallery education. The role is that of moderator:

- approving examination procedures
- reviewing coursework
- attending the final examination board meeting.

Traditionally the external examiner has contributed to the development of the programme through informal ongoing dialogue with members of the programme team as modules have evolved to meet the changing needs of students and gallery and museum professionals.

Date of completion/amendment of specification

January 2011.