
Programme Specification

MSc Historic Environment Management

1) Programme Information

Quercus code	<i>HEM / HEMD/ HEMC</i>
Academic Year	2020-2021
Valid entry routes	MSc in Historic Environment Management PG Diploma in Historic Environment Management PG Certificate in Historic Environment Studies
Additional exit routes	PG Diploma in Historic Environment Management PG Certificate in Historic Environment Studies
Location(s) of Study	RAU Swindon
School	Cultural Heritage Institute
Programme Manager	Dr Geraint Coles
Awarding Body	The Royal Agricultural University
Teaching Institution	The Royal Agricultural University
Academic level on Framework for Higher Education Qualifications (FHEQ)	Level 7
Admissions Body	Royal Agricultural University
UCAS code(s)	N/A
Entry Criteria (include IELTS if relevant)	Applicants should possess a degree in subject areas related to heritage, archaeology or history at Lower Second (2.2) or higher. Entry may be granted to those who have at least two years relevant work experience in the heritage conservation sector. In all cases entry is subject to a satisfactory interview

	either in person or via Skype/Zoom or similar platforms.
Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FD qualification benchmark	<p>This MSc programme has been designed to meet:</p> <ol style="list-style-type: none"> (1) The QAA Characteristics Statement for Master's Degrees (September 2015) (2) The relevant elements of the QAA Archaeology and History Benchmarks (2014a, 2014b) (3) The professional standards criteria of the Institute for Historic Building Conservation (2012) and the Chartered Institute for Archaeology (2016). <p>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. See the CHI Teaching & Learning Development Plan (S Drive under CHI_Swindon).</p>
Details of accreditation by a Professional, Statutory and Regulatory Body (PSRB)	<p>This degree will not be accredited by a PSRB in the short term although participants will be fully prepared for the membership requirements of the IHBC.</p> <p>In the medium term we would wish to see this programme accredited by IHBC.</p>
Mode of delivery	Full-time and Part-time
Language of study	English
Programme Start Month(s)	October
Academic Board approval date	29 th January 2020
Valid from	September 2020

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Valid to	September 2026
Version	V1.0 April 2020

2) What are the aims and objectives of the programme?

This programme aims to equip students with the knowledge, skills and tools they will need to manage historic environments and heritage sites, historic buildings, and cultural landscapes. Its goal is to produce the next generation of historic environment management professionals capable of working with equal facility across the public, private and charitable sectors.

Background:

The Historic Environment is everything that we have inherited from the past – from historic buildings to archaeological sites – from objects, documents and archives to oral history and song – it is our collective heritage.

Historic Environment Management is concerned with that inheritance and the ways in which it can be explored, protected, conserved, stewarded, interpreted, sensitively re-purposed and re-used. Ultimately it is about how we give the past a sustainable future.

Course Outline:

This programme aims to equip students with the tools they will require to manage historic environments and heritage. To that end the programme will:

- Offer a wide ranging, dynamic and research-informed programme that critically considers contemporary issues, challenges and developments in heritage and heritage management.
- Provide a robust philosophical, theoretical and ethical framework for exploring and managing historic environments.
- Facilitate critical awareness of, and engagement with, the practice of Conservation & Stewardship in the UK and Internationally in the light of rapid social, economic and environmental change.
- Develop an in-depth, inquiry-led, understanding of a “toolbox” of skills including:
 - Research Theory & Project Design
 - Project Management, Teamwork and Leadership
 - Heritage Strategy, Planning & Law
 - Working with People, Communities and Stakeholders
 - Heritage Based Regeneration & Place Making
 - Business, Finance & Enterprise
 - Fundraising & Income Generation
 - Marketing & Audience Development
 - Visitor and Event Management
 - Landscape, Building & Collection Management
- Apply knowledge creatively to the analysis of complex, incomplete or contradictory areas of understanding.

- Engage participants in the production of new knowledge through a substantial piece of research in their dissertation or profession practice product.
- Build skills in effective communication to different target audiences through appropriate use of print, on-line and broadcast media.
- Deepen awareness and understanding of a range of pervasive issues affecting the historic environment which re-occur throughout the programme. These include sustainability, diversity, innovation, creativity, enterprise, knowledge management and risk management.

