The Royal Agricultural University

Programme Specification:

MSc Cultural Heritage Management

Academic Year 2023/24

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes 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 Module descriptors.

Section 1 – Material Programme Information

Quercus code	*CHM/CHMC/CHMD*
Validating body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Subject Area	Land and Property Management (LPM)
Entry Award(s)	MSc Cultural Heritage Management Postgraduate Diploma Cultural Heritage Management Postgraduate Certificate Cultural Heritage Management
Final Award and exit route(s)	MSc Cultural Heritage Management Postgraduate Diploma Cultural Heritage Management Postgraduate Certificate Cultural Heritage Management
Programme title	MSc Cultural Heritage Management
Location(s) of study	RAU Cultural Heritage Institute, Swindon
Mode of study	Full time	One Year	Part-time	Two to Six Years
Language of study	English
Programme start month	September
Period of validation	September 2023-August 2028
Name of Professional, Statutory or Regulatory Body	N/A
Type of Accreditation	N/A
Accreditation due for renewal	N/A
Entry requirements	An Undergraduate Honours Degree (2:2 or above) from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above. For information on international qualifications, please, see our country specific pages. For countries not listed please contact admissions@rau.ac.uk
Non-standard applications	We welcome applications from applicants with non-standard qualifications who are able to demonstrate knowledge, experience and skills developed in the workplace or elsewhere and which are relevant to the programme of study. Applicants will need to use their personal statement to provide further details supported by a CV. All non-standard applications will be considered by the Programme Manager on a case-by-case basis and applicants can expect that an interview may be required as part of the admissions process.
English language	If English is not your first language, you will need to reach the requirements outlined in our English language requirements for the level of study. For postgraduate taught programmes this is IELTS Academic min. overall 6.5 with no element below 5.5(or equivalent). English language tests usually have a validity of 2 years from the date the test is taken.
Interviews	Interviews are usually required for non-standard applications.
UCAS Code	N/A

QAA Subject Benchmark Statement(s) and other reference points	This MSc programme has been designed to meet: (1) The QAA Characteristics Statement for Master's Degrees (September 2015) (2) Archaeology (including Master's) 2022 (3) The professional standards criteria of the Institute for Historic Building Conservation (2012), the Chartered Institute for Archaeology (2016) & the Royal Institute of Chartered Surveyors (2019). In order to provide a coherent approach given the range of sources the CHI project group developed an internal benchmark which was "road tested" with professionals and then used to inform the development of the degree curriculum.
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
Approval at AQSC	January 2023
Version	1.0

Section 2 – Programme structure

The structure of all University awards complies with the University's Academic Regulations for Taught Programmes which includes information about the:
- Rules for progression between the stages of a programme;
- Consequences of failure for referrals, compensation and exist awards;
- Calculation and classification of awards.

The programme will be delivered as a form of block teaching built around two intensive teaching days per week for full-time students and one teaching day a week for part-time students over two years. Students taking more than two years to complete will take blocks as available.

The MSc programme consists of four taught modules and a dissertation.

For those taking the MSc degree full-time, four modules are taken over two semesters (2 modules in each semester) with the dissertation extending through the summer to August.

For those taking the MSc degree part-time over two-years participants will take two modules per year (usually one per semester) with the dissertation being submitted in August of the second year.

For those taking the MSc degree part time over three, four, five or six years they will be required to take a minimum of one module (30 credits) per year and submit the dissertation as the final element in the August of the final year.

Times for those taking the PG Diploma or PG Certificate are pro-rata the MSc Degree and are set out at the head of this section.

Each module will be supported by material on the RAU VLE (Gateway).

