



This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Cultural Heritage		
2. Award type	Master of Arts		
3. Programme details	FHEQ Level: 7	Mode of Study: Full time Part time	Duration: 1 year 2 years
4. Faculty	Faculty of Arts and Humanities		
5. School	Owning: School of History, Philosophy and Digital Humanities		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100807 Percentage: 100	Code: Percentage:	Code: Percentage:
<i>Programme code (internal use)</i>	HPHT037 (Full time) HPHT038 (Part time)		

9. Programme aims

The programme aims to:	
A1	Introduce students to heritage studies and the heritage industry and focus on key principles and techniques at Masters' standard.
A2	Introduce the organisations and frameworks which support cultural heritage, public history, and the heritage industry in the world today.
A3	Encourage a critical approach to the application of skills and methods for carrying out research, based on logical analysis and evidence.
A4	Encourage a critical and theoretically informed approach to heritage and to its relationship with identity and history.
A5	Impart an understanding of the diversity of heritage (landscapes, places, monuments, portable material culture, customs, dialect).
A6	Provide teaching and academic guidance which is informed by active research and consultancy as well as knowledge of the relevant industries.
A7	Facilitate work by students to solve practical issues and problems facing heritage organisations and the public around heritage, sustainability, and the politics of the past.
A8	Enhance students' personal, transferable skills.
A9	Encourage students to become more proactive and assume responsibility for their learning, both during the programme and in the future.
A10	Provide a supportive and stimulating environment for students.
A11	Enhance students skills and capabilities towards employment beyond education.
A12	To enable a student to undertake a detailed independent study using skills and knowledge gained through the programme.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	Data and concepts defining the nature of heritage in contemporary society.
K2	Core principles of critical heritage, archaeology, public history, and museum studies.
K3	The understanding of heritage organisations and frameworks in the world.
K4	Management practices in the heritage, leisure, tourism and recreation industries.
K5	Research methodology and its application in cultural heritage.
Skills and other attributes (S)	
<i>When considering the skills and attributes developed in this programme, please refer to the Sheffield</i>	

Graduate attributes (SGAs). [SGAs can be found here](#)

On successful completion of the programme, students will be able to:

S1	Initiate proactively appropriate question and search procedures in order to investigate issues or problems facing cultural heritage.
S2	Acquire and evaluate information appropriate to the critical study of cultural heritage and public history in the world today.
S3	Make appropriate use of digital methods in support of cultural heritage management and heritage research.
S4	Provide critical analysis of cultural heritage management and frameworks.
S5	Initiate effective communication with stakeholders including the public, heritage organisations and the academy.
S6	Work effectively in a team to pursue joint objectives.
S7	Develop presentation and writing skills towards the effective communication and interpretation of cultural heritage for broad audiences.
S8	Utilise research skills to critically address cultural heritage today.
S9	Conduct in-depth research and reporting on issues facing cultural heritage (through a dissertation).

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

Cultural heritage is a field that is constantly changing and evolving. The heritage industry and cultural heritage studies respond to contemporary political and economic issues, global challenges such as environmental change and sustainability, and social and cultural interests and concerns. As such, we expect our students to come from a broad variety of disciplinary backgrounds, and to contribute their own interests and expertise to conversations in the classroom, led and facilitated by experts on topics such as heritage, archaeology, history, and digital humanities. Our students will go on to work in a broad variety of industries, including the heritage industry, creative and cultural industries. The ideas which form the core of this programme, and the skills gained through assessments, workshops and fieldwork will equip students to follow their own interests beyond this MA programme.

Students will attend lectures which will introduce and explain core principles and big ideas. The aim of the lecture is to establish a foundation of knowledge and intellectual context for all students. Lecturers will be experts in their field and introduce cutting edge research. In lectures, Cultural Heritage students will mix with students from other MA cohorts, and build connections across different programmes.

In workshops, students will be encouraged to contribute to conversations around the ideas introduced in the lecture, and challenged to address problems in the field. In workshops, we will discuss issues facing society which involve cultural heritage, including sustainable development, community-building, and heritage management. Workshops will provide training in developing resources and outputs for broad audiences, from the public to the academy to industry. Students will learn how to use state of the art survey equipment, and be introduced to working with lab-based collections. Workshops are dynamic spaces in which you are actively challenged to build a skillset which speaks to your own strengths and interests. Writing support and

academic skills will also be offered as optional workshop elements to core modules, to support you in developing and improving your research and writing.

Small-group seminars will facilitate discussion and engagement with the ideas covered in the lecture, the methods deployed and discussed in workshops, and the questions arising from your reading. Small group seminars will help students to expand their knowledge of the field, to engage in active dialogue with each other and the sources they read. Seminars are student-led and facilitated by an expert in the field.

Throughout the programme, students will have the opportunity to hear from guest lecturers. Professionals in the heritage industry will provide introductions to their job, and offer students the opportunity to seek advice and engage directly with people working in those sectors they may wish to work in, or the field of research they wish to pursue. It is never too early to start building a professional network, and these guest lectures are a good place to start. Guest lecturers include heritage professionals from institutions such as the National Trust, Sheffield Museums, and other universities.

Fieldtrips and site-visits are an important part of your development as a heritage researcher. The historic environment is all around us, in our landscapes and streetscapes, and students are encouraged to apply the ideas they learn about in the classroom to real places. Field trips within Sheffield and beyond will give you the opportunity to expand your understanding of the heritage landscape, and to work alongside your classmates on fieldwork, surveys, and site visits.

The dissertation is an opportunity for you to make an original contribution to the field. Students will work independently under the supervision of a dissertation supervisor throughout the year to build a research project on a topic of your interest. Throughout the year, your supervisor will support you in building research skills, carrying out your fieldwork, and ultimately delivering a piece of academic writing that says something new about cultural heritage.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

The MA Cultural Heritage has a range of assessments to support student learning and skills development. Students will build skills in writing for multiple audiences, including academics, the public, and industry. Students will use a range of sources, from secondary scholarship to primary sources, to policy documents and heritage reports. Core modules will be assessed with a mix of academic essays and professional standard reports, as well as short blog-style writing pieces and creative work. Optional modules will allow students to engage in creative and reflective assessment forms such as digital presentations, as well as essays and formal writing. Students will be supported in developing and writing a dissertation of 9000 words. Students will work with a dissertation supervisor who will be an expert in their field of study. Dissertation research and writing will draw on research, field, and writing skills gained through coursework. Students will be encouraged to pursue their research interests in this assessment, and project-manage their own independent research experience.

After every assessment, students will receive formal structured feedback. This feedback is designed to help students to improve on their work through the course of their degree. Students will receive informal feedback on ongoing work, oral presentations and in-class activities from module coordinators, and their academic tutor. Throughout the year, students will have opportunities to reflect on their feedback with a dedicated academic tutor. Students will further reflect on their personal development and contribute skills learned on the University's MySkills system. Two short, non-assessed written reflections on cultural heritage and employability are included as part of the Dissertations module, which students will contribute to their MySkills portfolios.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			March 2015
2			March 2017
3			March 2018
4			April 2019
5			March 2020
6			June 2024
7	Major Amendment inc a Title Change	2026/27 - Year 1	October 2025

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