PROGRAMME SPECIFICATION

MBA – Cultural Heritage Leadership

1.	**Awarding institution**	RAU
2.	**Teaching institution**	RAU
3.	**Centre responsible for the programme**	Cultural Heritage Institute
4.	**Programme Manager**	Dr Geraint Coles
5.	**Final award title(s)**	MBA - Masters of Business Administration in Cultural Heritage Leadership PG Diploma / PG Certificate in Heritage Organisation Management PG Certificate/PG Diploma Business Management
6.	**Interim Award Titles**	Dependent upon Modules Taken: If the student has two or more of the three heritage units (H1, H2, H3) then the exit award shall be: PG Certificate/PG Diploma in Heritage Organisation Management If the student has one or none of the three heritage units then the exit award shall be PG Certificate/ PG Diploma in Business Management
7.	**Academic level on Framework for Higher Education Qualifications (FHEQ)**	7

8. UCAS code(s)	N/A
9. **Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark**	[QAA Benchmark – Master's Degree 2015](#) [QAA Subject Benchmark Statement, Master's Degrees in Business and Management](#)
10. **Details of accreditation by a professional/statutory body**	CMI – Chartered Management Institute
11. **Mode of delivery**	Full-time and part-time via blended distance learning
12. **Language of study**	English
13. **AQSC approval date**	9 October 2019
14. **Valid from**	Date of validation: 31 October 2019

For office use only

15. **Valid to**	31 August 2025
16. **Version**	V1.1

17. **Educational aims of the programme**

Heritage is the story of our collective past – it is basis for our sense of place and community – it also underpins cultural tourism, development projects and regeneration schemes.

At present there is no MBA specifically for the heritage sector. The professional associations in the heritage sector (CIFA, IHBC and MA) have repeatedly identified the lack of advanced management skills and leadership training as significant barriers to the long term sustainability of the heritage sector (see for example Museums Association 2013).

Market research undertaken for the CHI project also demonstrates that there is a significant unmet demand for higher level learning in the sector with a focus on leadership, business and financial skills.

This programme therefore aims to meet the needs of a heritage sector which is facing major challenges as a perfect storm of environmental change, technological change, cultural, social and demographic change threaten to reshape the historic environment in the UK, Europe and worldwide. It has been designed in collaboration with organisations from across the sector.

The MBA in Cultural Heritage Leadership is therefore first and foremost a qualification in the strategic development and management of organisations within the heritage sector.

MBA Cultural Heritage Leadership:

Participants will experience a challenging and unique occupational education that emphasises reflective and innovative leadership and business decision-making across the Heritage Sector. Our graduates will have the critical

academic and business discipline skills which will enable them to analyse and lead complex organisations in a rapidly changing and increasingly international cultural heritage sector.

The programme integrates the study of conventional MBA building blocks - growing participant's knowledge and understanding of a broad base of entrepreneurial, managerial, human resource, legal and financial skills – with the exploration of specific complex issues from climate change to over-tourism facing heritage at the local, national and global scale.

A key focus is the development of new strategies for a changing world - advancing a sustainable heritage which balances the needs of communities and their cultural inheritance with the need to encourage investment and enhance economic growth.

Partners from across the heritage sector have been closely involved in the development of the programme. It has been carefully tailored to meet skills gaps and respond to changes in industry trends.

At each stage skills are deepened and understanding reinforced through learning in and from the workplace. This will include, for example, the analysis of organisational and operational structures either of their own organisation (if in employment), a previous employer (all participants must have a minimum of two years relevant employment experience) or for those students not in employment who wish to build their networks (those transitioning to the heritage sector for example) through optional informal placements with heritage bodies. In each case the emphasis is upon reflection and analysis, widening of understanding and the development of solutions resulting in professional outputs.

Students are taught by RAU staff with many years senior management experience in both business and heritage sectors. Students will work closely with industry throughout, engaging with real-world problems, hearing from guest speakers and receiving mentoring from a relevant expert working in the field.

Delivery is through blended learning – students undertake preparatory reading and exercises before attending a short intensive course in each semester and then following up with on-line learning using the full range of web-based tools – from video clips and recorded lectures to real-time seminars and one-to-one mentoring. This is an extremely flexible way of learning which can be fitted around employment while still giving participants the opportunity to network and meet their peers.