MSc Cultural Heritage Management (180 credits)
The accumulation of 180 credits (or more) at level 7 (of which 60 must be achieved from a Masters dissertation or agreed equivalent research-based project), through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 7					
4732	Conservation Planning	7	30	Core	1
4735	Managing and Sustaining the Historical Environment	7	30	Core	2
4736	Heritage Interpretation	7	30	Core	2
4730	Debates in Archaeology	7	30	Optional	1
4729	Landscape Archaeology	7	30	Optional	1
4733	Understanding Buildings and Landscapes	7	30	Optional	1
4700	Dissertation Project in Cultural Heritage	7	60	Core	1/2
	Total Credits: MSc Cultural Heritage Management		**180**		

PG Diploma Cultural Heritage Management (120 credits)

The accumulation of 120 credits (or more) at level 7 through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 7					
4732	Conservation Planning	7	30	Core	1
4735	Managing and Sustaining the Historical Environment	7	30	Core	2
4736	Heritage Interpretation	7	30	Core	2
4730	Debates in Archaeology	7	30	Optional	1
4729	Landscape Archaeology	7	30	Optional	1
4733	Understanding Buildings and Landscapes	7	30	Optional	1
	Total Credits: Diploma Cultural Heritage Management		**120**		

PG Certificate Cultural Heritage Management (60 credits)

The accumulation of 60 credits (or more) at level 7 through the assessment of programme elements as detailed below:

Module code	Module title	Level	Credit value	Core/ Optional	Semester
Level 7					
4732	Conservation Planning	7	30	Core	1
4735	Managing and Sustaining the Historical Environment	7	30	Optional	2
4736	Heritage Interpretation	7	30	Optional	2
	Total Credits: PG Certificate Cultural Heritage Management		**60**		

Section 3 – Programme overview and Programme Aims

This programme is designed to provide a post graduate qualification in cultural heritage. Here, heritage is defined in both its tangible and intangible forms, as materials, traditions, buildings, landscapes and protected areas that are valued from the past, including the recent past. Cultural heritage has become increasingly important and relevant in modern society, as a link to history and the past, and as a key part of society's identity. The MSc will explore these concepts at both a theoretical and practical level, providing training in the management and conservation of the cultural heritage and protected areas.

The programme is built around four core modules including a dissertation, and three optional modules of which students can choose one.

The first core module is Conservation Planning, which looks at the legal and other forms of protection for heritage and the institutions that look after it. It examines how heritage is designated, managed and protected, through key concepts such as value and significance and managing change. This will enable students to grasp many of the core concepts behind conservation planning and its operation.

The second core module relates to Managing and Sustaining the Historical Environment, examining how it can be sustained and protected while also making it viable economically and as a community asset. The module is built around a number of contemporary and topical case studies to draw out the ways in which heritage is sustainably managed to enhance its values and increase its resilience. Here students will be introduced to concepts such as 'conservation deficit', management and business planning.

The third core module provides an insight into theoretical issues linked to hands-on Heritage Interpretation skills. Concepts around contested heritage, treatment of human remains and repatriation / restitution will be discussed, as will ideas concerning narrative and interpretation of heritage assets. The module will draw upon mainly UK case studies but will include international dimensions where this is appropriate. Students will be encouraged to think about the nature and purposes of communication, and the different forms that it can take. The module will then look at these approaches - ranging from re-enactment, media (print, broadcast, web, social etc.), visitor management, access and organisation, to interpretation (guides, signage, tours, etc.).

The dissertation is the capstone to the programme, where the student can bring together the different elements of their learning, to write a considered piece of academic writing, based around primary research. The student is guided in their choice of subject, and through the programme will have regular discussions and seminars on structure and research methods. There will be flexibility in the form of the dissertation from very practical research to more formal academic investigations and reviews. The module is broken down into two semester-based sections. The first introduces students to the essential concepts involved in research. These include how to design and develop research questions, how to formulate aims and objectives, how to select appropriate theoretical and methodological approaches, and how to manage data. As well as providing them with a thorough grounding in research ethics, risk assessment, project planning and research management. The module will also introduce students to the many platforms, apps and processes they can use to support their work. The second semester is devoted to scaffolding student's self-led research through individual tutorials and group-crit events as well as sessions on structuring and writing for different outputs.

