# Programme Specification ARO 034a

## Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
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<tbody>
<tr>
<td>Partner Institution</td>
<td>N/A</td>
</tr>
<tr>
<td>Programme Name</td>
<td>Environment, Heritage and Policy</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>MSc</td>
</tr>
<tr>
<td>Faculty</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td>History and Politics</td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td></td>
</tr>
<tr>
<td>Programme Code</td>
<td>TXX44-EHP</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time ☒ Part Time ☒</td>
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<tr>
<td></td>
<td>(if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK ☒ International ☐ Where:</td>
</tr>
<tr>
<td></td>
<td>Online ☐ Blended ☐</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September ☒ January ☐ Other</td>
</tr>
<tr>
<td></td>
<td>(if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>Full-time: 12 Months. Part-time: 24 months</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td>90</td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
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</tr>
<tr>
<td>Professional Body Accreditation</td>
<td>(all relevant accreditations to be listed)</td>
</tr>
<tr>
<td></td>
<td>Name of accrediting body: Required for programme: Yes/No (delete as appropriate)</td>
</tr>
<tr>
<td></td>
<td>Date of Accreditation: XX / XX / 20XX</td>
</tr>
<tr>
<td></td>
<td>Date of Renewal: XX / XX / 20XX</td>
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<tr>
<td>Programme Director</td>
<td>Catherine Mills</td>
</tr>
<tr>
<td>Advisor of Studies</td>
<td>Catherine Mills</td>
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<tr>
<td>Programme Approved</td>
<td>Unknown</td>
</tr>
<tr>
<td>Last Updated</td>
<td>Unknown</td>
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### Section 2 Overview

#### PROGRAMME SUMMARY

Cultural Heritage and the Historic Environment are recognised as key sectors for economic growth and development nationally, internationally and globally. Accordingly the aim of the programme is to provide a rigorous and intellectually challenging multi-and interdisciplinary education at an advanced level in current issues relating to the provision, expansion and maintenance of historic and natural environments nationally, internationally and globally. It delivers the skills necessary for the future development of key economic assets and the current and future challenges being faced by society and this sector and will prepare graduates for, or enhance, a career in this area.

The multi-and interdisciplinary programme is designed to enable graduates from disciplinary backgrounds in the Arts and Humanities, Social Sciences and Natural Sciences, as well as current practitioners, to expand and enhance their primary degree knowledge and experience, and equip them with skills that will aid them in the future management and development of the cultural, natural and built heritage sectors or to further their research interests in these areas.

**Key Features of the Programme**

- The course has a strong emphasis on both the conceptual and the intellectual study of heritage with a particular focus on environmental history which provides a fascinating and unique approach to the study of the subject.
- The interdisciplinary nature of the course means that you can straddle more than one discipline and gain wider and more diverse skills.
- An emphasis on field trips will allow you to take your learning outside of the classroom and provides the opportunity to study the Scottish environment first hand.
- You will be taught by a strong team from a number of different disciplines with excellent industry links.
- You will have the opportunity to work closely with the team but also have the option to complete a work-related project involving real world research and dissemination.

#### PROGRAMME AIMS

On successful completion of this programme, you should be able to:

1. Command a substantial body of knowledge on cultural, natural, tangible and intangible heritage, including current challenges and opportunities from national, international and global perspectives.
2. Undertake the design of, conduct and disseminate an independently piece of scholarly research.
3. Construct and defend an argument supported with evidence in written, visual and written formats and present complex information to different audiences utilizing a range of traditional and new technologies.
4. Search, retrieve, manage and analyse information from a wide variety of sources, including texts, numerical data, material artefacts, buildings and landscapes.
5. Think strategically about future career pathways and put into practice skills for a life of on-going learning and adaptation to a world in technological, social and cultural transformation.

#### WHAT WILL I BE EXPECTED TO ACHIEVE?

**Detailed Learning Outcomes**

On successful completion of this programme, you should be able to:

Knowledge and Understanding:

1. Demonstrate knowledge and systematic understanding at taught Masters level which is appropriate to careers in the Historic Environment and Cultural Heritage sectors or provide foundation to PhD level study of:
   a. environmental issues affecting the sector.
   b. the current legislative and political framework for safeguarding the historic environment and cultural heritage sectors and regulating development.
c. the principles and methods that underpin cultural heritage and historic environment management.

d. key theories, principles and concepts in Environmental History

e. the interaction of multi-and interdisciplinary issues and how they can be utilised in the future management of cultural heritage resources.