The Four Catalyst Pillars

The following four pillars have been used to guide the content of each module and to support the programme learning outcomes. The programme modules and the style of delivery encourages students to reflect upon the discipline content and to apply the concepts learnt to real, practical situations within their own agri-business sector. The use of examples, opportunities to discuss and debate theory and current issues with peers and the use of industry mentors provides students with multiple chances to both be inspired and to inspire

others.

Pillars: Each module will address:		Outline Assessment criteria:
Inspired / Inspiration	Learn from others	Awareness of existing best practice, identification of opportunities to improve, seeking out knowledge
Reflect / Reflection	Apply to your situation	Critical, logical review and application to specific contexts
Innovate / Innovation	Use evidence-based approach	Review of existing knowledge base, evaluation of innovations or proposing creative innovative solutions
Lead / Leadership	Work with others	Taking account of team motivation, skills, experience and mind-set in the potential adoption of innovation plans

The programme structure includes modules that develop and inform students on the use and application of existing and innovative information and technologies to enhance their ability to analyse situations and make decisions.

Leadership skills are developed by the use of group activities and assessments and a module that focusses on the principles of excellent leadership and the factors that influence it.

The use of industry mentors to support students and the inclusion of optional programme enhancement activities further develops student leadership competencies.

18. Learning Outcomes of the Programme

Learning Outcomes	Teaching, learning and assessment strategies
A. Knowledge and understanding	

A knowledge and understanding of:	Teaching & Learning methods and assessment strategies:
1. How leadership theories and concepts, including the use of critical reflection, contribute to positive and organisational learning outcomes. 2. How natural, economic and social systems impact upon cultural heritage and heritage	The knowledge and understanding of core business management disciplines is delivered through a combination of online learning activities and an intensive residential block with face to face teaching. Core content is delivered via a

organisations at a local, national and global level. How these inform the organisations values and shape its approach to corporate social responsibility.

3. The value of a critical evaluation of data and technology to identify and support organisational, operational and business decision making.

4. The application of strategic models to assess an organisations capabilities and market environment leading to the development of ethical and resilient business strategies.

5. The requirements of financial statements and reporting and the ability to analyse and evaluate financial data to inform sustainable organisational and business decision making.

6. How a focus on customers and/or consumers can contribute to an organisations success in developing audiences and marketing heritage products.

7. The economic, social, political and policy environment within which the heritage sector operates and the wider role of the sector in shaping policy to achieve an ethical, resilient and sustainable heritage.

8. The sustainable behaviours and ethical approaches that will identify, support, evaluate and develop innovative organisational and business ideas and future opportunities.

range of resources including online lectures, readings, video content and module activities which introduce and then extend the students' knowledge of discipline theories and subject matter.

Each module includes a minimum of three opportunities for formative assessment where students are given feedback on tasks and activities to ensure that they understand the module content. Each module is assessed by either one or two formal assessments and the programme has been designed to include a range of assessment types.

(See additional details in section 20 on programme structure)

B. Intellectual skills

A knowledge and understanding of:

1. How to locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to

Teaching & Learning methods and assessment strategies:

(See comments in section A above)

The programme's emphasis on active

organisational, managerial and business problems. 2. The application of critical analysis and intuitive methods to address complex decision making and situations. 3. The value of critical thinking, creativity and leadership skills in addressing diverse organisational, business and social issues. 4. How to utilise conceptual models and frameworks, information and technologies and media to support management decisions in the heritage sector. 5. Research skills and how to undertake a substantive investigation into a theoretical or practical organisational or business management problem.	learning through application of theory to real, practical situations, a range of on-line and face-to-face learning activities and a focus on the benefits of critical reflection support and enhance the development of the students' intellectual skills. The development of a supported, independent learning culture with the opportunity to apply discipline content to sector specific tasks will create a challenging learning experience.

C. Practical / professional skills

<u>A knowledge and understanding of:</u> 1. How to conduct an evidenced organisational, operational, business and market audit and identify solutions to complex problems. 2. How to analyse, interpret and respond to a range of data and information to make business decisions with value and impact. 3. How to use a range of management concepts, techniques and supporting technologies to evidence organisational and business decisions. 4. How to be an effective, supportive and collaborative leader in a variety of organisational and business contexts. 5. How to incorporate ethical values and reflective practice into their personal and professional development as a manager.	<u>Teaching Learning methods and assessment strategies:</u> (See comments in sections A and B above) Students will be expected to capitalise on their sector specific experience and the experiences of their peer group to advance their abilities to analyse and develop solutions for business related problems in a professional context. The modules' content and activities will support students' in the development and modification of their approaches to solving complex business problems through a combination of learning, collaboration and reflection.