By the end of the programme students will be prepared for a career in Historic Environment Management through their development of reflective practice, intellectual skills and an ethos of life-long learning; namely a high level of autonomy and self-direction, the demonstration of adaptability, initiative and originality alongside accountability, integrity and ethical judgement.

3) What opportunities are graduates likely to have on completing the programme?

This programme is designed to provide a broad based introduction to the rapidly changing discipline of historic environment management (heritage management). It takes an integrated approach to the long term sustainable management of both built and natural heritage. In consequence the course is suited to those who are seeking roles across governmental and charitable heritage organisations where this breadth of knowledge and an ability to innovate and envision alternative futures for the past is seen as desirable.

The degree will enable graduates to pursue careers in historic environment / heritage management in local & central government, third sector organisations, professional bodies and consultancies which require specialists with an historic environment focus. It should be noted that there is currently a shortfall in all archaeological and applied heritage specialisms occasioned by the demand for pre-construction services for major infrastructure projects and the demographic change resulting from the retirement of the post war generation.

4) What should students expect to achieve in completing the programme?

Programme Intended Learning Outcomes

The learning outcomes employ those of the QAA masters 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.

A: Knowledge and Understanding

A1 History, Context & Significance

Knowledge and critical understanding of the development of the historic environment in its historical context. Understand the significance of the remains of previous periods and cultures, including documentary and pictorial records, artefacts, buildings, structures, sites, localities, landscapes and all other elements which make up the historic environment.

A2 Research, Recording & Analysis

Critical understanding of the methodologies and techniques used in Heritage Research and the ability to carry out, or to commission, research, investigation, analysis and recording of the historic environment, including archival research, and to maintain records accordingly.

A3 Legislation & Policy

Knowledge and critical understanding of the legislative and policy framework for the protection of both built & natural heritage and the conservation of the historic environment, its formulation locally, nationally and internationally, and an awareness of other relevant legislation and policies.

A4 Strategy, Governance & Finance

Understand and be able to critically assess the strategies, governance, finance and economics of heritage bodies and projects. Knowledge of the social, political, economic, legal and business processes involved in enabling heritage activity and sustainable heritage development.

A5 Interpretation, Learning & Education

Understand the creation of interpretive narratives from different perspectives. Knowledge of approaches and the ability to analyse and evaluate the quality of a scheme of interpretation, learning & education and comment constructively.

A6 Re-purposing, Regeneration and the Sense of Place

Understand the principles of re-purposing and heritage led regeneration and the importance of heritage in creating, shaping and interpreting a "sense of place".

B: Intellectual Skills

B1 Critical & Creative Thinking

Being able to 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.

B2 Problem Solving & Decision Making

Being able to 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.

B3 Research Strategy, Design & Implementation

The ability to identify problems, ascertain appropriate strategy and design and conduct research either individually or as part of a team. Employ project management to implement.

B4 Synthesis, Analysis & Evaluation

The ability to locate, synthesise, analyse and evaluate data and information from a wide range of sources to support and evidence solutions to problems.

B5 Numeracy & Statistical Literacy

Quantitative skills including methods for the handling and analysis of large numerical data sets. Understanding of the application of statistical tools to research questions.

C: Practice & Professional Skills

C1 Values and Ethics of Practice

Appreciation of the social, cultural, ethical, political, aesthetic, economic and environmental values that impact upon current conservation policy and professional practice in applied heritage.

C2 Wider Context of Professional Practice

Awareness of the wider context of heritage, including knowledge of, and ability to, interact effectively with all agencies, bodies and individuals who have a significant role to play in its protection, conservation, restoration and development. Where required be able to give a professional opinion and advise clients.

C3 Develop, Conduct and Report on Projects in the Historic Environment

Design, conduct and report upon a programmes or projects for the investigation and/or development of an historic environment using a range of methods or approaches.

