

MODULE SPECIFICATION FORM

Module Title: History in the Workplace	Level: 5	Credit Value: 20
--	----------	------------------

Module code: HUM511	Cost Centre: GAHN	JACS3 code: X210
---------------------	-------------------	------------------

Trimester(s) in which to be offered: 2	With effect from: September 2014
--	----------------------------------

Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
---	--

Existing/New: Existing	Title of module being replaced (if any): N/A
------------------------	--

Originating Academic Department: Creative Industries	Module Leader: Dr Kathryn Ellis
--	---------------------------------

Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for History and Optional for all other programmes
Scheduled learning & teaching hours: 20	
Independent study hours: 140	
Placement hours: 40	

Programme(s) in which to be offered: BA (Hons) History BA (Hons) English & History BA (Hons) History & Creative Writing	Pre-requisites per programme (between levels): None
--	---

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

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

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, KS3, KS6, KS9)
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)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

This assessment provides students with the opportunity to record and evaluate their experience of history in the workplace. 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. However 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 40 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).

Indicative 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

Bibliography:

Essential reading

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

Indicative reading

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

Cottrell, S., *The Study Skills Handbook*, 3rd 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)