

Programme Specification

MA Museum Education

<i>School:</i>	Education, Language and Psychology
<i>Entry from academic year:</i>	2020/21
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	n/a
<i>Exit awards:</i>	Postgraduate Diploma Museum Education Postgraduate Certificate Museum Education
<i>UCAS code / GTTR / other:</i>	n/a
<i>Joint Honours combinations:</i>	n/a
<i>QAA subject benchmark statement(s):</i>	QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (Level 7).
<i>Mode/s of study:</i>	Postgraduate periods of study ¹ Full Time – one year Part Time – two years
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	Yes
<i>Placement Year opportunity:</i>	No

Introduction and special features

This unique and exciting programme has been developed collaboratively with prestigious museum settings, both in the UK and internationally, and, crucially, the views of students and employers have helped to shape the proposed structure and subject matter. The content has been designed in particular close partnership with Leeds Museums and Galleries whose staff will be delivering workshops throughout the first term which are both museum and university-based and across a wide range of content and practice. National and International Museum professionals will also be contributing to your developing understanding and you will have many opportunities across the programme to visit and observe the best museum practice. You will be given opportunities to discuss, evaluate and develop your own research interests. It is a professional and academic qualification mapped to the Competency Framework for the Group for Education in Museums. The framework is designed to:

- Help professionalise heritage learning by identifying the core competencies required.
- Aid heritage educators to assess and focus their continuing professional development.
- Guide Group for Education in Museums training.
- Help recruiters identify key competencies for role specifications.
- Assist performance reviews
- Establish professional standards for the heritage learning workforce

You will therefore develop the behaviours, skill, attributes and knowledge that are considered essential to work effectively within the Museum sector. The key aspects of poverty and social justice within Museum Education will be strongly emphasised within the programme, in particular the co-creation, co-curation

and decolonisation of collections focussing on health and wellbeing and the importance of ethics in considering the contribution of Museum Education in making society a better and fairer place through levelling out the inequalities of opportunity.

Additional key themes within the programmes are research and promoting innovative education across age ranges, employability and reflective professional practice. Essential and explicit in the ethos of this programme will be the balance of your academic study alongside a compulsory and unique three-month, research and project-based placement which will match your skills sets and interests and which will enable you to gain an exceptional and thorough insight into all aspects of museum practice. In addition, during term 1 and as part of the modules Introduction to Museum Learning, Innovative Education within a Museum Context and optional modules in Art, Science and History, you will undertake professional placement days at museums and heritage sites, at least once every two weeks, these may be group workshops or individual placements and online teaching sessions both nationally and internationally from professionals within various museum settings. You may incur additional costs and expenses in relation to any field trips that are undertaken as part of this programme. The compulsory placement in term 2 will be 3 months for both full-time and part-time, although part-time placement arrangements can be flexible. The module: Innovative Education within a Museum Context for example, will be partly delivered by practicing Museum Educators who have the knowledge and expertise to guide and support you through imparting cutting edge knowledge as regards digital learning as a means to develop learning resources; the development of exciting exhibitions and projects, how to market education programmes effectively through, for example, social media, web content and viral marketing; bid-writing and budget handling – you will consider how learning programmes can be funded and how to make funding applications; curating artefacts and how to engage diverse audiences. You will consider learning theories and how to plan for learning; in addition, how to make learning environments safe, accessible and inclusive. You will learn how to write accessible interpretative text for exhibitions, resources and marketing and understand what interpretative text looks like in practice.

Unique to this programme and a special feature will be the exciting opportunities for you to undertake your compulsory placement in term 2 within established and prestigious York St John University (YSJU) partnership institutions such as Leeds Museum and Galleries, the Smithsonian Institution in Washington, DC, The National Trust, National Heritage, The Intrepid Air, Sea and Space Museum in New York and the International Spy Museum also in Washington DC. Thus, the programme offers exceptional opportunities internationally, nationally, regionally and locally. YSJU has established many partners in the Museum sector through the extremely successful training in Settings Other than Schools given to undergraduate Teacher Education students which has been in existence for many years. Your placement will be carefully and reciprocally matched to your interests and skills by the Programme Course Lead and you will undertake a research-based project which, importantly, will benefit both you and the setting. You will be assigned a mentor to support and monitor your progress throughout the placement with progress reviews and you will receive Link Tutor visit support from YSJU. Your mentor will discuss your progress in weekly review meetings with you against the Group of Education Museum Competencies as well as refer to other sector associations such as Engage and The Museums Association. Thus, a unique and distinctive aspect of the programme is the support throughout offered to you both professionally and academically through professional mentors and Academic Tutors.