By the end of the programme students will be prepared for a career in the management and interpretation of cultural heritage. The degree will also provide graduates with transferable skills to work in the heritage world, that might for instance include journalism, and broadcast media research or production, as well as those with life-long learning aims. We will expect our students to graduate with a high level of autonomy and self-direction, the demonstration of adaptability, initiative and originality alongside accountability, integrity and ethical judgement.

Section 4 – Programme intended learning outcomes and learning, teaching and assessment methods

The learning outcomes employ those of the QAA Master's degree specification and the QAA Archaeology specification. They use established skill group descriptors which relate to national standards from the Institute of Historic Building Conservation and the Royal Institute of Chartered Surveyors.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	**Heritage in Context** Critically evaluate the concepts of heritage and cultural heritage and the many settings and multiple ways in which they are employed. Understand how economic, cultural, ethical, and social factors shape public and political perceptions of community and national heritage. Understand the main principles of sustainable development in both rural and urban developments.	4732 4735 4736
2.	**Heritage Interpretation** Demonstrate a critical understanding of interpretation and the interpretive narrative and practical approaches to the interpretation of buildings, sites, monuments and landscapes. Understand audiences, segmentation, costs and benefits in interpretation decision making.	4736
3.	**Communicating Heritage** Be able to assess, evaluate and employ different media forms to communicated and promote the aims and aspirations of a heritage project. Students will also be able to articulate a coherent and professional strategy for a heritage project.	4700 4736
4.	**Threats to Heritage** Investigate and evaluate the range of threats facing the historic environment through methods such as PESTLE analysis and horizon scanning and be fully cognisant of the concepts of context, significance and values.	4732 4735
5.	**Legal Protection** Understand and be familiar with the use of legal tools and instruments to protect the historic environment. Demonstrate a critical awareness of the roles of key international, national and local agencies in heritage protection.	4732
6.	**Heritage Regeneration** Demonstrate a critical understanding of the principles and practice of social, economic and environmental regeneration and explore, research, understand and be able to critically assess heritage resources in a regeneration context. Students will also be able to articulate a coherent vision for the future of historic buildings, sites, environments and landscapes. Contribute to debates around sustainable repurposing and reuse of heritage assets with reference to 'sense of place' and community needs.	4700 4735

Intellectual, Professional, Key skills

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	**Personal Effectiveness** Demonstrate critical self-awareness, self-reflection and self-management; time management; sensitivity to diversity in people and different situations, and the ability to continue to learn through self-managed study, reflection on practice and experience.	**All modules**
2.	**Interpersonal Skills (Teamwork)** Demonstrate effective performance within teams and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.	**All modules**
3.	**Communication** Carry out effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media, including the preparation of reports/documents appropriate to the audience.	**All modules**
4.	**Digital Skills** (a) effective comprehension and professional use of IT including email and internet, databases, spreadsheets and word processing. (b) Understanding of digital recording, analysis interpretation and presentation. (c) Ability to apply digital skills to information gathering and problem solving across several areas.	**All modules**
5.	**Critical & Creative Thinking** Think critically and be creative: To manage the creative processes in self and others; The capability to organise thoughts, identify assumptions and evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise creatively but appropriately.	**All modules**
6.	**Problem Solving & Decision Making** Solve complex problems and make decisions: establish criteria using appropriate decision-making techniques, apply them to create and evaluate options and then implement and review decisions.	**All modules**
7.	**Research Design & Implementation** Identify problems, and design and conduct research either individually or as part of a team.	**All modules**
8.	**Synthesis, Analysis & Evaluation** Locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to problems.	**All modules**
9.	**Numeracy & Statistical Literacy** Apply quantitative skills including methods for the handling and analysis of large numerical data sets. Understanding of the application of statistical tools to research questions.	**All modules**
Programme specific skills		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	**Conservation Management** Identify conservation issues and produce a conservation management plan to professional standard and in the appropriate industry format.	**4732**
2.	**At-risk sites and Threats to Heritage** Investigate and evaluate the range of threats facing the historic environment and be fully cognisant of the concepts of context, significance and values.	**4732** **4735**
3.	**Analysis and Significance** Use multiple lines of evidence to place a given heritage asset into a wider context and to communicate its heritage significance.	**4700** **4732** **4735**
4.	**Regeneration** Critically assess heritage resources in a regeneration context and provide advice.	**4735**
5.	**Re-use and Redevelopment** Provide advice on the re-use and redevelopment of heritage sites.	**4735**
6.	**Interpretation** Define audience(s) for a heritage asset and develop an appropriate interpretation strategy for a given site or collection.	**4736**

