

Postgraduate Diploma in Heritage Management Course Guide

2020

Purpose of the Diploma

The purpose of this Postgraduate Diploma in Heritage Management is to advance existing and aspirant heritage practitioners' knowledge of the definitions and practices of heritage at both institutional and community level. It will enable them to conceptualise, design and implement project initiatives to contribute to the rejuvenation and expansion of heritage as a vital component of social life.

Nature of the Diploma

- A focus of the course is on work or placement-based learning, i.e. the everyday practices and projects of heritage practitioners. The course will introduce participants to relevant theory and research to enable them to theorise and critique everyday heritage management practices, and conceptualise innovation in these.
- Participants will be required to complete tasks and set readings before, during and after the contact sessions. An on-line Learning Management System (LMS), RUconnected, is used to manage the readings and tasks designed to help participants to meet the course outcomes. Participants are expected to use their own initiative in sourcing material relating to the field of heritage management.
- Participants are required to work independently and contribute to course processes.

Some of the key features in the course are:

- Critical engagement with the role and practice of heritage practitioners within international, national, institutional and community contexts.
- The aim of the course is **not** to "teach" a set of generic skills or techniques, but:
 - a) to create spaces in which participants meet to draw upon the insights that different contexts offer to interrogate heritage management practices; and
 - b) to facilitate engagement with theory and research in order to develop nuanced and high- level conceptualisations of the field of heritage

management and its possibilities.

Exit level outcomes

After engagement with the course processes and materials, participants should be able to:

- Articulate a nuanced understanding of the social and historical embedding of heritage in a variety of institutional, local and global contexts.
- Engage with the particularities of Africa's position in the global field of heritage management.
- Be sensitive to issues of access, ownership and contestation over heritage resources.
- Be familiar with national (South African) and international (UNESCO) heritage policy environments and legislative frameworks, and demonstrate awareness of their impact on definitions of heritage and management thereof.
- Participate in key areas of practice in contemporary heritage management, including legal compliance, managing a team, curatorship, and grant applications.
- Show competence in implementing and analysing heritage impact assessments within the framework of heritage legislation and administration.
- Demonstrate understanding of institutional approaches to identifying heritage and heritage management.
- Recognise and engage with non-institutional approaches to identifying heritage and heritage management.
- Demonstrate independent enquiry critically engaging with practices of heritage management in a workplace or placement environment.
- Have acquired the specific literacies (spoken and written) appropriate to the context of heritage management locally and globally.

Critical cross field outcomes (CCFOs)

Engagement with this course should contribute towards participants' achievement of the following critical cross-field outcomes (CCFOs). A close consideration of these CCFOs

shows that they are directed towards creating a citizenry which is effective in the workplace, technologically informed, and able to contribute towards social cohesion. For this reason, they are placed ahead of the 'Course Outcomes' as they function at the macro-level of all we aim to do.

On completing the module, participants should have strengthened their abilities with respect to the following CCFOs:

- Identify and solve problems relating to heritage management in institutional and community contexts;
- Work in a team both within the student group, and in their workplace/placement environment;
- Organize and manage themselves;
- Collect, analyse and evaluate relevant information;
- Communicate effectively in group discussions, on-line forums and in work/placement contexts;
- Use science and technology where appropriate;
- Recognize problem solving contexts in relation to heritage management and practices;
- Reflect on and explore effective learning strategies through participation in the course and attendance at placement/work place;
- Participate as a responsible and responsive member of society and
- Be culturally and aesthetically sensitive.

Entrance requirements

Applicants should either be practising heritage practitioners, currently employed in a heritage institution/grassroots project, or a graduate aspiring to enter this sector. An undergraduate degree (in any discipline) is normally a requirement for admission.

Course participants must be proficient in both oral and written formal English. Participants must be computer literate and have reliable access to the Internet to ensure access to

the on-line Learning Management System used to support the teaching and learning experience.

Recognition of Prior Learning is also a possibility for entrance to the course and is assessed through a portfolio of evidence (including a substantial piece of writing on a heritage project you have implemented or been part of implementing) and letter of motivation from current employer or mentor.

Time commitment

The course runs as a 1 Year Full Time commitment. Classes start in February. Final assessments are submitted in October.

Term 1 & 2 - classes are on Wednesday/Thursday and Friday Please refer to the timetable for class times and location. Field trips requiring overnights stays take place in Term 2, subject to timetable.

Term 3 - placements or return to work place/project. A one day check in is required at the department during this time.

Term 4 – project development and submission of portfolios. Participation in ‘Imagining the Future of Heritage in Southern Africa’ symposium.

Contact time is supplemented through the use of ‘RUconnected’ - an on-line Learning Management System (LMS). Using the LMS, participants will be able to access course readings and materials, engage in forum discussions and submit tasks between contact sessions.

Cost

Tuition fees for 1 year Full Time are R45 000. This includes all fieldwork trips (including overnight accommodation and meals where necessary) and course materials. Additional costs will include initial registration fees (approximately R100). A non-refundable fee of approximately R750 is payable on acceptance of an academic place at Rhodes University.