The aims of the programme are aligned with the relevant sector standards, specifically the Group of Education Museums Competencies previously mentioned, ensuring the relevancy and robustness of the qualification as well as the QAA framework benchmark.

This programme will equip you to work in the Museum Education sector with knowledge and confidence and it is expected that the programme will attract graduate applicants from varied disciplines who are interested in Museum Education. The emphasis on learning across the range of museum audiences will position graduates well when seeking employment in this sector.

You will study the concept of museums as institutions of learning; you will develop your understanding of learning theories within the context of heritage learning; you will understand the range of museum audiences and consider inclusion through professional placements and seminars; you will develop skills in developing education programmes which are inclusive and age-appropriate; you will gain knowledge and experience of the financial, commercial and marketing aspects of museums; you will gain specific skills in digital learning and museum learning in a detailed subject area through an optional module.

The strong emphasis on placement and reflecting on practice will allow you to contribute to your personal transformation not only as a learner, but as a forward-thinking and autonomous professional.

The programme supports you in developing independent research skills and it will provide a platform for the dissemination and cross pollination of ideas and practice through online evaluation as well as through professional and peer discussions.

In undertaking this qualification, you can expect to receive an academically challenging and varied learning experience that will support your development of theoretical understanding of museum learning and leadership as well as your ability to critically reflect and critically evaluate relevant policy and practices.

- The programme will provide you with an experience that is innovative, exciting and unique offering opportunities to participate in a dynamic and challenging programme
- This programme aligns with the GEM (Group of Education Museums) Core Competencies which embrace Reflective thinking (within the Sector context, Audience, Heritage Context and Professional Development); Technical Practice (Pedagogy, Project Management, Sustainability and Efficiency); Building Relationships (Communication, Collaboration, Consultation, Management and Leadership)
- The flexibility and negotiability designed into this programme makes it accessible and intellectually challenging.
- There will be high levels of academic and professional support throughout as well as the utilisation of assessment strategies that reflect understanding and application of theory to practice and which align with the Core Competencies.

Admissions criteria

You must meet the University's general entry criteria for [postgraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

The over-arching programme aims are:

1. Cultivate in-depth advanced knowledge and understanding of Museum Education which is informed by current practice, scholarship and research in particular the importance of social justice and the role Museum's play in levelling out the inequalities of opportunity;
2. Engage in and facilitate reflection on practice with particular reference to the GEM Core Competencies and other sector professional networks such as the Museum Association, Engage (the lead Advocacy and Training Network for Gallery Education); the International Council of Museums and the Subject Specialism Networks for Curatorial Practice;
3. Engage in intellectually rigorous ways with current policy issues and developments in Museum Education;
4. Add value to and impact on the development of knowledge, understanding and skills within the context of museum education and effective practice with reference to facilitating equality in learning opportunities and engaging museum audiences;
5. Achieve a range of appropriate capacities, abilities and skills including the use of initiative, creativity, problem-solving, reflecting critically, learning independently and communicating effectively in a variety of media;
6. Develop curiosity, the skills of enquiry, advanced scholarship and research to enable future progression in academic study at a higher level such as PhD or professional doctorate.

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 7

- 7.1. **Identify** and **systematically evaluate** the concepts of museum epistemologies and ontologies.
- 7.2. **Practise** and **critically evaluate** the core competencies of Reflective Thinking, Technical Practice and Building Relationships.
- 7.3. Independently **source** and critically **evaluate** appropriate literature about museum education theory and professional practice.
- 7.4. **Apply** theoretical knowledge to a work-based setting and **critically reflect** on your own personal development.
- 7.5. **Effectively manage** and **organise** time and resources within the context of your emerging professional practice.
- 7.6. **Disseminate** research and practice findings in a variety of formats for a range of audiences.
- 7.7. **Reflectively** and **critically apply** practical and professional skills to independent learning and personal development planning

Programme structure

Full-Time

Code	Level	Term	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
EDU7032M	7	1	Introduction to Museum Learning	30	C	NC
EDU7033M	7	1	Innovative Education within a Museum Context	30	C	NC
Choose one from the three options below:						
EDU7034M	7	1	Museum as a source for History Learning	20	O	NC
EDU7035M	7	1	Museum as a source for Science Learning	20	O	NC
EDU7036M	7	1	Museum as a source for Art Learning	20	O	NC
EDU7037M	7	2	Professional Placement	40	C	NC
EDU7038M	7	1,2 &3	Dissertation	60	C	NC