Section 5 – Learning and Teaching Strategy

Learning and Teaching Strategy

Cultural Heritage Management requires practitioners to have knowledge across a range of heritage and applied disciplines from audience development, through to PESTLE analysis and the value and significance framework. Like other areas of applied heritage, it has the attributes and requirements of a professional practice that makes it amenable to being taught in a reflective setting, with opportunities for practical fieldwork and fieldtrips.

This programme has specifically been designed to meet the needs of postgraduate learners many of whom may be combining study with work and/or caring or other responsibilities. Teaching is designed to be fully flexible, to allow full participation for both part-time and full-time students.

All sessions are offered in a blended format and learners can choose whether to attend any session in-person or to participate remotely, as best suits their needs. All sessions, including practical workshops and (where possible) field trips, are recorded live and made immediately available for viewing to support learners who prefer to access the sessions asynchronously. This also ensures that recorded material is available to all for revision purposes throughout the module. Learners who are frequently unable to participate synchronously may request additional tutorials to discuss and consolidate session content.

Our sessions are built around exercises to support and scaffold the learning process, and to provide valuable opportunities for peer-to-peer learning. Material is taught in workshop format combining formal elements, such as lectures, with more hands-on exploratory or consolidatory exercises, for example discussions, 'live' group research to explore or apply a particular concept, group-crit sessions, supported writing exercises, and problem-based learning.

We know that learners have many and varied motivations and ambitions for taking this

programme. We therefore concentrate on drawing out and articulating these with the learner to create a tailored route through the programme, whether that be tailored training opportunities, targeted reading, or support in designing assessment projects that will be relevant to their needs.

This programme recognises that there are many demands on learner's time and that these may fluctuate over the course of the programme. We therefore provide for a flexible spectrum of participation. We ask learners to complete a minimum of 30 credits (one module) per academic year with a maximum time allowance of six years to complete the full 180 credit programme. Should a learner's personal circumstances change, they may switch between full and part time modes of study. They are also able to move between the PG Certificate, PG Diploma, and MSc programmes by the completion of the appropriate number of core credits.

Our building, seminar rooms, lecture theatre, laboratory and toilet facilities are fully accessible with parking provision for Blue Badge holders at the front door. Care is taken to ensure practical sessions and field trips are accessible to as wide a range of students as possible and module leaders are always happy to discuss ways of improving access to learning.

Section 6 – Assessment Strategy

The full MSc programme comprises of four modules and a dissertation project.

All four taught modules are assessed by course work. The intention of the course work assessments is to replicate the wide range of analyses, syntheses, reports and products which may reasonably be expected from an individual working professionally in the cultural heritage sector. Module leaders will work individually with students to help them develop research topics, methods and approaches that will not only meet the assessment criteria but will also help them achieve their wider aims for the programme. Assessments are focussed around professional outputs that are typically produced by trained cultural heritage practitioners. This includes conservation management plans, statements of significance, audience development or interpretation plans, regeneration plans and impact assessments. There is a great deal of scope within this to pursue individual interests in terms of the content and subject of study, the methodologies adopted and the approaches used. Module leaders will provide in-depth discussion and consultation on assessment items, individually and through group work, to ensure that they are of maximum utility to the learner.

