

Masters - Heritage Enhancement and Regional Development - 120 credits / 4 semesters

Course Objectives

The aim of this pathway is to train students for careers in project engineering and local and cultural development: students must be capable of managing projects to enhance heritage projects for the sustainable development of regions and to lead teams of professionals in charge of these issues.

The aims of the course are to provide students with in-depth knowledge of the built, natural and ethnographic heritage (including landscape heritage), as well as on regional development, through a multidisciplinary approach: geography, history, art history, architecture, environment, law, sociology, etc. The diversity of the stakeholders (university and outsider stakeholders) and the complementarity of the pedagogical practices that are in place (Lectures, field trips, group projects, work placements) enable students to acquire the theoretical and technical skills necessary for their chosen careers.

Skills and Knowledge Acquired

- Knowing and understanding the basics of heritage and sustainable development;
- To be able to analyse and summarise the issues relating to heritage as a vector for regional development (identifying heritage resources so that they can be used to promote sustainable regional development).
- Master the tools and techniques needed to analyse, restore and pass on heritage
- Master the know-how and interpersonal skills needed to manage a regional project by applying the knowledge and methods they have acquired or by mobilising new resources.

Prerequisites and Admission Conditions

You must hold a 3-year higher education qualification (Bac+3)

Social sciences, Humanities, Arts, Literature, Languages, Life and Earth Sciences.

Candidates will be evaluated based on:

- Their objectives and skills
- The nature and level of previous study
- The motivation and coherence of their career plan

Further Studies

The course is primarily designed to lead to a career in the profession, with the aim of professional integration after obtaining a bachelor's degree. However, it may be possible to continue studies at doctoral level, depending on the student's plans.

Career Options

All professions in the field of heritage enhancement and/or regional development can be targeted. Students usually work in project engineering, heritage mediation, management of natural sites, etc... employers include local development bodies (project areas, inter-municipalities, local



authorities), the private sector (town planning firms, consultancies specialising in tourism and heritage, agri-tourism companies and socio-cultural associations).

Priorities of the Teaching Team

The professional integration of students is the main motivation of the teaching team which, in addition to teachers from the University of Limoges or the Ahun Agricultural College (partner establishment), includes many professionals from the agricultural sector. The University of Limoges or the Lycée Agricole d'Ahun includes a large number of professionals in the field of heritage and/or regional development (project managers, project engineers, and development agents, heads of consultancy offices, PAH coordinators etc.), who provide almost half of the teaching over the three years (in addition to the two years of the Master's programme, a preparatory year is offered: L3 Geography and Planning, 'Heritage enhancement and territorial development'). Lectures are accompanied by tutorials, including numerous field trips, enabling students to discover different types of territory (rural, mountain, coastal, urban) and to meet the local players in charge of regional development and heritage. In addition to languages, the curriculum places great emphasis on the law, the learning of communication techniques, cartography and geomatics (CAO, DAO, SIG).

Group projects and work placements are designed to give students the opportunity to try out and put into practice the skills they have acquired during the year. In L3, students work primarily on identifying the heritage and environmental resources of territories (inventories, diagnostics) or on the animation of sites (castles, museums). In M1, students work more on analysing and telling the heritage story (theme trails, exhibitions, organising events, revitalising villages, third-centre projects). In M2, students take on more ambitious projects in territorial and heritage engineering, with a focus on adaptation to environmental change (urban planning documents, Pnr or PETR charters, territorial climate and energy plans, tourism and heritage strategy, etc.).

Study Abroad

The students will have the opportunity to study abroad or complete a work-placement abroad during their masters. More specifically, there is a partnership with the Teruel campus (University of Zaragoza) in Spain, which allows students to do internships during M1.

Course Structure

The course is organised on 2 sites: the FLSH of the University of Limoges and the Lycée Agricole d'Ahun where accommodation is provided for students, paid for by the *Conseil Départemental de la Creuse*. Lectures are mainly given at the University of Limoges and group projects are supervised from the lycée in Ahun.

The teaching programme is structured in semesters (two semesters per year) which regroup the teaching units and the students. The mandatory work placement lasts 7 weeks in L3, 12 weeks in M1 and 24 weeks in M2. Support is provided by the teaching team for research and educational follow-ups of the work-placements, alongside the placement supervisor, the student's main contact at their host institution. The search for work placements is made easier by the close-knit network built up since the mid 1990s with associations, local authorities and government



departments throughout the Nouvelle-Aquitaine and neighbouring regions. In addition, each year, partnerships are established through agreements with local authorities or associations to implement collective projects led by students on regional development and heritage enhancement. All subjects are assessed on the basis of individual or group work, in written form (homework, portfolio) and orally. The year is validated by the award of 60 European credits. Environmental justice issues in regional development. In particular, it relies on links with professionals working in regional development and improvement outside the university.

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Students

- The importance and the duration of work placements for putting into practise what they have learned, building their professional network and refining their personal and career plans.
- Training appreciated by professionals: multidisciplinary skills, global vision of projects, operational know-how
- Training on 2 sites, which ensures a high degree of cohesion between student classes

Further Information

Edwige Garnier

Course Director

edwige.garnier@unilim.fr

Faculty of Arts and Humanities

39e Rue Camille Guérin

87036 Limoges cedex

www.flsh.unilim.fr

Target Audience

Post-graduate students

Continuous professional training

Apprenticeships and professionalisation contracts for L3 and Masters courses

Timetable

Average workload of course:

3rd year (Bachelor's L3): 17hrs per week, 26 weeks + extra curricular time spent on group projects

Master 1: 17hrs per week, 26 weeks + extra curricular time spent on group projects.

Master 2: 18 hrs per week, 17 weeks + extra curricular time spent on group projects.