Structure of the course

In order to obtain the qualification participants are required to meet the outcomes of four compulsory modules. The total credits for the course are 120 credits.

Module	No of Credits	Compulsory / Optional	Year	Total Credits per Year
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Key principles of Heritage and Heritage Management Theory:	24	C	1	24
Heritage in Focus	24	C	1	24
Heritage in Practice 1 (Institutional placements)	16	C	1	16
Heritage in Practice 2 (Research component)	56	c	1	56

Module outlines

Module 1:

Key Principles of Heritage and Heritage Management Theory 24 credits

The purpose of the module is to introduce students to past and current definitions of heritage broadly, modes of managing heritage particularly, and their consequences at global and local levels.

Unit 1: Defining Heritage (12 credits) This unit defines conceptual framings of what constitutes heritage, and the theoretical implications of these contestations over time and space. The diversity of heritages is contrasted with the dominance of UNESCO narratives, with a particular focus on examples from Africa, Southern Africa and the Eastern Cape. We consider the challenges of implementing heritage projects at local level and the 'governance void' impacting implementation of policy and the transformation agenda in the case of South Africa.

Unit 2: Institutional Management of Heritage (12 credits)

This unit introduces key principles for the institutional management of heritage. This includes introductory workshops on management style, business acumen, grant proposals and administration. This is embedded in an introduction to policy and government agencies, heritage law and legal frameworks at the South African level. Students engage with relevant administrative tasks including Heritage Impact Assessments, and managing archives and digital heritages.

Learning outcomes

After engaging with the course processes and materials of Module 1, participants should be able to:

- Articulate a nuanced understanding of the social and historical embedding of heritage in a variety of institutional, local and global contexts.
- Consider how issues of access, ownership and contestation over heritage resources can impact projects.

- Knowledge of national (South African) and international (UNESCO) heritage policy environments and legislative frameworks, and awareness of their impact on definitions of heritage and management thereof.
- Understand the key areas of practices in contemporary heritage management, including legal compliance, managing a team, curatorship, and grant applications.
- Engage with the processes of heritage impact assessments within the framework of heritage legislation and administration.
- Demonstrate understanding of institutional approaches to identifying heritage and heritage management.

Module 2: Heritage in Focus 24 credits

The purpose of this module is to explore recurring themes in contemporary heritage management through field visits and reflections on a number of case studies. Thematic areas include notions of memorialisation and transformation, the role of the museum, community mobilisations of heritage narratives, heritage as a tool of education, practices of performance, the politics of iconic heritages and sensitivities of the sacred as an aspect of heritage. Key to these case studies are how tangible and intangible heritages can be defined, while problematizing the distinction between them.

Unit 1: Heritage in Focus 1 (12 credits)

In this unit, we reflect on the diverse interpretations and contestations attached to ancient heritage, memorialisation and iconography. The use of legal frameworks to re-frame post-conflict heritagescapes is considered as a key site of contestation. The ongoing tendency to memorialise and generate new forms of iconography as sites of symbolic significance in nation building narratives is problematized to ask how these might be reproducing colonial modes of representation. The tensions between stewardship and control of sites of significance are explored through legal notions of property, secrecy as a preservation strategy and issues of access.

Unit 2: Heritage in Focus 2 (12 credits)

In this unit, the performative, educational and sacred aspects of heritage are engaged to explore how heritage is embedded, and transmitted, in sensual practices such as music, dance, ritual and language. We consider the highly contested terrain of attempts to fix and formalise intangible practices, and the debates around ownership, access and risks of ossification that these bring about.

Learning outcomes

After engaging with the course processes and materials of Module 1, participants should be able to:

- Articulate a nuanced understanding of the social and historical embedding of heritage in a variety of case studies.
- Critically review how issues of access, ownership and contestation over heritage resources can impact projects.
- Demonstrate understanding of institutional approaches to identifying heritage and heritage management.
- Recognise and engage with non-institutional approaches to identifying heritage and heritage management.
- Use the specific literacies (spoken and written) appropriate to the context of heritage management in post-conflict societies.
- Demonstrate sensitivity to issues of access, ownership and contestation over heritage resources.

Module 3: Heritage in Practice 1 (16 credits)

Institutional/workplace placements.

Students spend 6 weeks in an institutional/workplace setting.

Participants begin developing a project proposal for their Module 4 research project based on experience during their placements. This is developed in consultation with the course coordinators during weekly check-ins at the Anthropology Department.

Learning outcomes

After engaging with the course processes and materials, participants should be able to:

- Demonstrate independent enquiry, critically engaging with practices of heritage management in a workplace or placement environment.

Module 4: Heritage in Practice 2 (56 credits)

The purpose of the module is to consolidate the placement/workplace project proposal. This proposed workplace project should demonstrate a set of innovative approaches/practices to heritage management in your placement institution/place of work. It can be a completely new idea, or a proposal to implement a change.