2. demonstrate a broad and advanced insight into the cultural, scientific, economic, legal and political issues relating to the sector, particularly in respect of tourist development.

3. analyse and evaluate current policy and national/international heritage protection law and the different approaches to legal protection in different countries/cultural contexts.

4. problem solve utilising interdisciplinary techniques.

Generic skills and other attributes:
As the programme aims to equip students for a career in the Cultural Heritage and Historic Environment sector, or to undertake further research at doctoral level, emphasis is placed on the following transferable and highly valuable generic skills and qualities, all of which will enhance personal development and employability. On successful completion of this programme, you should be able to:

1. engage in academic debate in a professional and confident manner using a wide range of formats to present well-structured, clear and concise specialist material

2. identify, understand, interpret and evaluate relevant subject specific arguments by others and construct independent arguments

3. work both independently and as part of a team; the ability to work under pressure with a demanding workload to and meet set deadlines.

4. manage information through the use of IT (including use of GIS, Word Processing, spreadsheets etc.)

5. Use archival, library and advanced research skills, as necessary and appropriate for the development of advanced analysis, interpretation and presentation of case studies.

Values and Attitudes:

1. Acceptance, equality and inclusivity

2. An ability to take into account human cultural diversity both in the wider context and in recognition of social value and authenticity in a heritage context.

3. Make decisions regarding ethical issues related to dealing with human privacy, rights, values and research.

4. Attribute the provenance and inspiration of the information and arguments that you use to develop your own ideas.

5. Professionalism towards their study and subject.

**HOW WILL I LEARN?**

Learning, teaching and assessment on the programme is designed to meet the learning outcomes above.

- All modules are delivered by small group learning and teaching which aims to provide opportunities for interaction with staff and fellow students, to develop communication skills, and to allow discussion of key and often controversial issues. In addition, students will be asked to make formal and informal presentations in these groups.

- Students are also encouraged and expected to undertake independent study. Students are expected to read widely from a variety of sources. The necessity of independent study culminates in the dissertation or equivalent project written/produced in the summer. This piece of work provides students with opportunity to produce a substantial piece of independent, focused research on their chosen area.

- Modules (both the two core modules and four options modules) are assessed typically through 100% coursework divided between oral/visual presentation and developed written submission or materials portfolio.

- Students must pass all 6 modules and achieve a pass grade in the dissertation to be awarded the Postgraduate qualification.
WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria
Although the academic essay remains the benchmark, assessment across all modules is varied and where possible matched to likely assignments in the world of work. In addition to essay assignments you will produce reports, memo briefings, critical evaluations/reflections, interpretation leaflets/boards, academic posters, oral presentations and Digi-essays. The visual medium assignments are particularly useful as they enable the student to create a portfolio of work to take to interviews that demonstrate skill and ability that can be evaluated in a short space of time.

The dissertation offers three routes, one traditional, one ‘directed’ where the student works with an outside partner but has a significant amount of freedom in terms of the research but looks at a specific topic specified by the partner, and work related in which the student follows a specific employer brief and produces a portfolio of work as opposed to a dissertation. (Candidates for directed and work-related projects are generally selected by interview with the outside partner).

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here; http://www.stir.ac.uk/academicpolicy/handbook/assessment/

Assessment Regulations
If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Postgraduate – Taught

WHAT WILL I STUDY?

Outline Programme Structure
The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Postgraduate

Full-time

Total year 1 credit value = 180
Compulsory credits = 120
Option credits = 60

<p>| Autumn       | ENHPP30 - Introduction to Environment and Heritage (20) | ENHPP31 - Putting Heritage Theory into Practice (20) | ENHPP21 - Research Skills (20) |</p>
<table>
<thead>
<tr>
<th>Spring</th>
<th>60 credits of option below</th>
<th>ENHPPPD – Dissertation/Work-based Project (60)</th>
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<tbody>
<tr>
<td>Summer</td>
<td>ENHPPPD – Dissertation/Work-based Project (60) Con’d</td>
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**Part-time**

**Year 1**

Total year 1 credit value = 80  
Compulsory credits = 20  
Optional credits = 60

<table>
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<tr>
<th>Autumn 18/19</th>
<th>ENHPP30 - Introduction to Environment and Heritage (20)</th>
<th>Either: ENHPP21 - Research Skills (20) or ENHPP31 Putting Heritage Theory into Practice (20)</th>
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</thead>
<tbody>
<tr>
<td>Spring 18/19</td>
<td>40 credits from options below across Spring</td>
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<table>
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<tr>
<th>Part-time**</th>
<th>Year 2**</th>
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| Total year 2 credit value = 100  
Compulsory credits = 60  
Optional credits = 40 |