D. Transferable skills	
A knowledge and understanding of: 1. How to be an effective leader through critical self-reflection and self-awareness and an appreciation of the diversity of different perspectives on management approaches and practice. 2. How to present the analysis of data, information and the resulting solutions via a range of methods and media. 3. How to integrate and synthesis concepts, methods and skills from a range of business disciplines. 4. How to work effectively in both team environments and on individual tasks. 5. How to manage time and resources to achieve successful outputs with impact 6. How to demonstrate a high degree of professionalism and self-management in a range of contexts.	Teaching Learning methods and strategies: (See comments in sections A, B and C above) The programme will enhance a students' transferable skills by developing their learning skills. The focus on learning through experience, participating in discussion, application of programme content to practical problem-solving scenarios and engaging in a process of review and reflection will support participants in their personal and professional life beyond the MBA. The research skills module will expose students' to a critical overview of methods of thinking and knowing that will provide them with an insight into their own personal interaction with decision making processes and how to be an effective manager.

19. Assessment Map *(module codes are temporary)
The programme includes a variety of assessment types and a balance of group and individual assessment activities. All modules will include a minimum of three formative assessment opportunities in addition to the summative assessments presented below. Word counts, or their equivalents, are expressed in the module reference sheets and each module has followed an indicative module assessment weighting of approximately 3000 words assessment per module or its equivalent. The proposed assessment is outlined below and is expanded upon in the module descriptors:

Level	Core Module *	Coursework 1 - %	%	Coursework 2 - %	%
7	4401	e-portfolio	25	Reflection on e-portfolio	75
7	4421	Conference Presentation	40	Research Paper	60
7	4403	Critical evaluation	100	n/a	
7	4404	A strategic review report	100	n/a	
7	4405	Comparative Analysis	100	n/a	
7	4422	Recorded Marketing Pitch (video)	25	Marketing Plan	75
7	4420	Service Design Infographic (presentation of design concept and metrics for success)	40	Prototype of service design document	60
7	4408	Individual Written Report	60	Group pitch of Concept	40
7	4413	Research proposal	50	Reflection on research proposal and process	50
7	4414	Dissertation	100	n/a	
7	4415	Applied project	90	Reflective report	10

20. What students need to achieve in order to graduate.

A. MBA in Cultural Heritage Leadership

Students who apply for the MBA in Cultural Heritage Leadership need to successfully complete 180credits comprising all 8 taught modules and either the masters dissertation or applied project.

B. PgDip In Heritage Organisation Management

Students who apply for the PgDip in Heritage Organisation Management need to successfully complete 120 credits comprising all 8 taught modules.

Students who successfully complete the eight taught modules will have met all of the PLO's presented in the programme specification.

C. PgCert in Heritage Organisation Management

Students who apply for the PgCert in Heritage Organisation Management need to successfully complete 60 credits comprising 2 or more of the following modules (4420, 4421 and 4422).

Students who successfully complete any four taught modules will have met the following PLO's presented in the programme

specification; A2, A3, A4, A8, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4, D5. Additional PLO's may be met depending upon the modules studied.

D. PgCert in Business Management

Students who apply for the PgCert in Business Management need to successfully complete 60 credits but not including 2 or more of the following modules (4420, 4421 and 4422).

Students who successfully complete any four taught modules will have met the following PLO's presented in the programme specification; A2, A3, A4, A8, B2, B3, B4, C1, C2, C3, D1, D2, D3, D4, D5. Additional PLO's may be met depending upon the modules studied.

21. Programme structure

The format of the programme is a blended learning approach with a combination of distance learning methods facilitated by a wide range of learning materials and activities presented on the RAU VLE plus attendance at short residential blocks.

The programme is available as a full time or part time programme with the part-time option particularly suitable for those in current employment.

The full-time option allows all eight modules and the dissertation to be completed within one year and includes two residential blocks (each two weeks long). The part-time option takes two years to complete and includes four short residential blocks (each one week long).