C4 Analysis and Significance

Use multiple lines of evidence to place a given historic environment into a wider context and to communicate its heritage significance.

C5 Conservation Management

How to identify historic environment conservation issues and prepare appropriate conservation management plans, strategies and planning guidance.

C6 Regeneration and Redevelopment

How to advise on (and shape debate about) the regeneration and redevelopment of both urban and rural sites and their buildings and structures.

D: Transferable Skills

D1 Leadership Skills

(a) Ability to identify appropriate leadership style for different situations: To enable/mentor, enhance/coach and motivate others in order to improve performance (of self and others).

(b) Ability to recognise and address ethical dilemmas and to apply ethical values to situations and choices.

D2 Personal Effectiveness

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.

D3 Working with People

Working with people within, between and outside organisations. Understanding of organisational context to enhance effective group performance. The ability to recognise & utilise individuals' contributions in group processes and to negotiate and persuade or influence others.

D4 Communication Skills

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 audience.

D5 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.

Programme Intended Learning Outcomes by Programme

MSc in Historic Environment Management	All the above ILO's apply to the MSc
PG Diploma in Historic Environment Management	All the above ILO's apply to the PG Diploma
PG Certificate in Historic Environment Studies	A1, A2, A4, A5, A6, B1, B2, B3, B4, B5, C1, C2, C3, C4, C6, D1, D2, D3, D4, D5
	These reflect the ILOs of the core modules taken in this programme.

5) How is the Teaching and Learning delivered in this programme?

Length of Programme: MSc

Full Time:	One Year	180 Credits in one year
Part-Time:	Two to Six Years	30 Credits per year minimum

Length of Programme: PG Diploma

Full Time:	One Year	120 Credits in one year
Part-Time:	Two to Four Years	30 Credits per year minimum

Length of Programme: PG Certificate

Full Time:	One Year	60 Credits in one year
Part-Time:	Two Years	30 Credits per year minimum

Delivery:

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 eight taught modules and a dissertation.

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

For those taking the MSc degree part-time over two-years participants will take four modules per year (usually two per semester) with the dissertation being submitted in the September 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 two modules (30 credits) per year and submit the dissertation as the final element in the September 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 taught module is 15 Credits and has the following time allocation:

- 10 Hours preparation prior to commencement using on line materials.
- 30 Hours of contact with tutors – this includes lectures, seminars, workshops and field excursions.
- 70 Hours of Independent Study and Directed Study using on line materials.
- 40 Hours of Preparation for the assessment.

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

Teaching & Learning Style:

Historic Environment Management requires practitioners to have knowledge across a range of historical and applied disciplines from built heritage and architectural history to heritage tourism and visitor management. 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 "studio" setting (Schön, 1987 et seq).

Within that studio setting our approach to teaching and learning is built around the established concept of the reflective practitioner (Light et al 2009), the principle of the student as producer (Neary 2012) and the desirability of "full-on learning" where both teacher and student are completely engaged in discovery (Elder 2012). These three strands are compatible in that they are student centred and can be related directly to the development of a "professional persona" and the future employability of the participant.

In broad terms the key knowledge and understanding outcomes are achieved mainly through lectures, flipped lectures, workshops, seminars, and reading. Students are given directed learning tasks, and are encouraged to increase their depth of their knowledge and understanding through private study and completion of coursework.

Intellectual skills are developed by through tutorials and small-group debate and discussion in a studio setting – the focus is problem-based and experiential.

Practice and professional skills are developed by a variety of means including extended site visits, workshops, lectures from key personnel in industry and project work, based on local sites and locations.

Transferable skills are incorporated across the programme with a focus on demonstrating competence through case studies and relevant assessments.

6) What is the Programme Assessment Strategy¹?

The programme has eight modules and a dissertation.

All eight 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 historic environment management.

These include, formal research papers, mini-conference presentations and short communications, primary data reports, consultancy reports, conservation management plans, interpretation plans, visitor engagement strategy and marketing plan, storyboards for short (documentary) films, workshop based regeneration pitches and an area based regeneration plan.

