

<b>Module Code:</b>	HUM562
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<b>Module Title:</b>	Experiencing History in the Workplace
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAHN	<b>JACS3 code:</b>	X210
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<b>Faculty:</b>	Arts, Science And Technology	<b>Module Leader:</b>	Dr Kathryn Ellis
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Scheduled learning and teaching hours	12 hrs
Guided independent study	158 hrs
Placement	30hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Social & Cultural History	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BA (Hons) Social & Cultural History & English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BA (Hons) Social & Cultural History & Creative Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
N/A

<b>Office use only</b>	
Initial approval: 25/09/2018	Version no:1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

**Module Aims**

This module aims to:

- Encourage an appreciation of the vocational aspects of historical study
- Develop an understanding of the ways in which history is communicated to different audiences

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Discuss the way in which professional and academic skills and approaches can be integrated in the study of history	KS1	
		KS4	
		KS5	
2	Design and present a piece of work according to defined specifications in a professional environment	KS2	KS9
		KS3	KS10
		KS6	
3	Explore and explain the way in which historical resources are managed and communicated in the wider context of professional organisations	KS4	
		KS5	
4	Perform effectively as part of a professional team	KS2	
		KS8	
		KS9	

**Transferable skills and other attributes**

Students will be able to develop and demonstrate:

- Self-direction and self-study

- Team-working and communication skills
- The ability to synthesise information and construct arguments in writing
- Research skills – to gather, select and organise evidence

**Derogations**

N/A

**Assessment:**

Indicative Assessment Tasks:

Students will compile a learning log/journal of their experiences on placement. The specific content of each journal will differ depending on the individual context. For example, students might carry out a cataloguing project at an archive repository or contribute to the educational work at a National Trust property. All students will be expected to consider aspects such as:

- the organisational structure of the place of work
- the professional standards, regulations and procedures of the organisation
- the way in which the individual project/work fits into the wider context of the organisations
- the way in which history is communicated to the wider audience, eg. National Trust visitors, researchers

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Learning logs/journals	100%		4000

**Learning and Teaching Strategies:**

The main aim of this module is to encourage experiential learning. Introductory lectures will be given to introduce students to the context of history in the workplace. All students will be supported in their research and learning through timetabled tutorials. This supervision will be a crucial mechanism in order to ensure guidance in project preparations and communications. Seminars and workshops will be held to provide the forum for sharing experiences and learning. All students will spend 30 hours in the placement. This may be in a block of time or otherwise in weekly visits. The times will be negotiated to suit the placement providers and students. All visits will be logged and recorded in individual journals (see above).

**Syllabus outline:**

- Introduction to the Workplace
- The context of history and heritage today
- Responsibilities and expectations in the professional context
- Formulating projects and negotiating goals
- Specific content will be determined by the specific settings of the workplace. For example students might be based at:

Archive repositories - Wrexham, Chester, Shrewsbury, Ruthin and Hawarden  
Gladstone Library at Hawarden, Oswestry Library  
National Trust education work based at Erddig and Chirk Castle

- Plenary Sessions: reflection and evaluation
- Integrating the professional and the academic

**Indicative Bibliography:**

**Essential reading**

Caulvin, Thomas, *Public History: A Textbook of Practice* (London: Routledge, 2016)

Helyer, Ruth, *The Work-Based Learning Student Handbook* (Basingstoke: Palgrave Study Skills, 2010)

**Other indicative reading**

Cottrell, S., *Skills For Success: The Personal Development Planning Handbook* (Basingstoke: Palgrave Macmillan, 2003)

Cottrell, S., *The Study Skills Handbook*, 3<sup>rd</sup> edition (Basingstoke: Palgrave Macmillan, 2008)

Cunningham, I., Dawes, G., Bennett, B., *The Handbook of Work Based Learning* (Surrey: Gower Publishing, 2004)

Durrant, Alan & G Rhodes & David Young, *Getting Started with University-Level Based Learning* (Faringdon: Libri Publishing, 2011)

Sargent, C., *Workplace Companion: a Student Work-based Learning Notebook* (New Jersey: Prentice Hall, 2001)

Sayer, Faye, *Public History Practical Guides* (Bloomsbury Academic, 2015)