All taught modules are Level 7, are worth 15 credits and follow a similar structure (see below). Five of the taught modules are shared across the RAU MBA programme. A further three taught modules (4420 - 4422) are specific to the MBA Cultural Heritage Leadership programme. The taught modules have been designed to be independent of each other so that students can start at one of two entry points each year. Each group of four (full-time) or two (part-time) taught modules must be completed before starting the next group.

Modules are delivered through a combination of asynchronous, distance learning activities plus synchronous on-line seminars and tutorial support sessions. The distance learning activities will utilise a range of formats and media and will include formative assessments that will facilitate feedback from tutors as well as self-assessment knowledge tests and reflective tasks. The distance learning content will be supported by the delivery of content and opportunities for discussion, debate and feedback in the residential blocks. Each module is supported by a comprehensive resources list that is maintained through the RAU Library Talis system.

Student Learning for each taught, 15 credit, module:

Activity	Hours	Short description
Distance	15	Introduction to the topic including preparatory readings, videos, papers,

orientation		book chapters, on-line quiz
Residential with direct tutor contact	15	Reflection on preparatory, Networking, group work, inspirational speakers, Academic & practitioner masterclass. 1 formative assessment
Distance learning taught element	80	Assume 10 activities to include a range of methods from toolset guidance e.g. Live webinars, videos, readings, quizzes, group activities, forums, chats, reflections, note-taking etc. 2 formative assessment points Some moderation of on-line forum may needed to be out of normal academic hours with support from ad-hoc teaching assistants
Distance learning assessment	40	Final summative assessment covering all learning outcomes

In addition to the eight discipline based modules there is a 15 credit, assessed research skills module that is delivered using an equivalent format of combined distance and residential block activities. This runs throughout the one or two year study period and includes both distance learning and face to face material and activities with time allocated to the development of research skills during the residential blocks.

Students have the option to complete their studies with a traditional master's style dissertation or with an applied project, both options are worth 45 credits. The research skills module should be completed before students embark upon their dissertation or applied project.

Student Journey: This is identical to the Catalyst journey already validated.

The programme consists of eight core modules (each 15 credits), a research methods module (15 credits) and a professional product or dissertation (45 credits). Programme delivery is spread over four teaching blocks A, B, C & D – the blocks are taught as pairs of one week residential courses in October and March and each is followed by extended distance learning.

Each Block consists of two modules and a thread of Research Methods which is common to all blocks.

The following permutations are recognised for an October Start:

One Year Full-Time:

Students attend Blocks A & B back to back in October and Blocks D & C back to back in March.

Two Years Part-Time:

Year One: Students attend Block A in October and Block C in March.

Year Two: Students attend Block B in October and Block D in March.

Four Years Part Time:

Year One: Students attend Block A in October.
Year Two: Students attend either Block B in October OR Block C in March.
Year Three: Students attend either Block B in October OR Block C in March.
Year Four: Students attend Block D in March.

We have shown the module timetable diagrammatically on the attached spreadsheet.

Note that the taught modules are of equal weight and it is possible to start the degree in Either October or February / March. For a February / March start the order of blocks above is adjusted accordingly. For example the block order for a One Year Programme is DCAB.

Assessment Strategy:

Each taught module will include 3 formative assessments (1 during and 2 after the residential block) and either one or two final summative assessments that will assess all learning outcomes. The assessment strategy for each module has been chosen based on the relevance for the module and to ensure an appropriate mix of assessment approaches such as e-portfolios, reflective journals, group activities, written reports and presentations across the programme.   Assessment marking criteria will integrate the RAU level 7 marking criteria, discipline specific criteria and reference to the four learning pillars.

Additional Student Activities:

Coaching will be available to all MBA students. This provides a unique opportunity for participants' personal and professional development in drawing on methods such as the Myers Briggs Type Indicator (MBTI) and the Analytic-Network Coaching System. To support development, enable reflection, and to evaluate application of coaching insights to organizational life, each participant will have a 'coaching credit' system comprising coaching hours to be used by the participant according to context and need. Coaching sessions will be face to face, by email, telephone or Skype or similar messaging platform.

In addition all students will be invited to participate in optional activities to help them consolidate and apply their learning. These include the weekly CHI Seminar Series (with guest speakers drawn from across the heritage sector – these will also be available live on-line and as a recording) and the CHI Conference Series (two international conferences a year – one with a heritage management focus, the other with a culture history focus – again with both live-feeds and recordings). In addition MBA students will be welcome to participate in a range of workshops and guided site visits led by Institute staff and visiting fellows.