Students will have opportunities to share work with tutors for formative assessment

¹ Details of the implementation of the Assessment Strategy are found in Appendix A.

and comment before submission of the final assessed element. In addition a range of self-directed on-line quizzes and puzzles are used to develop understanding across the module and allow participants to gauge their own progress.

Note that no modules share the same assessment type or content and each form of assessment provides the participant with the opportunity to demonstrate intellectual, professional and transferable skills as well as knowledge and understanding.

The length of the assessments varies between 3000 and 4000 words (or equivalent) and this reflects the nature of the required product (a gazetteer – because it is highly descriptive - requires more words than a careful written analysis). The emphasis is on the promotion of accuracy and concision in communication.

The dissertation, however, provides participants 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

The overall aim of assessment is (a) to demonstrate successful acquisition of both module and programme learning outcomes and (b) to make participants as far as is practicable, work ready.

7) What do students need to achieve in order to graduate?

Notwithstanding University Regulations and the authorities and powers exercised by examiners, students will normally need to demonstrate achievement in the elements of the programme, as laid out in Section 6. Programmes are structured through the accumulation of credit, where 1 credit represents 10 notional learning hours.

In brief, students will normally need to achieve the following in order to be awarded **the qualifications:**

MSc in Historic Environment 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:

1	CHI-4719	The Present Past: The Idea of Heritage	15
2	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	15
3	CHI-4703	Cultural Heritage Research: Design, Methodology & Management	15
4	CHI-4720	Heritage Interpretation	15
5	CHI-4711	Management & Leadership for Cultural Heritage	15
6	CHI-4717	Management of Historic Buildings and Heritage Sites	15

7	CHI-4721	Engaging People & Communities: Audience Development & Marketing	15
8	CHI-4718	Heritage, Regeneration & Place Shaping	15
	CHI-4700	Dissertation	60
		Total Credits: MSc in Historic Environment Management	180

PG Diploma in Historic Environment Management (120 credits)

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

1	CHI-4719	The Present Past: The Idea of Heritage	15
2	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	15
3	CHI-4703	Cultural Heritage Research: Design, Methodology & Management	15
4	CHI-4720	Heritage Interpretation	15
5	CHI-4711	Management & Leadership for Cultural Heritage	15
6	CHI-4717	Management of Historic Buildings and Heritage Sites	15
7	CHI-4721	Engaging People & Communities: Audience Development & Marketing	15
8	CHI-4718	Heritage, Regeneration & Place Shaping	15
		Total Credits: PG Diploma in Historic Environment Management	120

PG Certificate in Historic Environment Studies (60 credits)

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

1	CHI-4719	The Present Past: The Idea of Heritage	15
2	CHI-4710	The Challenge of Change: Context, Significance, Planning Policy & Law	15
3/4		Together with any TWO further modules from: (15+15)	30
	CHI-4720	Heritage Interpretation	
	CHI-4711	Management & Leadership for Cultural Heritage	
	CHI-4717	Management of Historic Buildings and Heritage Sites	
	CHI-4721	Engaging People & Communities: Audience Development & Marketing	

	CHI-4718	Heritage, Regeneration & Place Shaping	
	CHI-4720	Heritage Interpretation	
		Total Credits: PG Certificate in Historic Environment Studies	60

Exit with a Lower Award

If a student does not meet the required standards for the award, the examiners for the programme may decide to offer a lower award associated with the programme, providing that a lower exit award exists and the student meets the requirements of that lower award.

Pass Criteria

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

MSc Historic Environment Management: Programme Intended Learning Outcomes (ILO) Chart

