1. **Title of the module**

CLAS7030 (CL703) – Heritage Studies (with Internship)

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

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

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for 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

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

8.1 Demonstrate a systematic understanding of the well-established principles of heritage sites conservation and management 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 of the main methods of enquiry on different topics related to the basic conservation and management of sites, and ability to evaluate critically the appropriateness of these different approaches to solving problems;

8.4 Show an in-depth appreciation of the limits of their knowledge, in particular of their biases, and how these influence their analyses and interpretation of heritage sites and decisions related to their conservation and management.

1. **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.

1. **A synopsis of the curriculum**

The module will allow students to acquire knowledge and critical understanding of the principles related to heritage sites conservation and management. Students will learn about the principles of protecting, listing and conserving heritage, as well as about value-led management of heritage, with the full participation of local populations. Students will learn about drafting management and tourism plans, as well about integrating heritage within development strategies. As part of their internship, each student will devise a special project in consultation with the mentor and the module convenor. Precise objectives and skills to be learnt will be recorded and tracked regularly. Students will keep a weekly log of their activities. The placement may take place either as a block during the Easter vacation of Stage 2 or 3, or at regular intervals over the Autumn and Spring terms

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bandarin, F. and Van Oers, R. (2012). *The Historic Urban Landscape*. Wiley-Blackwell

Harrison, R. (1994). *Manual of Heritage Management*. Butterworth-Heinemann

Leask, A. and Fyall, A. (eds) (2006). *Managing World Heritage Sites*. Oxford: Butterworth-Heinemann

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

Sørensen, M. L. S. & Carman, J. (eds) (2009). *Heritage Studies: Methods and Approaches*. London: Routledge

Spenceley, A. (ed) (2008). *Responsible Tourism. Critical issues for Conservation and Development*. London: Earthscan

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Hours on Internship: 70

Total Private Study Hours: 190

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Essay (3,000 words) – 30%
* Blog (one entry for each placement day, up to a maximum of 250 words per entry) – 20%
* Presentation 1 (10 minutes) – 7%
* Presentation 2 (20 minutes) – 13%
* Report (2,500 words) – 30%

13.2 Reassessment methods

* 100% Coursework (2,500 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Internship | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Blog |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentations | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **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. In addition, students have the opportunity to undertake an internship with an international focus (e.g. on World Heritage).

**DIVISION 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 | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 09/11/16 | Minor | September 2017 | 12-14 | No |
| 18/1/21 | Minor (level 5 version removal) | September 2021 | 1,3,8-9,12-14 | No |

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| Revised FSO Jan 2018 |