22. Work-based learning

The MBA programme does not include formal work based learning but is designed to facilitate the use of personal experience and the practical application of discipline content to real work-based problems.

We require all participants to have a minimum of two years management level experience while the flexible blended design will enable those currently working in the sector to continue in post while learning.

We therefore expect students to use their work experience to reflectively inform their studies. This is reinforced in the teaching, assessment and student feedback by the focus on the four pillars (inspire, reflect, innovate and lead) that support the programmes' learning outcomes. These are the generic work relevant skills that were highlighted during the consultation process with industry partners.

It is a key aim of the programme that students will be enabled to apply the knowledge learnt to analysing and finding solutions for complex business problems.

23. Reference Points and benchmarks

This MBA programme has been designed to meet (1) the QAA Characteristics Statement for Master's Degrees (September 2015), (2) the QAA Business & Management Masters Benchmark (2014) and (3) the accreditation requirements of the Chartered Management Institute.

In addition, during the development of the programme reference was made to relevant elements of the QAA Archaeology and History Benchmarks and to the professional standards criteria of the professional bodies for the sector, namely the Institute for Historic Building Conservation, the Chartered Institute for Archaeology and the Museums Association.

The programme is in full accordance with the RAU Academic Policies and Procedures that include guidance on Academic Regulations, Teaching Quality and QU Policies and Academic Strategies.

Further guidance on the content, structure and delivery of the programme was gained through engagement with employers from across the heritage sector, employees, recent graduates and extensive market research.

24. Entry Criteria where these differ from the RAU standard

Standard RAU entrance criteria for a Master's programme plus a minimum of 2 years work experience at a management level.

All applicants will be interviewed either in person or on-line.

25. Module reference sheets

MBA students must complete all 15 credit modules plus <u>one</u> of the 45 credit module options:

<u>15 credit modules</u>

4401   Developing your leadership and people skills

4421   Facing up to Challenging Environments: Economics, Society, Politics & Policy

4403   Improving your decision-making with data and technology

4404   Developing sustainable business strategies (with additional reading lists)

4405   Improving your financial decision-making skills

4422   Building your Marketing and Audience Development Skills

4420   Creating Engagement through Experience (Service Design)

4408   Delivering growth through entrepreneurship and innovation

4413   Research skills

<u>45 credit modules</u>

4414   Dissertation

4415   Applied Project

	Developing your leadership and people skills	Facing up to Challenging Environments:	Improving your decision-making with data and	Developing sustainable business strategies	Improving your financial decision-making skills	Marketing for sustainable food systems and agri-	Creating Engagement through Experience	Delivering growth through entrepreneurship	Research skills	Dissertation	Applied project
	4401	4421	4403	4404	4405	4422	4420	4408	M0	M1	M2
A) Knowledge and understanding of:											
A1	X	X						X			
A2		X	X	X	X			X		X	X
A3		X	X	X			X		X		
A4	X		X	X		X	X				
A5		X	X		X						
A6						X		X			
A7		X				X	X	X			
A8	X					X	X	X			
B) Intellectual Skills:											
B1		X	X		X				X	X	X
B2	X			X		X		X	X	X	X
B3	X		X	X			X	X		X	X
B4	X		X	X	X	X	X			X	X
B5		X	X	X		X			X	X	X

	Developing your leadership and people skills	Facing up to Challenging Environments:	Improving your decision-making with data and	Developing sustainable business strategies	Improving your financial decision-making skills	Marketing for sustainable food systems and agri-	Creating Engagement through Experience	Delivering growth through entrepreneurship	Research skills	Dissertation	Applied project
	4401	4421	4403	4404	4405	4422	4420	4408	M0	M1	M2
C) Subject/Professional/Practical Skills:											
C1		X	X	X			X	X		X	X
C2		X			X	X	X	X		X	X
C3	X		X	X	X	X	X	X		X	X
C4	X			X			X	X		X	X
C5	X	X							X	X	X
D) Transferable Skills and Other Attributes:											
D1	X			X	X		X	X	X	X	X
D2		X	X		X		X		X	X	X
D3			X	X	X	X	X	X	X	X	X
D4	X	X	X	X	X	X	X	X	X	X	X
D5	X			X	X	X	X	X	X	X	X