1. KentVision Code and title of the module

CLAS6005 UNESCO World Heritage sites, finding a future for our past

## Division and School/Department or partner institution which will be responsible for management of the module

## Division of Arts and Humanities, Department of Classical and Archaeological Studies

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn Term

## Prerequisite and co-requisite modules

None

## The course(s) of study to which the module contributes

## Optional to the following courses: BA Classical & Archaeological Studies (Single and Joint Honours); BA Classical Studies (Single Honours); BA Ancient History (Single Honours); BA Ancient, Medieval and Modern History (Joint Honours)

## Also available as an elective module.

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

## 8.1. Demonstrate a systematic understanding of key aspects of the field of World Heritage listing, management and interpretation, and a detailed knowledge of the way in which those principles have developed;

## 8.2. Demonstrate the ability to deploy accurately established techniques of analysis and enquiry within a discipline, in the context of academia and outside;

## 8.3. Display a systematic and conceptual understanding that enables the student to devise and sustain an argument on different aspects and academic research related to World Heritage listing, management and interpretation; and an ability to evaluate critically the appropriateness of these different approaches to solving problems;

## 8.4. Show an in-depth appreciation of the uncertainty, ambiguity and limits of knowledge, in particular of students’ own biases, and how these influence their analyses and interpretation;

## 8.5. Manage their own learning on the topic of World Heritage, and to make use of reviews and primary sources.

## The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1. Demonstrate qualities and transferable skills necessary for employment;

9.2. Demonstrate the ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

9.3. Display the learning ability needed to undertake appropriate further training of professional or equivalent nature;

9.4. Display qualities and transferable skills necessary for decision-making in complex and unpredictable contexts;

9.5. Demonstrate the ability to exercise initiative and personal responsibility.

## A synopsis of the curriculum

## The module will allow students to acquire knowledge and critical understanding of the principles related to UNESCO World Heritage. Students will learn about the historical development of the concept of World Heritage and the related concept of intangible heritage and why they are often confused. Students will also acquire an in-depth understanding of the national management of World Heritage sites, and assess different approaches to managing sites. Students will then acquire advanced understanding of the latest key issues and themes, including on World Heritage and the Sustainable Development Goals, and on climate change. They will also debate recent ethical issues, including the difficulty of involving local communities or the destruction of heritage. During the course, practical and professional skills in drafting statements of value, key aspects of management plans and tourism plans will be acquired by students.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Edgell, D.L. (2019). *Managing Sustainable Tourism. A Legacy for the Future*. London: Routledge. 304 p.

Harrison, R. (2012). *Heritage. Critical Approaches.* London: Routledge. 288p.

Labadi, S. (2013). *UNESCO, Cultural Heritage, and Outstanding Universal Value*. Lanham: Rowman and Littlefield, 204 p.

Leask, A. and Fyall, A. (eds). (2006). *Managing World Heritage Sites*. London: Routledge, 320p.

Larsen, P.B. and Logan, W. (eds). (2018). *World Heritage and Sustainable Development: New Directions in World Heritage Management.* London: Routledge, 310 p.

Smith, L. (2006). *Uses of Heritage*. London: Routledge. 368p.

## Contact Hours

Private Study: 130 hours

Contact Hours: 20 hours

Total: 150 hours

## Assessment methods

* 1. Main assessment methods

Written Assignment (1,500 words) – 35%

Essay (2,500 words) – 45%

Individual Presentation (10 mins) – 20%

13.2 Reassessment methods

100% Coursework (3,000 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Individual Presentation | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

## During the lectures and seminars, students will be exposed to theories and methods from all over the world, as well as to the importance of cultural diversity. This broad teaching approach should attract international students, as the course will cover cases and techniques beyond the United Kingdom.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21/12/21 | New | September 2022 |  | No |
|  |  |  |  |  |