<table>
<thead>
<tr>
<th>Autumn 19/20</th>
<th>Either: ENHPP31 Putting Heritage Theory into Practice (20) or ENHPP21 Research Skills (20)</th>
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</table>
| Spring 19/20 | 20 credits from options  
ENHPPPD Dissertation (60) (cont. in Summer) |
| Summer 19/20 | ENHPPPD Dissertation (60) |

### Optional Modules:

- PREPP70 - Strategic Tourism Public Relations  
- ENHPP24 - Heritage, Identity and Place  
- ENHPP33 - Managing the Heritage of Death and Worship  
- ENHPP25 The Roots of Green Consciousness  
- ENHPP29 - Special Skills  
- SEPP004 - Measuring Social Outcomes and Impacts

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<th>READING LIST</th>
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<tbody>
<tr>
<td>There is no general reading for the programme, each class has its own specific preparation and reading and this is detailed in the module handbooks.</td>
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### Section 3 Student Support

<table>
<thead>
<tr>
<th>SUPPORT FOR STUDENT LEARNING</th>
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<tr>
<td>Induction</td>
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You will receive a formal induction during the first days of your programme, in addition there will be Q & A session with former students and an ‘Meet and Greet’ (the teaching team) over wine and nibbles.

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**STEER**

STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

**Stirling Graduate School**

For Research Postgraduate Students the Stirling Graduate School as well as your own faculty will provide support. More information can be found here: [http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/](http://www.stir.ac.uk/graduateschool/current-pg-students/skills-development/)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor should be the your first formal point of contact for general academic guidance and pastoral support. More information can be found here: [http://www.stir.ac.uk/tse/personal-tutor/](http://www.stir.ac.uk/tse/personal-tutor/)

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student
Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

**Student Union:** you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including - physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-&-inclusion-service/

**Learning Resources**
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

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**Section 4 Programme Evaluation and Enhancement**

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<tr>
<th>METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING</th>
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**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

**Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

**External Examiner**
Name of External Examiner: Professor David Harvey
Institution: Aarhus University, Denmark

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**Section 5 My Future**

<table>
<thead>
<tr>
<th>WHAT KIND OF CAREER MIGHT I GO ON TO?</th>
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**Graduate Attributes**
Through studying your degree programme you will become a subject specialist, with in-depth knowledge, understanding and skills associated with your discipline. Our ambition is that you will also be confident, aspirational graduates with the right skills and attitudes to **connect; innovate** and **transform**. On this programme you will have the opportunity to become:
### Connected

With your discipline knowledge, understanding and skills with a range of complex real world issues with contributions from alumni, private, public and third sector to develop your employability skills with knowledge, experiences, and people providing different perspectives, to understand different cultures, beliefs and traditions an inclusive learning community and with the wider community and communicate effectively through digital and other media

### Innovative

through active and ethical research through using the latest global research and new technologies to develop new understandings and creative solutions through independent critical and reflective thinking through identifying opportunities to improve what you do and taking action

### Transformative

through your intellectual and cultural passion and excellence through sharing new perspectives and broadening horizons through being professional, adaptable and resilient and equipped to succeed in the global market place through being an active global citizen who is socially, culturally, and environmentally aware.

### WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?

None for this programme

### WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

The programme does not offer placement opportunities as much but the directed and work related dissertation routes allow for engagement with an ‘industry partner. These change annually but over the past 4 years previous students have worked with the following organisations:

- Historic Environment Scotland
- Inner Forth Landscape Initiative
- Innerpeffray Library
- Lismore Heritage Trust
- National Trust for Scotland
- Northlight Archeology
- Ochils Landscape Partnership

### WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?

The programme offers a solid grounding to progress to doctoral studies.
Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?

Admissions Criteria

A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. Applicants without these formal qualifications but with significant appropriate/relevant work/life experience are encouraged to apply.

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.5 with 6.0 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C
- Cambridge Certificate of Advanced English (CAE): Grade B
- Pearson Test of English (Academic): 60 with 56 in each component
- IBT TOEFL: 90 with no subtest less than 20

For more information go to English language requirements

If you don’t meet the required score you may be able to register for one of our pre-sessional English courses. To register you must hold a conditional offer for your course and have an IELTS score 0.5 or 1.0 below the required standard. View our range of pre-sessional courses.