Your approach should consider issues of transformation and accessibility, potential legal considerations, potential sources of funding, how the project will be managed and how the project might transcend institutional settings.

While the project may have the potential to be implemented, implementation is not part of the assessment and it is the proposal which is submitted in the summative portfolio and presented at the symposium. Candidates are encouraged to be as imaginative and creative as they wish in considering the possibilities for their proposal.

Learning outcomes

After engaging with the course processes and materials, participants should be able to:

- Create a coherent and innovative heritage project proposal, including budget and implementation timetable.
- Assess the legal implications of proposed projects.
- Demonstrate sensitivity to the needs of contemporary and diverse publics.
- Present and defend ideas articulately.

Assessment

Module assessment

Participants will be required to complete module tasks as well as an integrated final assignment for each module which will require them to critically reflect on themes and ideas covered in each module.

Course assessment

The course will be assessed summatively by means of an integrated professional portfolio. The assignments from relevant modules will be synthesised with the project proposal to complete the portfolio which provides evidence of the participants having met the course outcomes and implemented feedback. The portfolios will be assessed by the course co-ordinators and will be externally examined.

Useful general resources

Resources will be made available for each module via the Learning Management System.

Course facilitators

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In addition, specialist facilitators, staff members, co-facilitators and associates will be invited to facilitate specific sessions.

Grade descriptors for the summative assessment of the portfolio (and parts thereof)

Distinction

75 – 100 %

- *Significant (creative, original) changes in thinking and practice* related to heritage and heritage management, demonstrating detailed support from the literature and innovation in proposed practice. Strong potential to make a significant *contribution to the field of heritage and heritage management* that could lead to change in local and global approaches to heritage.
- Strong potential to be publishable in appropriate journal/s and other popular media to influence discourse and policy on heritage and management thereof.
- Sophisticated and consistent evidence of *comprehensive engagement with selected theory and literature in the field of Heritage and Heritage Management* plus ability to apply these to specific contexts.
- Consistent and thorough *integration of theory* with description of past and current practice.
- Widespread evidence of use of major course *readings* plus extra discipline-specific readings sourced by the candidate themselves.
- *Constructive and well supported evaluation/ criticism* of principles and /or concepts and/or research in heritage and heritage management, integrated with developing discipline- specific academic literacies and discourses. Well supported *suggestions* for critique of theory/ principles/concepts to account for context factors.
- Practice comprehensively *contextualised* at individual, disciplinary, institutional, national and international levels.
- Evidence of *critical reflection (and reflexivity)*. For example, questioning of own assumptions about the role of heritage, and what can be defined as heritage.
- Excellent use of appropriate *genre* for writing up (blend of academic and personal reflective styles, coherent structure, signposting, readability, presentation, etc).

Highly competent

70 - 74%

- Significant *changes in* thinking and practice or detailed support from literature and

practice for maintaining current practices.

- Consistent evidence of *comprehensive understanding of heritage and heritage management principles*.
- Good *links between theory / practice* in significant areas. Innovation grounded in theory.
- Offers some *critique of aspects of theory* and/or principles of approaches to heritage and heritage management. Some suggestions for how principles could be adapted.
- Good *contextualisation*, description and justification of practice.
- Major course *readings* used significantly and as part of cogent argument and some evidence of reading literature and research sourced by the candidate.
- Evidence of *critical reflection and reflexivity* at all stages of the process. For example, questioning of own assumptions about the role of heritage, and what can be defined as heritage.
- Very good use of appropriate *genre* for writing up the TP (blend of academic and personal reflective styles, coherent structure, signposting, readability, presentation, etc).
- Has potential in terms of innovative ideas or /innovative context to make a *contribution to the field* of heritage and heritage management.

Competent

60- 69%

- Some *changes in thinking* about heritage and heritage management; or support from the literature for maintaining current practices.
- Evidence of *reflection on and critique of practice*.
- Evidence of good understanding of some of the *theory and literature* in the field of heritage and heritage management.
- Offers *critique of aspects of theory* and/or principles of alternative approaches.
- Competent engagement with *theory* but not necessarily fully integrated with practice.
- Main course resources used but not necessarily significantly integrated into cogent argument.
- Contextualisation, description and justification provided but not in great depth.

- Good use of appropriate *genre* for writing up the assignment (blend of academic and personal reflective styles, coherent structure, signposting, readability, presentation, etc).

Adequate pass

50 – 59%

- Adequately applies ideas in heritage and heritage management to practice. Some evidence of change in thinking and practice.
- Understanding of some of the theory and principles related to heritage and heritage management theory.
- Little critical appraisal of relevant selected literature or theory.
- Engagement with theory but theory is treated largely separately from practice.
- Few resources used and/or not significantly integrated into cogent argument.
- Some critique of own practice. Does not go into reasons why x might have worked or not worked.
- Provides brief contextualisation, description, justification for practice.
- Genre adequate with some difficulties with integrating personal, reflective writing style with academic writing. Parts of the assignment presented separately rather than as a coherent whole/ few clear links between different parts of the assignment.