		A: Knowledge and Understanding						B: Intellectual Skills					C: Professional Skills						D: Transferable Skills				
Award / Programme Intended Learning Outcomes <i>(Expanded on in text above)</i>		History, Context & Significance	Research, Recording & Analysis	Legislation & Policy	Strategy, Governance & Finance	Interpretation, Learning & Education	Re-purposing, Regeneration and the Sense of Place	Critical & Creative Thinking	Problem Solving & Decision Making	Research Design & Implementation	Synthesis, Analysis & Evaluation	Numeracy & Statistical Literacy	Values and Ethics of Practice	Wider Context of Professional Practice.	Develop, Conduct and Report on Projects in the Historic Environment	Analysis and Significance	Conservation Management	Regeneration and Redevelopment	Leadership Skills	Personal Effectiveness	Working with People	Communication Skills	Digital Skills
Code	Module	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
4719	The Present Past: The Idea of Heritage	CW	CW	CW	CW			CW			CW		CW	CW	CW	CW						CW	
4710	The Challenge of Change		CW		CW	CW	CW	CW	CW	CW	CW	CW	CW	CW				CW	CW	CW	CW	CW	CW
4703	Cultural Heritage Research	CW		CW				CW	CW	CW	CW	CW		CW	CW	CW	CW		CW	CW	CW	CW	CW
4720	Heritage Interpretation					CW									CW								CW
4711	Management & Leadership for Cultural Heritage	CW	CW	CW	CW		CW	CW	CW	CW				CW	CW				CW	CW	CW	CW	CW
4717	Management of Historic Buildings and Heritage Sites		CW	CW			CW	CW	CW		CW		CW	CW		CW	CW	CW	CW	CW	CW	CW	CW
4721	Engaging People & Communities	CW			CW	CW	CW	CW	CW				CW	CW	CW			CW	CW	CW	CW	CW	CW
4718	Heritage, Regeneration & Place Shaping	CW	CW	CW	CW	CW	CW	CW	CW				CW	CW		CW	CW	CW	CW	CW	CW	CW	CW
4700	Dissertation*	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW	CW

*Dissertation will ideally exhibit all outcomes in varying amounts depending upon topic. KEY: CW = Course Work, ICT = In Class Test, Ex = Examination

8) Work-based Learning

This course has no work based learning option.

Prior learning may however be accredited up to a maximum of 30 credits in accordance with RAU regulations for APL.

9) How will the University assure the quality of the provision?

New programme proposals are reviewed by a Validation Panel, comprising at least the following membership: normally one subject matter expert external to the School or University, at least 3 academic staff not associated with the proposal. The Panel may include 1 member of professional staff. Panels are supported by an appropriately trained Secretary who acts as advisor to the Panel. Proposals are reviewed in line with the QAA's UK Quality Code, Advice and Guidance: Course Design and Development and in the case of partnership arrangements in accordance with QAA's Advice and Guidance: Partnerships. All programmes are ultimately approved by Academic Board for a period of up to 6 years.

Programme changes within a validation period are approved by the Academic Quality and Standards Committee (AQSC) on behalf of Academic Board. No more than 1/3 of a programme's core modules may be changed within the validation period before early programme revalidation is instigated.

The University has in place regular monitoring procedures for quality assurance including an Annual Programme Managers Report for each programme.

Each programme has at least one External Examiner who monitors all aspects of the assessment process. This is in line with the advice and guidance provided by the QAA regarding External Expertise which emphasises that external examining is one of the principal means for maintaining UK threshold academic standards within autonomous higher education institutions.

Each programme has a formally constituted Programme Board, which includes the External Examiner(s), and which is responsible for ensuring that awards are made within the Regulations of the University and that students are made awards on the basis of meeting the specified Learning Outcomes of a programme at the appropriate standard.

Each programme has a Programme Committee which meets at least twice a year to discuss, inter alia, programme design and planning, the student experience (including feedback) and student progress.

Each School has a School Advisory Group (or similar) which meets at least once a year to engage with external stakeholders on curriculum design and currency of the School programme portfolio content.

Student feedback both qualitative and quantitative is collected for each module studied. In addition the University's holds Staff Student Liaison Committees and a Student Engagement Committee where students have the opportunity to discuss issues and give and receive feedback. Students are also invited to participate in the University's New Student Survey and Student Satisfaction Survey along with the annual National Student Survey. The results of all feedback are considered by the Programme Committee and additionally, in respect of the University and national surveys, issues of quality are considered by and acted on where appropriate by AQSC, Academic Board, School and University Executives.