Alongside tutorials and discussions, formative, in-class exercises will be used to scaffold and develop the learner's writing skills. Learns may take part in group-crits on their work in progress, sessions on understanding and incorporating feedback/feed-forward, and in-class supported writing exercises. These will provide valuable formative feedback and allow peer-to-peer learning to take place. The dissertation provides students with the opportunity to complete a significant extended project combining many of the elements and approaches of the modules in an in-depth study. The aim here is to enable participants to demonstrate their ability to deliver a sustained piece of original and innovative work, based on primary fieldwork and supported by a thorough understanding of context and theoretical and methodological approaches. For full-time learners the dissertation module runs from day one, providing support for the assessment and opportunities for group and individual discussion alongside taught content on research design, methodology and management. Part-time learners, including PGDip and PGCert students, are most welcome to audit this class in order to strengthen their research work in preparation for other modules

The usual outputs of the heritage sector are sizeable professional reports. The programme therefore seeks to familiarise students with longer-form writing. Assessments are generally focused on the production of a single 6000-word output in line with the longer-format industry standard. Writing exercises throughout the programme will help learners to understand how to structure these longer pieces and generate good flow. Learners will be supported through formative tasks, learning how to position their writing, produce drafts, devise methodology, respond to feedback, and self-edit their work. Many of the exercises

undertaken in class will feed directly into the learner's ongoing research project, helping them to visualise the longer-form writing in a coherent and structured way.

This programme is very much designed as a stepping-stone into the cultural heritage sector. Learners are therefore encouraged to treat the assessments and final dissertation project as opportunities for portfolio- and network-building. We encourage and support all learners to approach heritage organisations in order to negotiate 'live' projects for their various pieces of assessed work. Real projects help to build the learner's professional network and introduce them to the reality of working with stakeholders. The public- and/or sector-facing nature of these projects also ensures good visibility for the learner's work, helping them to establish their professional reputation in the sector. Dissertation projects may also be used to lay the ground work for funding bids for future projects.

	Level 7
Coursework	100%
Exam	0 %
Practical	0%

Section 7 - Course work grading and Feedback

Assessment is an integral part of the learning experience of students. All University programmes are assessed by a range of assessment activities, each developed to provide the most appropriate means of demonstrating the student'sachievement of a specified learning outcome. An assessment may assess more than one learning outcome.

The University operates standard pass criteria which can be found in the RAU Academic Regulations; (paragraphs 137 – 153).

The normal basis for awards will be the overall average score in the final assessment, graded as follows:

Distinction weighted average of	70%
Merit weighted average of	60% - 69%
Pass weighted average of	40% - 59%
Fail average	0% - 39%

In addition to assigning a percentage mark to the work, the tutor adds comments; usually about the strengths and weaknesses of the piece as well as advice about improving the work. All assessment decisions are subject to internal moderation and external scrutiny by the programme's External Examiners.

Section 8 – Employability

This programme is designed to provide a broad-based introduction to the rapidly changing discipline of cultural heritage management. It sets cultural heritage management in wider professional context, bringing together the analysis of heritage values and significance, audience understanding, and the role of sustainable regeneration in future heritage resilience. In

consequence the course is suited to those who are seeking curatorial or consultancy roles where this breadth of knowledge is seen as desirable.

Students are moreover encouraged to approach heritage organisations in order to negotiate 'live' projects for their various pieces of assessment work. They could, for example, write a conservation management plan for a local church, or put together a National Lottery Heritage Fund application for a local community organisation. Real projects such as these help to build the learner's professional network and introduce them to reality of working with stakeholders. The public- and/or sector-facing nature of these projects also ensures good visibility for the learner's work and helps them to establish their professional reputation.

The degree will enable graduates to pursue a wide range of careers in the cultural heritage sector. Optional modules will allow students to tailor their MSc to a specialist area (for example, standing buildings consultancy or archaeology) within the wider sector. On completion of the course our students will be able to work in local authorities, heritage organisations, museums, collections, as self-employed consultants, and in the private sector, which require specialists with an in-depth and applied understanding of cultural heritage.

Section 9 – Enhancing the Quality of Learning and Teaching

The programme is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 6 years. This process ensures that the programme engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All programmes are monitored on an annual basis where consideration is given to:
- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives
- Annual Programme Monitoring