Part-Time

Code	Level	Year/Term	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
EDU7032M	7	1/1	Introduction to Museum Learning	30	C	NC
EDU7033M	7	1/2	Innovative Education within a Museum Context	30	C	NC
Choose one from the three options below:						
EDU7034M	7	1/3	Museum as a source for History Learning	20	O	NC
EDU7035M	7	1/3	Museum as a source for Science Learning	20	O	NC
EDU7036M	7	1/3	Museum as a source for Art Learning	20	O	NC
EDU7037M	7	2/1	Professional Placement	40	C	NC
EDU7038M	7	2/1,2 &3	Dissertation	60	C	NC

Learning, teaching and assessment

The typical full-time mode of delivery will cover three terms which will create synergy between the professional roles of those in work and postgraduate learning. The programme is therefore accessible, and it is designed to accommodate those working full-time. The full-time route will typically take 12 months and the part-time will typically take two years. Part-time students' placements timings will be flexible and decided on an individual basis depending on personal circumstances and work commitments.

There are two compulsory 30 credit modules, one optional 20 credit module (choice from three), a placement of 40 credits and the compulsory 60 credit dissertation. The modules Introduction to Museum Learning, Innovative Education within a Museum Context and the optional specialist subject modules will take place in term 1 as the compulsory placement will take the whole of term 2. The compulsory placement commitment will be five hours per day, four days per week, for three months. It is anticipated that you will have a clear idea of the optional specialist subject you wish to pursue, and this will be chosen in Welcome

Week. Term 3 will focus on your evaluation of and reflection on placements and the Dissertation which will encompass tutorials, independent study and writing up. You will therefore be equipped to undertake the compulsory professional placement having received theoretical input and a variety of practical experience through day placements in the first term. You will also receive input on research methodology in preparation for researching the dissertation.

The programme adopts a 'social constructivist' model of learning facilitation where you will learn by co-constructing knowledge, relating both theoretical perspectives and contemporary practice through collaborative practice with tutors, peer practitioners and professional practitioners. Teaching includes a mix of University-centred and independent learning which comprises lectures, seminars, discussion and debate, digital learning via the virtual learning environment (VLE), independent reading and research and negotiated learning activities. You will receive online and virtual training through webinars from various museum professionals in both local, national and international settings. Placements are integral to the programme with opportunities to reflect and peer evaluate. Teaching materials will be prepared so that learner autonomy is scaffolded appropriately and in order to be inclusive to the needs of all learners on the programme, a number of structured learning resources will be provided to inform the development of knowledge and understanding of practitioner and academic enquiry and the preparation of the assessment.

You will experience a variety of assessment methods and there will be some scope for negotiation in terms of the emphases that your assessments might take so that you can demonstrate the learning outcomes in ways most appropriate to you. Such an approach adheres to the principle of 'authentic' assessment, which is understood as the design of assessment tasks that enable you to align the assessments to your individual circumstances and practice. Assessments may include an action research report within the portfolio, writing interpretative text, writing a funding bid on a 'real' funding bid template, a dissertation and a peer presentation. You will be supported with formative opportunities, provided as 'rehearsal opportunities' where the environment is without the same risk factors as when engaging in the summative assessments. Formative opportunities may or may not involve assessment. All formative opportunities will provide feedback and will support your progress towards successful summative outcomes. You will receive formative feedback from tutors and placement mentors and peer feedback will also be used to enable you to scaffold one another's learning. Equally, you will have the opportunity to access wider study support including academic writing and research skills to enhance employability and career development

Placements

The placements offered within this programme make it unique and highly attractive. You will be expected to attend regular placements during the first term which will enhance and offer opportunities to synthesise theory and practice effectively. In term 1, a combination of museum-based workshops and Museum Educator/Professional delivery at YSJU will take place one day a week. The University will source placements and the minimum expectation for placements is 5 hours per week across the first term. Arrangements for part-time placements can be flexible for both term 1 and 2. In term 2, as well as opportunities to undertake the long placement in regional and national settings, you will have the exciting choice of whether to undertake this placement internationally with one of our prestigious partners in the US. You may incur additional costs as regards travel and expenses in relation to any field trips and placements that are undertaken as part of this programme.

Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Late result modules

Indicate any module codes where the result of the first attempt is not known in time for the June School Assessment Panels (or equivalent level progression point for non-standard entry points).

- n/a

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

Date written / revised: 11/11/2019

Programme originally approved: 04/12/2019